

Southeastern Greene School District

1000 Mapletown Road
Greensboro, PA 15338
Phone: (724) 943-3630
Fax: (724) 943-3052

Bobtown Elementary School

304 Grant Street
Bobtown, PA 15315
Phone: (724) 839-7241
Fax: (724) 839-7575
Grades: K-6

Mapletown Junior-Senior High School

1000 Mapletown Road
Greensboro, PA 15338
Phone: (724) 943-3401
Fax: (724) 943-4769
Grades: 7-12

Visit the Southeastern Greene School District Website at www.segsd.org

The information in this handbook is subject to change.
Refer to the district website for ongoing updates.

Southeastern Greene School District

2025-2026

District Administration

Dr. Richard J. Pekar, Jr.	Superintendent
Dr. Bartholomew I. Donley	Mapletown Junior-Senior High School Principal
Mr. Richard A. Menear II	Bobtown Elementary School Principal
Mr. Scott E. Sinn	Assistant to the Superintendent / Curriculum Coordinator
Dr. Kimberly K. Tencer	Coordinator of Educational Programs and Pupil Services
Mrs. Heather L. Grandel	Business Manager

District Support Personnel

Mrs. Lisa D. Harvilla	Administrative Assistant
Mr. Charles B. Loring	Payroll/Benefits Coordinator
Mrs. Linda G. Messich	Athletic Director
Mr. Preston J. Pratt	Technology Coordinator
Officer Robert H. Cree	Supervisory School Police Officer
Officer William C. Brown	School Police Officer
Mrs. Rachel M. Stevenson-Radcliff	School Registered Nurse
TBD	Licensed Practical Nurse
Mrs. Ellen R. Heagy	Speech Therapist
Mrs. Amanda L. Adkins	School Psychologist, Intermediate Unit #1
Mr. Randy R. Geary	School Psychologist, Intermediate Unit #1
Mr. F. Hunter Klein	Social Worker, Intermediate Unit #1
Mrs. Rebekah A. Sheraskey	Social Worker, Intermediate Unit #1

Bobtown Elementary School Faculty

Mrs. April R. Baily	Music, Grades K-6
Mrs. Amy L. Caldwell	Classroom Teacher, Grade 3
Mrs. Heather R. Conway	Special Education
Mrs. Marsha A. Cree	Classroom Teacher, Grade 4
Mr. Jayce M. Donley	Counselor, Grades K-6
Mrs. Sheena J. Donley	Library, Grades K-6
Ms. Tracy L. Ducar	Core Support, Grades K-6
Mrs. Ashley B. Dunn	Classroom Teacher, Grade 1
Ms. Claudine M. Ferek	Classroom Teacher, Grade 1
Ms. Caroline G. Frye	Special Education
Mrs. Emily L. Hein	Special Education
TBD	Special Education
Mrs. Kendra M. Jones	Classroom Teacher, Grade 3
Mrs. Kriston N. Kovach	Classroom Teacher, Grade 6
Mrs. Nicole L. Maley	Classroom Teacher, Grade 5

Ms. April V. Masciarelli	Special Education
Mrs. Nicole L. McIntire	Classroom Teacher, Grade 2
Mrs. Bobby J. Newman	Classroom Teacher, Grade 6
Mr. Kevin M. Painter	Classroom Teacher, Grade 2
Mrs. Carmen M. Richter	Classroom Teacher, Kindergarten
Mrs. Lori A. Sagosky	Classroom Teacher, Grade 5
Mrs. Denna M. Shilk	Classroom Teacher, Kindergarten
Mrs. Rachel N. Sleasman	Classroom Teacher, Grade 4
Mrs. Anita C. Stoner	Health / Physical Education, Grades K-6
Mrs. Melissa S. Swarrow	Classroom Teacher, Grade 4

Mapletown Junior-Senior High School Faculty

Mrs. Amber N. Burkett	Earth and Space / Environmental Science
Mr. Jeremy J. Burnsworth	Mathematics
Ms. Gabrielle E. Clark	Special Education / Mathematics
Mr. William S. Cossick	Health / Physical Education
Mr. Dominic M. DeCarlo	Social Studies
Mr. Thomas C. Fink, Jr.	Counselor
Mr. Johnathan M. Gamon	Life / Physical Science
Mrs. Trina N. Griffith	Spanish
Ms. Kristin M. Haywood	Family and Consumer Science / Social Studies
TBD	Mathematics
Mr. Brian K. Lewandowsky	Technology Education
TBD	Biology / Chemistry
Ms. Kate E. McCullough	English / Social Studies
Mr. Jerry J. Mellinger	Mathematics / Physics
Mrs. Christine C. Menear	Special Education
Mrs. Audrey J. Mlay	Art
Mr. Michael F. Mlay	Business and Computer Education / English
Ms. Breanna J. Otto	Special Education / English
Mrs. Christina M. Ramstad	English
Mr. Robert W. Springer	Music
Ms. Carolyn R. Sweeney	Special Education
Mrs. Gwen M. Yoney	Mathematics

Support Personnel

Mrs. Lora L. Demchak	District Accounts Payable Secretary
Mrs. Tonya L. Halbert	Bobtown Elementary School Secretary
Mrs. Lynn R. Pennington	Mapletown Junior-Senior High School Secretary
Mrs. Bobbi J. Neighbors	Pupil Services Secretary
Mrs. Desiree M. Baker	Classroom Aide
Mrs. Haley S. Bennett	Classroom Aide
Ms. Kimberly S. Casseday	Classroom Aide
Ms. Samantha J. Collins	Classroom Aide
Mrs. Stephanie M. Moore	Classroom Aide
Mrs. Chelsey M. Phillips	Classroom Aide
Mrs. Rebecca A. Whitehair	Classroom Aide
Mrs. Jennifer Evosevich	Cafeteria
Mrs. Lisa Grim	Cafeteria

Mrs. Melissa Johnson	Cafeteria
Mrs. Jennifer Landers	Cafeteria
Mrs. Jennifer Pennington	Cafeteria
Mrs. Rebecca Robinson	Cafeteria
Mr. Jerry Presock	Maintenance Staff
Mr. Scott Rugola	Maintenance Staff
Mr. Jeremy Born	Custodial Staff
Mr. Alan Crow	Custodial Staff
Mr. Elzie Lavery	Custodial Staff
Mr. Brandon Robinson	Custodial Staff
Mr. David Shaw	Custodial Staff

Southeastern Greene Board of Education (Updated 8/2025)

Mr. Andrew F. Vanata	School Board President
Dr. Kristafer L. Adkins	School Board Vice-President, Chairperson of Extracurricular/Athletics Committee
Mr. Marvin C. Carter	School Board Treasurer, Chairperson of Technology Committee
Ms. Sheri L. Garlick	Chairperson of Education Committee
Mrs. Shirley M. Howard	Chairperson of Building and Grounds Committee
Mr. Mark E. Messich	Chairperson of Finance Committee
Mr. Gary P. Moser	Chairperson of Transportation Committee
Mrs. Janet A. Pennington	Chairperson of Personnel Committee, Greene County CTC Representative
Mrs. Courtney L. Smitley	Chairperson of Ad Hoc Committee

Southeastern Greene School District

Mission Statement

Southeastern Greene School District provides a quality education that inspires students to become productive, contributing members of a global society.

Vision Statement

Southeastern Greene School District students will succeed in society and become lifelong learners.

Shared Values

We believe that:

- All students are capable of learning and share in the responsibility for their education.
- Contributing partners in the educational process include all district staff, students, families, and the community.
- Schools of excellence have highly effective educators.
- Educators must be knowledgeable and current in their profession, discipline, and pedagogy.
- All members of the educational community recognize and respect all forms of diversity.
- Effective schools are built upon integrity and foster respectful, inclusive, and dynamic environments.
- Responsive schools take a leading role in promoting safety and wellness.
- Fiscal decisions must effectively balance educational needs of students and resources of the community.

District Motto: Be a Difference Maker!

Non-Discriminatory Policy

The Southeastern Greene School District is an Equal Opportunity Employer. The district will not discriminate on the basis of race, color, national origin, sex, and handicap in its activities, programs, or employment practices as required by: Title VI, Title IX, and Sec. 504.

Disclaimer

This handbook is intended to serve as a reference for policies and procedures that affect students in the Southeastern Greene School District. The school board and administration reserve the right to change policies stated in this handbook. Students will be notified of the changes prior to their enforcement. Other policies that may affect students are included in the School Board Policy Manual, P.I.A.A. Athletic Handbook, and Course Selection Handbook which may be viewed on the district website.

Information presented in this handbook will be updated throughout the school year. Refer to the district website at www.segsd.org for the most current information.

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Adult/Student Boundaries (School Board Policy 824)

This policy applies to district employees, volunteers, student teachers, and independent contractors and their employees who interact with students or are present on school grounds. For purposes of this policy, such individuals are referred to collectively as adults. The term adults as used in this policy, does not include district students who perform services on a volunteer or compensated basis.

All adults shall be expected to maintain professional, moral, and ethical relationships with district students that are conducive to an effective, safe learning environment. This policy addresses a range of behaviors that include not only obviously unlawful or improper interactions with students, but also precursor grooming and other boundary-blurring behaviors that can lead to more egregious misconduct. This policy is not intended to interfere with appropriate pre-existing personal relationships between adults and students and their families that exist independently of the district, or to interfere with participation in civic, religious, or other outside organizations that include district students, or to interfere with interaction for legitimate educational reasons. For purposes of this policy, legitimate educational reasons include matters or communications related to teaching, counseling, athletics, extracurricular activities, treatment of a student's physical injury or other medical needs, school administration, or other purposes within the scope of the adult's job duties.

The Superintendent or designee shall annually inform students, parents/guardians, and all adults regarding the contents of this Board policy through student handbooks, posting on the district website, and by providing copies to district employees annually. The building principal or designee shall be available to answer questions about behaviors or activities that may violate professional boundaries as defined in this policy. Independent contractors doing business with the district shall ensure that their employees who have interaction with students or are present on school grounds are informed of the provisions of this policy. Adults shall establish and maintain appropriate personal boundaries with students and not engage in any conduct that is prohibited by this policy or that creates the appearance of prohibited conduct.

Prohibited Conduct: Romantic or Sexual Relationships

Adults shall be prohibited from dating, courting, or entering into or attempting to form a romantic or sexual relationship with any student enrolled in the district, regardless of the student's age. Students of any age are not legally capable of consenting to romantic or sexual interactions with adults.

Prohibited romantic or sexual interaction involving students includes, but is not limited to:

1. Sexual physical contact.
2. Romantic flirtation, propositions, or sexual remarks.
3. Sexual slurs, leering, epithets, sexual or derogatory comments.
4. Personal comments about a student's body.
5. Sexual jokes, notes, stories, drawings, gestures, or pictures.
6. Spreading sexual or romantic rumors.
7. Touching a student's body or clothes in a sexual or intimate way.
8. Accepting massages, or offering or giving massages other than in the course of injury care administered by an athletic trainer, coach, or health care provider.
9. Restricting a student's freedom of movement in a sexually intimidating or provocative manner.
10. Displaying or transmitting sexual objects, pictures, or depictions.

Prohibited Conduct: Social Interactions

In order to maintain professional boundaries, adults shall ensure that their interactions with students are appropriate.

Examples of prohibited conduct that violates professional boundaries include, but are not limited to:

1. Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students.
2. Exchanging notes, emails, or other communications of a personal nature with a student.
3. Giving personal gifts, cards, or letters to a student without written approval from the building principal.
4. Touching students without a legitimate educational reason. (Reasons could include the need for assistance when injured, a kindergartner having a toileting accident and requiring assistance, appropriate coaching instruction, or appropriate music instruction.)

5. Singling out a particular student or students for personal attention or friendship beyond the ordinary professional adult-student relationship.
6. Taking a student out of class without a legitimate educational reason.
7. Being alone with a student behind closed doors without a legitimate educational reason.
8. Initiating or extending contact with a student beyond the school day or outside of class times without a legitimate educational reason.
9. Sending or accompanying a student on personal errands.
10. Inviting a student to the adult's home.
11. Going to a student's home without a legitimate educational reason.
12. Taking a student on outings without prior notification to and approval from both the parent/guardian and the building principal.
13. Giving a student a ride alone in a vehicle in a non-emergency situation without prior notification to and approval from both the parent/guardian and the building principal.
14. Addressing students or permitting students to address adults with personalized terms of endearment, pet names, or otherwise in an overly familiar manner.
15. Telling a student personal secrets or sharing personal secrets with a student.
16. For adults who are not guidance/counseling staff, psychologists, social workers or other adults with designated responsibilities to counsel students, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, the student should be referred to the appropriate school resource.
17. Furnishing alcohol, drugs, or tobacco to a student or being present where any student is consuming these substances.
18. Engaging in harassing or discriminatory conduct prohibited by other district policies or by state or federal law and regulations.

Prohibited Conduct: Electronic Communications

For purposes of this policy, electronic communication shall mean a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. Electronic communications include, but are not limited to, emails, instant messages, and communications made by means of an Internet website, including social media and other networking websites.

As with other forms of communication, when communicating electronically, adults shall maintain professional boundaries with students. Electronic communication with students shall be for legitimate educational reasons only. When available, district-provided email or other district-provided communication devices shall be used when communicating electronically with students. The use of district-provided email or other district-provided communication devices shall be in accordance with district policies and procedures.

All electronic communications from coaches and advisors to team or club members shall be sent in a single communication to all participating team or club members, except for communications concerning an individual student's medical or academic privacy matters, in which case the communications will be copied to the building principal. In the case of sports teams under the direction of the Athletic Director, such medical or academic communications shall also be copied to the Athletic Director.

Adults shall not follow or accept requests for current students to be friends or connections on personal social networking sites and shall not create any networking site for communication with students other than those provided by the district for this purpose, without the prior written approval of the building principal. All pictures of students shall be posted only on the district website. No adults shall post pictures of students and/or student work on personal facebook, website, or any other personal forms of media.

Exceptions

An emergency situation or a legitimate educational reason may justify deviation from professional boundaries set out in this policy. The adult shall be prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that he/she has maintained an appropriate relationship with the student. Under no circumstance will an educational or other reason justify deviation from the "Romantic and Sexual Relationships" section of this policy.

There will be circumstances where personal relationships develop between an adult and a student's family, e.g., when their children become friends. This policy is not intended to interfere with such relationships or to limit activities that are normally consistent with such relationships. Adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity. It is understood that many adults are involved in various other roles in the community through nondistrict-related civic, religious, athletic, scouting, or other organizations and programs whose participants may include district students. Such community involvement is commendable, and this policy is not intended to interfere with or restrict an adult's ability to serve in those roles; however, adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity with regard to all youth with whom they interact in the course of their community involvement.

Any person, including a student, who has concerns about, or is uncomfortable with a relationship or interaction between an adult and a student, or has knowledge of an adult violating this policy, shall immediately notify the Superintendent, principal, or other administrator. All district employees, independent contractors and volunteers who have reasonable cause to suspect that a child is the victim of child abuse, shall immediately report the suspected abuse, in accordance with applicable law, regulations, and Board policy. An educator who knows of any action, inaction, or conduct which constitutes sexual abuse, or exploitation, or sexual misconduct under the Educator Discipline Act shall report such misconduct to the Pennsylvania Department of Education on the required form, and shall report such misconduct to the Superintendent and his/her immediate supervisor, within fifteen (15) days of discovery of such misconduct. If the Superintendent or designee reasonably suspects that conduct being reported involves an incident required to be reported under the Child Protective Services Law, the Educator Discipline Act, or the Safe Schools Act, the Superintendent or designee shall make a report, in accordance with applicable law, regulations, and Board policy. It is a violation of this policy to retaliate against any person for reporting any action pursuant to this policy or for participating as a witness in any related investigation or hearing.

Investigation

Allegations of inappropriate or prohibited conduct shall be promptly investigated in accordance with the procedures utilized for complaints of harassment. It is understood that some reports made pursuant to this policy will be based on rumors or misunderstandings; the mere fact that the reported adult is cleared of any wrongdoing shall not result in disciplinary action against the reporter or any witnesses if the report was made in good faith. If as the result of an investigation any individual, including the reported adult, the reporter, or a witness, is found to have intentionally provided false information in making the report or during the investigation or hearings related to the report, or if any individual intentionally obstructs the investigation or hearings, this may be addressed as a violation of this policy and other applicable laws, regulations, and district policies and shall subject that individual to appropriate discipline. Obstruction includes, but is not limited to, violation of "no contact" orders given to the reported adult, attempting to alter or influence witness testimony, and destruction of or hiding evidence.

Disciplinary Action

A district employee who violates this policy may be subject to disciplinary action, up to and including termination, in accordance with all applicable district disciplinary policies and procedures. A volunteer, student teacher, independent contractor, or an employee of an independent contractor, who violates this policy may be prohibited from working or serving in district schools for an appropriate period of time or permanently, as determined by the Superintendent or designee.

This policy is included on the district website under District Policies, Operations, 824 Maintaining Professional Adult/Student Boundaries.

Anti-Bullying (School 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 occurs in a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

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

Bullying, as defined in this policy, includes cyberbullying. School setting means in the school, on school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored, supervised, or sanctioned by the school.

Authority

The Board prohibits all forms of bullying by district students. The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee. Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy. The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

Title IX Sexual Harassment and Other Discrimination

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

Confidentiality

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

Retaliation

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

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying. The Superintendent or designee may develop administrative regulations to implement this policy. The Superintendent or designee shall ensure that this policy is included in the district handbook and is 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:

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

Guidelines

The District Handbook, which shall contain this policy, shall be disseminated annually to students. Notice of 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 website.

Education

The district may develop, implement, and evaluate bullying prevention and intervention programs and activities. Programs and activities 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:

- Counseling within the school.
- Parental conference.
- Loss of school privileges.
- Transfer to an alternative placement, classroom, or school bus.
- Exclusion from school-sponsored activities.
- Detention.
- Suspension.
- Expulsion.
- Counseling/Therapy outside of school.
- Referral to law enforcement officials.

Assemblies

Various types of assembly programs will be held throughout the year. These programs are held for the benefit of the student body and are intended to support the educational program. Assemblies are usually held in the school cafeteria or gymnasium. Students will be dismissed to the assemblies via the intercom from the office. Student conduct in the assemblies should be guided by consideration for the interests of others, including the presenter.

All available professional staff members are to attend and supervise all assemblies and programs unless it interferes with a regularly scheduled class. Faculty members are to be located throughout the assembly area so that students are well supervised.

All participants are expected to cooperate with the following guidelines for assembly conduct:

- Move to the assembly in a quiet and orderly manner.
- Sit in the assigned area.
- Cease all talking when the program begins.
- Be attentive during the program.
- Do not whistle, shout, or exhibit other disturbing behaviors.
- When dismissed, leave the assembly quietly and orderly.

Athletics

The Southeastern Greene School District and Western Pennsylvania Interscholastic Athletic League (W.P.I.A.L.) follow all athletic rules, regulations, policies, and procedures as specified by the Pennsylvania Interscholastic Athletic Association (P.I.A.A.). Students interested in participating in the district athletic program must meet all eligibility requirements as set forth by Southeastern Greene School District and P.I.A.A. Refer to the district website at www.segsd.org, the P.I.A.A. website at www.piaa.org, and the W.P.I.A.L. website at www.wpial.org for additional information. Rules, regulations, policies, and procedures that must be observed include, but are not limited to, the following:

- Each student athlete must have a physical examination before he/she will be permitted to practice. Physicals may be completed by the school physician, or a personal physician provided by the parent/guardian. Evidence of the physical must be provided on a signed CIPPE (Comprehensive Initial Pre-participation Physical Evaluation) form, which is available for download at www.piaa.org.
- Students must be covered by medical insurance (or have a signed statement from the parents/guardians assuming full financial responsibility for all or any medical expenses incurred) before they will be permitted to practice in any athletic activity at Southeastern Greene.
- The student's parent or guardian must give written consent for participation in each sport.
- Requirements are the same for males and females.
- Students must be enrolled as full time students and residing in the Southeastern Greene School District with a parent/guardian.
- All student athletes must adhere to the discipline policies of the school district.
- Students in grades 7 and 8 may not practice or compete with students in grades 9 through 12, except in the case of advanced age as defined by the P.I.A.A. rules and regulations.
- A student shall be ineligible for interscholastic athletic competition upon attaining the age of 19 years. However, if the age of 19 is attained on or after July 1, the student shall be eligible to compete through that school year.
- In order to be eligible for athletics, students must be currently enrolled and must have been enrolled in school the preceding grading period and received passing grades during that grading period in subjects that earn a minimum of 4 credits per year toward graduation. Grades will be checked weekly and any student athlete failing to meet the criteria shall be declared ineligible for a period of one week. Athlete eligibility shall run from Sunday to Saturday.
- In order to participate in any extracurricular activity, students must be in attendance for at least one-half of the school day (arrival by 11:15) on the day of the activity, unless documentation is produced showing evidence of a medical appointment, a legal appointment, or attendance at the funeral of a relative or close friend.
- Students who are absent for 18 or more school days may not be eligible to participate in athletic events.

Attendance Policy

All students have a responsibility to attend school regularly and promptly in order to receive the full benefit of the educational program that has been adopted. The Southeastern Greene School District is committed to the philosophy that every student should attend every class every day. Regular attendance and promptness are expected in all classes and are essential for success in school. Forming the habit of regular attendance is a legitimate objective for every class. Learning that is lost due to absence can never be adequately replaced.

The Board requires that school age students enrolled in district schools attend school regularly, in accordance with state laws. The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. Attendance shall be required of all students enrolled in district schools during the days and hours that school is in session, except that a principal may excuse a student for temporary absences when receiving satisfactory evidence of mental, physical, or other urgent reasons that may reasonably cause the student's absence. Urgent reasons shall be strictly construed and do not permit irregular attendance.

The Board considers the following conditions to constitute reasonable cause for absence from school:

- Absences approved in advance by the building principal.
- Illness.
- Serious illness in the family.
- Quarantine.
- Recovery from accident.
- Required court attendance.
- Death in the family.
- Family educational trips (if approved by the Superintendent or designee).

- Educational tours and trips (if approved by the Superintendent or designee).

All absences occasioned by observance of the student's religion on a day approved by the Board as a religious holiday shall be excused. The Board will recognize other justifiable absences for part of the school day. These shall include medical or dental appointments, court appearances, family emergencies, and other urgent reasons.

A student who has been absent must report to the main office as soon as he/she arrives in the building on the first day of his/her return to school. An excuse must be presented to the attendance officer who will determine if the absence is excused or unexcused. Excuses must be submitted to the main office within three (3) days after returning to school in order to be considered legal. Written excuses are required for all absences. Parental excuses are acceptable for the first (1st) through tenth (10th) day of absence. Medical excuses are required when a student misses more than three (3) consecutive days of school. Medical excuses are also required for all absences after the tenth (10th) absence or when the same class is missed for three (3) consecutive days. The school will view normal absenteeism not to exceed three (3) days per nine-week period. When an excuse is questionable due to the reason for absence or validity of the signature, a telephone call will be made to the parent or guardian for verification. A random sampling of telephone calls will be made to verify all other absences.

An absence is considered unexcused or illegal when a student misses school for any reason not considered as excused in the Pennsylvania School Code. Absences are also considered illegal when a student fails to provide school officials with a written excuse from his/her parent or guardian within three (3) school days of the absence or when a medical excuse is required and that excuse is not provided within three (3) school days of absence.

The Compulsory Attendance Laws of the Commonwealth of Pennsylvania will be vigorously enforced by the School District. After three (3) illegal absences, a School Attendance Improvement Conference will be held. Continued problems with illegal absences may be referred to Children and Youth Services of Greene County and criminal charges may be filed. Students who are beyond the compulsory school attendance age may be removed from school membership after ten (10) consecutive days of unexcused absence.

Bobtown Elementary School: Tardy Regulations

A student who reports to school after 8:15 a.m., but before 10:00 a.m., will be marked tardy. A student who reports to school after 10:00 a.m., but before 2:00 p.m., will be marked absent for one-half (.5) day. A student who reports to school after 2:00 p.m. will be marked absent for the entire day. When a student arrives at school after the start of the regular school day (8:15 a.m.), he/she must report directly to the main office; a guardian must sign the child in and provide a reason for the tardiness.

Bobtown Elementary School: Early Dismissal Regulations

A student who leaves school before 10:00 a.m. will be marked absent for the entire school day. A student who leaves after 10:00 a.m., but before 2:00 p.m., will be marked absent for one-half (.5) day. A student who leaves after 2:00 p.m. will be marked as an early dismissal. Students must be signed out in the main office before leaving school. Students who leave school without proper authorization will be marked with an unexcused/illegal absence and will be disciplined as specified in the school discipline policy. At the end of the school day, parents or guardians who are picking up students are to wait in the portico or outside the double doors for student dismissal. This procedure is essential for the safety and welfare of our students.

Mapletown Junior-Senior High School: Tardy Regulations

A student who reports to school after 7:38 a.m., but before 9:45 a.m., will be marked tardy. A student who reports to school after 9:45 a.m., but before 1:45 p.m., will be marked absent for one-half (.5) day. A student who reports to school after 1:45 p.m. will be marked absent for the entire day. When a student arrives at school after the start of the regular school day (7:38 a.m.), he/she must report directly to the main office with a written excuse from the parent or guardian. The written excuse must include the reason for the tardiness, time the student left home, and daytime telephone number of the parent or guardian. The student must sign the Late Arrival Book located in the main office. Tardiness for any reason other than student illness, medical/dental appointments, religious obligations, serious illness in the immediate family, or situations approved in advance by the principal will be considered unexcused and illegal.

Mapletown Junior-Senior High School: Early Dismissal Regulations

A student who leaves school before 9:45 a.m. will be marked absent for the entire school day. A student who leaves after 9:45 a.m., but before 2:00 p.m., will be marked absent for one-half (.5) day. A student who leaves after 2:00 p.m. will be marked as an early dismissal. Early dismissals will require a written excuse from the student's parent or guardian. The written excuse must include the reason for the early dismissal, requested time for the early dismissal, and daytime telephone number of the parent or guardian. Telephone use for the purpose of an early dismissal is not permitted. Legal reasons for early dismissals will be the same as those for tardiness to school. Personal business is not an acceptable reason for an early dismissal. Students with a legal excuse are not permitted to take students who have not been legally excused with them. Students must sign out in the main office before leaving school. Students who leave school without proper authorization will be marked with an unexcused/illegal absence and will be disciplined as specified in the school discipline policy.

Other Regulations

In order to participate in any extracurricular activity, students and student athletes must be in attendance at least one-half day (arrival by 11:15) on the day of the activity unless documentation of a medical appointment, legal appointment, or attendance of a funeral of a relative or close friend is produced, or other extenuating circumstances are verified to the building principal. Students cannot sign out, then back in, to play in an athletic contest or participate in any extracurricular activity without administrative approval.

Students who are absent twenty (20) or more days in any semester are not permitted to participate in extracurricular activities until they have attended school for forty-five (45) days following the twentieth (20th) absence.

Students enrolled in the work release program must attend the morning classes in order to work on that day. For additional information regarding the Southeastern Greene School District attendance policy, refer to the district website under District Policies, Pupils, 204 Attendance and 232 Tardiness.

Bell Schedule for Bobtown Elementary School

Grade	Common Planning	Morning Homeroom	Morning Instruction	Lunch Periods 1-3	Afternoon Instruction	Afternoon Homeroom
K	7:45-8:15	8:15-8:30	8:30-11:10 Periods 1-4	11:10-11:40 Lunch 1	11:45-2:55 Periods 5-8	2:55-3:15
1	7:45-8:15	8:15-8:30	8:30-11:10 Periods 1-4	11:10-11:40 Lunch 1	11:45-2:55 Periods 5-8	2:55-3:15
2	7:45-8:15	8:15-8:30	8:30-11:45 Periods 1-5	11:45-12:15 Lunch 1	12:15-2:55 Periods 6-8	2:55-3:15
3	7:45-8:15	8:15-8:30	8:30-11:45 Periods 1-5	11:45-12:15 Lunch 2	12:15-2:55 Periods 6-8	2:55-3:15
4	7:45-8:15	8:15-8:30	8:30-12:20 Periods 1-6	12:20-12:50 Lunch 2	12:55-2:55 Periods 7-8	2:55-3:15
5	7:45-8:15	8:15-8:30	8:30-12:20 Periods 1-6	12:20-12:50 Lunch 3	12:55-2:55 Periods 7-8	2:55-3:15
6	7:45-8:15	8:15-8:30	8:30-12:20 Periods 1-6	12:20-12:50 Lunch 3	12:55-2:55 Periods 7-8	2:55-3:15

2 Hour Delay Bell Schedule 2025-2026

Teachers Report	9:45
Students Report to Homerooms	9:45-10:15
Homeroom / Attendance	10:15-10:30
Period 1	10:30-11:05
1 st Lunch (K, 1, 2)	11:05-11:35
2 nd Lunch (Pre-K, 3, 4)	11:40-12:10
3 rd Lunch (5, 6)	12:15-12:45
Period 2	12:50-1:20
Period 3	1:20-1:50
Period 4	1:50-2:20
Period 6	2:20-2:55
Homeroom / Student Dismissal	2:55-3:15
Teacher Dismissal	3:15

2 Hour Early Dismissal Bell Schedule 2025-2026

Teachers Report	7:45
Students Report to Homerooms	7:45-8:15
Homeroom / Attendance	8:15-8:30
Period 1	8:30-9:00
Period 2	9:00-9:30
Period 3	9:30-10:00
Period 4	10:00-10:30
Period 6	10:30-11:00
1 st Lunch (K, 1, 2)	11:00-11:35
2 nd Lunch (Pre-K, 3, 4)	11:40-12:10
3 rd Lunch (5, 6)	12:15-12:45
Homeroom / Student Dismissal	12:55-1:15
Teacher Dismissal	1:15

Bell Schedule for Mapletown Junior-Senior High School

Regular Bell Schedule 2025-2026

Teachers Report	7:20
Breakfast	7:20-7:35
Homeroom (1 st Period)	7:25-7:38
Announcements	7:32-7:35
CTC Departs	7:35
Period 1	7:38-8:23
Period 2	8:26-9:11
Period 3	9:14-9:59
Period 4	10:02-10:47
Period 5A	10:50-11:53 (Students Eat Lunch C)
Lunch A	10:50-11:20
Period 5B	10:50-11:20 & 11:56-12:26 (Students Eat Lunch B)
Lunch B	11:23-11:53
Period 5C	11:23-12:26 (Students Eat Lunch A)
Lunch C	11:56-12:26
Period 6	12:29-1:14
Period 7	1:17-2:02
Period 8	2:05-2:50
Student Dismissal	2:50
Teacher Dismissal	2:50

2 Hour Delay Bell Schedule 2025-2026

Teachers Report	9:20
Breakfast	9:20-9:35
Homeroom (1 st Period)	9:25-9:37
Announcements	9:32-9:35
CTC Departs	9:35
Period 1	9:37-10:05
Period 2	10:08-10:36
Period 3	10:39-11:07
Period 4	11:10-11:38
Period 5A	11:41-12:44 (Students Eat Lunch C)
Lunch A	11:41-12:11
Period 5B	11:41-12:11 & 12:47-1:17 (Students Eat Lunch B)
Lunch B	12:14-12:44
Period 5C	12:14-1:17 (Students Eat Lunch A)
Lunch C	12:47-1:17
Period 6	1:20-1:48
Period 7	1:51-2:19
Period 8	2:22-2:50
Student Dismissal	2:50
Teacher Dismissal	2:50

2 Hour Early Dismissal Bell Schedule 2025-2026

Teachers Report	7:20
Breakfast	7:20-7:35
Homeroom (1 st Period)	7:25-7:37
Announcements	7:32-7:35
CTC Departs	7:35
Period 1	7:37-8:05
Period 2	8:08-8:36
Period 3	8:39-9:07
Period 4	9:10-9:38
Period 6	9:41-10:09
Period 7	10:12-10:40
Period 5A	10:43-11:46 (Students Eat Lunch C)
Lunch A	10:43-11:13
Period 5B	10:43-11:13 & 11:49-12:19 (Students Eat Lunch B)
Lunch B	11:16-11:46
Period 5C	11:16-12:19 (Students Eat Lunch A)
Lunch C	11:49-12:19
Period 8	12:22-12:50
Student Dismissal	12:50
Teacher Dismissal	12:50

Activity Bell Schedule 2025-2026

The activity bell schedule will follow the normal bell schedule.
Periods 6, 7, and 8 will be shortened by 10 minutes each to allow for a 30 minute activity period.

Teachers Report	7:20
Breakfast	7:20-7:35
Homeroom (1 st Period)	7:25-7:38
Announcements	7:32-7:35
CTC Departs	7:35
Period 1	7:38-8:23
Period 2	8:26-9:11

Period 3	9:14-9:59
Period 4	10:02-10:47
Period 5A	10:50-11:53 (Students Eat Lunch C)
Lunch A	10:50-11:20
Period 5B	10:50-11:20 & 11:56-12:26 (Students Eat Lunch B)
Lunch B	11:23-11:53
Period 5C	11:23-12:26 (Students Eat Lunch A)
Lunch C	11:56-12:26
Period 6	12:29-1:04
Period 7	1:07-1:42
Period 8	1:45-2:20
Activity Period	2:20-2:50
Student Dismissal	2:50
Teacher Dismissal	2:50

Book Bags and Backpacks

All bags (including, but not limited to, book bags, duffel bags, and tote bags) are to be left in the student's locker upon arrival at school and are to remain there until the last period of the day. Athletic bags are only to be taken to scheduled physical education classes.

Bus Policy

The Southeastern Greene School District provides transportation of students to and from school at regularly scheduled hours and for field trips. School transportation is a privilege and will be denied to any student who persists in willful misconduct. When school transportation is denied for such misconduct, it becomes the parents' responsibility to transport their children to and from school. School bus drivers are responsible for student discipline on their respective buses. Bus drivers have the same authority on the school bus that teachers have in the classroom. All rules governing student behavior in school apply to student behavior on the bus. Bus drivers are obligated to report any and all incidents of student misconduct to their respective administrator.

Bus drivers have been instructed to pick up and discharge students only at their assigned bus stops. Written notes, approved by the office, must be presented when a change is necessary. Students requesting permission to ride a different bus, in order to go home with another student, must present notes from both students' parents giving permission of the necessary change. Both notes must include the date, student names, and physical address for the requested drop off.

Rules For School Bus Conduct

While on the bus, students are under the direct supervision of the bus driver and must follow his/her directions. The bus driver has the authority to assign seats to students for safety or disciplinary considerations. Failure to follow the driver's instructions will result in disciplinary considerations. Bus drivers will issue a Bus Conduct Report, when warranted, for unacceptable behavior on the bus. Copies of Bus Conduct Reports are distributed to the building principal, transportation director, and parent/guardian.

Students are expected to comply with the following rules for school bus transportation:

- Students must be at the bus stop at the designated time.
- Students waiting at the bus stop must conduct themselves in an orderly manner and remain out of the traffic area.
- Students must be sure the road is clear and wait for the driver's signal before crossing in front of the bus.
- Students are not permitted to eat or drink on the bus.
- Students are not permitted to extend any part of their body out the window, or to throw any object out the window.

- Students are not permitted to spit or throw trash on the floor of a school bus.
- Students are not permitted to throw or shoot objects of any kind through the air, within the bus, or out of the windows.
- Students are not permitted to annoy or strike other students at a bus stop or on the bus.
- Marking or destroying any part of the bus, bus stop, or another person's property is prohibited and subject to restitution.
- Students must ride their assigned bus and exit the bus at their assigned stop, unless given permission by the principal to do otherwise.
- Students are not to use the emergency door illegally or to tamper with any of the bus controls. Opening or closing the front door of the bus is prohibited by anyone other than the bus driver.
- Students must be seated before the bus moves and remain seated while the bus is in motion. Students are not permitted to change seats during the bus ride.
- Fighting, horseplay, verbal arguments, loud noises, boisterous behaviors, or any other behaviors that may distract the bus driver are prohibited.
- School regulations pertaining to the use of tobacco, alcohol, or drugs; possession of weapons; use of profanity or obscene gestures; or other school disciplinary policies apply to all students riding the bus.
- The playing of cards/gambling on the bus is prohibited.
- Students must refrain from any activities that could endanger the health, safety, and welfare of other students on the bus, or while waiting for the bus.

Students not following the rules set forth by the school district may be denied the privilege of riding the bus. Infractions of these rules may carry over into the school disciplinary policy and result in detention, behavioral management, or suspension. When a student is denied transportation because of misconduct on a school bus, an official notice will be sent to the parents. Following that notice, it will be the responsibility of the parent to provide transportation to and from school. Lack of transportation shall not be considered a lawful excuse. Any unlawful absences from school will be treated in accordance with the provisions of the school law of Pennsylvania.

Cafeteria

The district provides cafeteria services for all students and school personnel. Students have the option of obtaining a school lunch or bringing their own lunch. Beverages must be in plastic or cardboard containers; glass containers are not permitted. Lunches are to be eaten in the cafeteria, unless other arrangements are approved in advance by the administration.

In addition to the rules found in the student policy, the following rules and procedures shall govern student conduct in the cafeteria.

- Students are to follow all established rules for eating in the cafeteria.
- Students must report directly to the cafeteria at the beginning of their assigned breakfast or lunch period. No loitering is permitted in the halls or restrooms.
- Students are to enter the serving lines from the designated areas.
- Students are to move through the breakfast or lunch line in a quiet and orderly manner. The line must be single file, with no horseplay or line jumping.
- Students must be seated and observe good manners while eating.
- After eating, students are to clean their table area and return their trays and trash to the kitchen window area.
- Students are to return directly to their seats. Students are not permitted to wander around the cafeteria.
- Students are not permitted to leave the cafeteria before the end of the lunch period without permission issued by the teacher(s) on duty.
- Students are not to leave the cafeteria until dismissed by the teacher(s) on duty. Students are to exit through the designated doors.
- Students who display behavioral problems may be assigned special seating during the lunch period.

The prices for school lunches and a la carte items are established prior to the beginning of the school year and posted on the district website. Free and reduced lunches are provided to students who qualify under federal regulations. For the 2025-2026 school year, the district will continue to participate in the Community Eligibility Provision (CEP) for the National School Lunch and Breakfast Programs. The CEP program allows all enrolled students of Bobtown Elementary School and Mapletown Jr.-Sr. High School to receive a daily nutritional breakfast and lunch at no charge to their households.

Changing Classes

When going from one class to the next, students should walk on the right side of the hallway or stairway. Students should move quickly, quietly, and orderly to their next class. Students are to report directly to their scheduled class. Students not reporting directly to class will be considered tardy and disciplined according to the discipline code.

At Mapletown Junior-Senior High School, two bells will ring for the change of classes. The first bell indicates that the class has ended, but does not excuse the students to leave the classroom. Only the teacher can excuse students from class. The second bell rings three (3) minutes after the first bell, indicating the starting time of the next class. This second bell is the tardy bell; students must be in their scheduled class before this bell rings.

Child Custody Issues

Families may encounter situations that result in legal decisions which affect the custodial rights of parents over their children's affairs. If there are court documents regarding a child's custody, or a parent's rights have been restricted in any way, a copy of the current legal finding must be provided to the school district. These documents (custodial agreements) must be updated at the beginning of each school year, and as the need arises throughout the school year.

College Visitations

Juniors and seniors may choose to visit colleges they are interested in attending. For college visits that are scheduled during the school day, students must obtain prior approval from school administration, at least one day in advance. Students must also have a permission slip signed by a parent or guardian. The principal or guidance counselor will authorize such absences from school when the appointment has been arranged with a college official. Student visits to colleges are limited to a maximum of three (3) during the school year.

Communications

Effective communication between school district personnel, parents/guardians, and students is an essential element for a successful educational program. Southeastern Greene School District provides regular communications to parents/guardians, students, and other community members through the district website, automated telephone calls, notices sent to the homes, local newspapers, and local television stations. The district website at www.segdsd.org is the most comprehensive resources for current information regarding school district personnel, programs, and activities. School information may also be accessed through the SEGSD app and the District Facebook page. The app may be downloaded from Google Play or iTunes.

School administrators notify parents of school events, student absences, and emergency delays or closings through an automated telephone service that calls the primary number of the parent or guardian listed on the Emergency Information Cards. It is imperative that parents and guardians provide a current telephone number for use in this system.

Building administrators and teachers routinely share school information with parents and guardians via notices sent to the homes. Information regarding school board meetings, athletic events, and other school activities is often available in local newspapers (e.g., Observer-Reporter, Herald-Standard, and Greene County Messenger). Notification of school delays and cancellations will be available on the three local television stations (i.e., KDKA, WTAE, and WPXI).

Computer and Internet Policy

Students in the Southeastern Greene School District use electronic devices and technology to reinforce classroom instruction and extend learning opportunities. Students are not permitted to utilize personal e-mails, chat lines, and content sites that are deemed inappropriate for school. No personal devices are permitted on the district network or Internet. The school policy for use of the Internet is included on the district website under Operations, 815 Acceptable Use of Internet. For students to receive a district-issued electronic device, the student and parent/guardian are required to sign the Electronic Device Policies Checklist available on the district website and in the main office of each school. If you DO NOT wish your child to use the internet, send a written request of exclusion to the school office.

Counseling Services

Counseling services are available to all students at Bobtown Elementary School and Mapletown Junior-Senior High School. Counselors are available to assist students with both educational and personal problems. When appropriate, referrals can be made for outside counseling services.

The secondary guidance counselor is available to assist students in the selection of educational courses and with difficulties encountered in a particular course. The guidance counselor is also available to help students plan their post-secondary education and/or career. Vocational literature, catalogs from institutions of higher learning, and financial aid options are available in the Pupil Services Office and on the district website. The guidance counselor is responsible for coordinating the testing program and maintaining a complete record of student progress from the time the student enters school.

Counselors and social workers are also available to assist students in dealing with personal problems. Through the Student Assistance Program, special counseling can be arranged on such topics as chemical dependency, stress, depression, peer pressure, child abuse, etc. Assistance from outside agencies, such as Greene County Children and Youth Services, is also available to students. All counseling services are governed by district and state regulations.

Students must obtain prior permission from the assigned classroom teacher in order to be excused from class and meet with a counselor. No student is to be in the counselor's office without being called or without a hall pass from the classroom teacher. When the student has completed his/her business with the counselor, he/she must return to class with a pass signed by the counselor.

Course Curriculum (Bobtown Elementary School)

The educational course curriculum at Bobtown Elementary School is aligned with Pennsylvania core or academic standards, assessment anchors, and essential content. Classroom teachers in grades 1-6 provide instruction in English, Reading, Writing, Spelling, Math, Science, Social Studies, and Art. Itinerant teachers provide instruction to students in grades K-6 at least one time per week in Library, Music, Physical Education or Health, Core Support Technology, and Writing. Students also receive a grade in Conduct from their regular classroom teachers. All students must successfully complete all career readiness objectives as outlined in the district's Chapter 339 Guidance Plan for grades K-12.

Course Curriculum (Mapletown Junior-Senior High School)

The education program at Mapletown Junior-Senior High School attempts to meet the needs of students by offering two basic programs of study and a wide range of courses. The selection of courses within a program of studies is flexible. The courses are aligned with Pennsylvania state standards (either core or academic, depending on the content area), assessment anchors, and essential content. All students must successfully complete all career readiness objectives as outlined in the district's Chapter 339 Guidance Plan for grades K-12. Students should plan a schedule to meet the demands of their post-high school career and/or education.

College/Career Preparatory Program

Students completing courses in the college and career preparatory program are required to accumulate 27 credits in the areas listed below.

English Language Arts	4.0 credits
Math	4.0 credits
Science	4.0 credits
Social Studies	3.0 credits
Arts and Humanities	1.0 credits
Health	0.5 credits
Physical Education	0.5 credits
Electives	10.0 credits
TOTAL	27.0 credits

Career and Technology Program

Students attending the Greene County Career and Technology Center in grades 10 through 12 are required to accumulate 27 credits in the areas listed below.

English Language Arts	4.0 credits
Math	4.0 credits
Science	3.0 credits
Social Studies	3.0 credits
Arts and Humanities	1.0 credits
Health	0.5 credits
Physical Education	0.5 credits
Electives	2.0 credits
Career and Technology Course (3 years)	9.0 credits
TOTAL	27.0 credits

Course Credit Value Determination

Credit value determination is based on the number of class sessions per week and duration during the school year (quarter, half, or full year). A student must receive a passing final grade to receive credits for the class. Summer school credits will be accepted only for courses failed at Mapletown Junior-Senior High School; the credits will be used for graduating, but not for G.P.A. and quality points. Students transferring from other school districts will be placed in the grade level according to their cumulative credit total.

Approved work releases may be granted only at the beginning of each semester. No credit will be awarded. The following criteria must be met:

- Written consent from the parent or guardian.
- Written employer consent, including hours, salary, and job description.
- Written notice from the employer when employment ceases. The student must then resume a full time student status.
- Written proof from the employer of proper insurance coverage for the student.
- Withdrawal from the program in the event of excessive tardiness or absences.

Credits for Students Withdrawing or Enrolling

Upon administrative review and approval, students have three (3) school days to withdraw from a quarter rotation (45-day) course, five (5) school days to withdraw from a semester (90-day) course, or ten (10) school days to withdraw from a full year (180-day) course. Students who are given administrative permission to withdraw after the cut-off date will receive a grade of WF (withdraw failing) and no credits will be awarded.

Any student who withdraws from Southeastern Greene School District will be awarded credit only for completed courses. Grades and transcripts from Southeastern Greene will be forwarded to the new school upon request.

Students who enroll at Southeastern Greene must provide legitimate grade reports and transcripts to be used in determining grade level placement, calculating final grades, and awarding credit. In the absence of such documentation, final grades will be calculated on a case-by-case basis, and no credits will be awarded for incomplete courses.

Physical Education Requirements

Physical education is required by state law and is to be taken by all students who are not excused for medical reasons. Only a medical excuse supplied by a licensed medical practitioner will be accepted as a legitimate reason to be excused from physical education. All medical excuses must be submitted to the physical education teacher. This excuse must state the reason and period of time that the student is to be excused from physical education. The student will be given appropriate written work by the teacher during the time of inactivity.

Drivers' Education

The classroom portion of Drivers' Education will be offered to students in grade nine (9). The driving portion of Drivers' Education will be the responsibility of parents and guardians.

Honors and Advanced Placement Courses

Honors and Advanced Placement courses are available for eligible students at Mapletown Junior-Senior High School. See the guidance counselor for additional information regarding these courses. Placements require approval from the building principal.

Cyber Courses

Online courses may be available under special circumstances for select classes and eligible students at Mapletown Junior-Senior High School. See the guidance counselor for additional information regarding these courses. Cyber courses require approval from the building principal.

College Level Courses

Students may attend classes in Southeastern Greene School District and a college or university concurrently or separately. A student who successfully completes an approved college level course will receive the equivalent high school credit value as determined by the guidance counselor and principal. The college level course may be counted as part of the student's high school G.P.A. if a letter grade is assigned to the course by the college. The requirements for receiving high school graduation credit for college level courses include the following:

- The guidance counselor and principal must approve the course prior to registration.
- The course must be properly accredited.
- The cost of the course must be totally paid by the student and his/her parents.

Work Release

Work release will be available for seniors who are scheduled to graduate during the respective school year. The principal must approve all work release programs. Visitations to job sites will occur periodically to verify continued employment and to assist if the student needs educational assistance relating to the job assignment. If the employment is discontinued, the student must resume a full-time student status.

Students in a work release program must sign out in the main office each work day before leaving the building. Students are not permitted to sign out for work release until after Lunch A. Students must maintain their grades at a

level that enables them to be eligible to graduate. Failure to maintain eligible graduation grades will result in an academic review by the principal, guidance counselor, school-to-work coordinator, parents/guardians, and student.

Discipline

Students in the Southeastern Greene School District are expected to exhibit proper behavior in all school and school-related activities. Individual student behavior within the school and classroom has a powerful impact on the academic achievement of all students. Parents and school personnel share joint responsibility for ensuring that student behavior has a positive influence, rather than a detrimental effect, on student achievement.

District, building, and classroom rules are guided by concerns for protecting the safety and well-being of all individuals and promoting respect for others. Individual classroom rules are displayed in each room throughout the school year. Teachers will present these rules at the beginning of the school year and review them, as needed, throughout the year.

Discipline Philosophy

Proper discipline is necessary to ensure a safe and effective educational climate for all students. It is our goal to establish standards of appropriate and desirable student behavior. The principal or designee will have the final decision on all disciplinary actions.

It shall be the policy of the Southeastern Greene School District, through its administrative staff, to take action against students and/or adults for violation of the Discipline Code or for criminal and civil offenses. Restitution of all damages, costs, and other expenses shall be recovered from students and their parents when school property is damaged or stolen. The school district will use legal action, if necessary, to enforce restitution.

Student Responsibilities

In accordance with the Student's Rights and Responsibilities, it is each student's responsibility to contribute to an educational climate that is conducive to learning. Students are responsible for knowing all school rules and regulations and for conducting themselves in accordance with those rules.

Teacher Authority

The Pennsylvania School Code and state and federal court decisions have given public school teachers and administrators authority to supervise students. This authority extends, but is not limited to the classroom, halls, cafeteria, school grounds, school buses, and the location of any field trip or extracurricular activity. Teachers will not tolerate any acts of insubordination which materially disrupt the school programs, infringe upon the rights of others, cause dissension among the student body, or cause a decline in the reputation of the school as an educational institution. Students must be cognizant of the fact that teachers possess both the right and the responsibility to discipline disruptive and/or insubordinate behavior.

Levels of Discipline

Level I offenses are actions which stop normal classroom procedures or interfere with the basic operation of the school. These actions can usually be handled by the individual staff members.

Level II offenses impede the learning processes of the school. They may also be considered major offenses because they could lead to possible serious problems in the student's file. These actions will require corrective action by the administration. A disciplinary referral will be forwarded to the administrative office for corrective action. Continuation of unmodified Level I behavior is included in this level.

Level III offenses are major disciplinary problems that disrupt the school environment and affect the health, safety and welfare of the student, the student body and the staff. Continuation of unmodified Level II behavior is included in this level.

Level IV offenses impose a definite threat to the safety of others in the school. These acts are almost criminal in nature. The nature of the problem will determine the disciplinary action to be taken. Continuation of unmodified Level III behavior is included in this level.

Level V offenses are extremely serious disciplinary problems. They present a threat to the entire school community. These acts are criminal in nature and as such shall be treated in a severe fashion. Continuation of unmodified Level IV behavior is included in this level.

Due Process and Notification

Due process is ensured to all students in the Southeastern Greene School District. Students who are accused of a violation of the Discipline Policy will always be informed of the suspected violation and be given an opportunity to respond before any disciplinary action is issued. As required by state regulations, an informal hearing will be conducted for expulsions. Notices will be provided to the student's parents/guardians for disciplinary actions taken in accordance with the disciplinary guidelines listed in this policy. Notification via telephone is an option for certain disciplinary actions.

All After-School Detentions and Out-of-School Suspensions will be given within a reasonable time of the offense. Immediate suspension from school can be made if, in the judgment of the principal, the safety and well-being of any student is in jeopardy. Parental request for a disciplinary conference will be granted.

Discipline Matrix (Bobtown Elementary School)

Bobtown Elementary School		2025-2026 Discipline Matrix			
Bus Violations (BES)		1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Bus incident		Verbal warning documented by administrator and/or assigned seat	Behavior management or lunch detention	1 Day bus suspension	3 Days bus suspension or T.B.D. by Admin
Level I Violations (BES)		1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Inappropriate behavior		Verbal warning documented by teacher	Verbal reprimand by teacher, relocation in classroom, loss of privileges	Teacher/Parent phone conference	Referral to building principal as Level II 1 st Offense
Inappropriate dress		Verbal warning documented by teacher	Verbal reprimand by teacher, relocation in classroom, loss of privileges	Teacher/Parent phone conference	Referral to building principal as Level II 1 st Offense
Minor violation of classroom or cafeteria rules		Verbal warning documented by teacher	Verbal reprimand by teacher, relocation in classroom, loss of privileges	Teacher/Parent phone conference	Referral to building principal as Level II 1 st Offense
Unauthorized use of cell phone or electronic device during school day		Verbal warning documented by teacher	Confiscated by teacher for remainder of school day	Confiscated by teacher, sent to office, picked up by student at dismissal	Confiscated by teacher, sent to office, picked up by parent, 5 th T.B.D.
Level II Violations (BES)		1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Altering or forging a document		Teacher/Parent phone conference, ½ Day I.S.S.	1 Day I.S.S.	2 Days I.S.S.	T.B.D. by Admin.
Being in an unauthorized or unsupervised area		Teacher/Parent phone conference, ½ Day I.S.S.	1 Day I.S.S.	2 Days I.S.S.	T.B.D. by Admin.
Cheating on an examination		Teacher/Parent phone conference, ½ Day I.S.S.	1 Day I.S.S.	2 Days I.S.S.	T.B.D. by Admin.
Classroom or cafeteria misbehavior		Teacher/Parent phone conference, ½ Day I.S.S.	1 Day I.S.S.	2 Days I.S.S.	T.B.D. by Admin.
Inappropriate display of physical affection		Teacher/Parent phone conference, ½ Day I.S.S.	1 Day I.S.S.	2 Days I.S.S.	T.B.D. by Admin.
Inappropriate language		Teacher/Parent	1 Day I.S.S.	2 Days I.S.S.	T.B.D. by Admin.

	phone conference, ½ Day I.S.S.			
Loitering in halls or restroom	Teacher/Parent phone conference, ½ Day I.S.S.	1 Day I.S.S.	2 Days I.S.S.	T.B.D. by Admin.
Minor threats	Teacher/Parent phone conference, ½ Day I.S.S.	1 Day I.S.S.	2 Days I.S.S.	T.B.D. by Admin.
Misuse of computers and internet policies	Teacher/Parent phone conference, ½ Day I.S.S.	1 Day I.S.S.	2 Days I.S.S.	T.B.D. by Admin.
Producing video, audio, or photos of students or staff without consent	2 Days A.S.D.	3 Days A.S.D.	2 Days O.S.S.	T.B.D. by Admin.
Pushing, shoving, kicking, hitting, biting, or using implements with intent to cause harm	Teacher/Parent phone conference, ½ Day I.S.S.	1 Day I.S.S.	2 Days I.S.S.	T.B.D. by Admin.
Rowdiness, horseplay, general disruptive behavior	Teacher/Parent phone conference, ½ Day I.S.S.	1 Day I.S.S.	2 Days I.S.S.	T.B.D. by Admin.
Skipping class	Teacher/Parent phone conference, ½ Day I.S.S.	1 Day I.S.S.	2 Days I.S.S.	T.B.D. by Admin.
Verbal intimidation	Teacher/Parent phone conference, ½ Day I.S.S.	1 Day I.S.S.	2 Days I.S.S.	T.B.D. by Admin.
Level III Violations (BES)				
	1st Offense	2nd Offense	3rd Offense	4th Offense
Bullying (Refer to Policy 249)	Teacher/Parent phone conference, ½ Day I.S.S.	1 Day I.S.S.	2 Days I.S.S.	T.B.D. by Admin.
Destruction of property	T.B.D. / R.	T.B.D. / R.	T.B.D. / R.	T.B.D. / R.
Disrespectful comments	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Inappropriate language, obscenities, or gestures	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Indecent conduct	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Minor acts of sexual harassment	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Minor theft or attempted minor theft (< \$50)	2 Days O.S.S. / M. / R.	3 Days O.S.S. / M. / R.	5 Days O.S.S. / M. / R.	T.B.D. by Admin.
Possession of lighters or matches	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Possession of sexually explicit materials	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Severe insubordination	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Spitting	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Tampering with fire extinguishers	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Unauthorized departure from school grounds, skipping school	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Use or possession of tobacco, snuff, look-alike snuff, electronic or vapor cigarettes, nicotine pouches, look-alike pouches on school property	2 Days O.S.S. / M.	3 Days O.S.S. / M.	5 Days O.S.S. / M.	T.B.D. by Admin.
Vandalism	T.B.D. / R.	T.B.D. / R.	T.B.D. / R.	T.B.D. / R.
Level IV Violations (BES)				
	1st Offense	2nd Offense	3rd Offense	4th Offense
Distribution or proliferation of hate material	3 Days O.S.S. / M.	5 Days O.S.S. / M.	10 Days O.S.S. / M.	T.B.D. by Admin.
Fighting or physical aggression (e.g., biting)	3 Days O.S.S. / M.	5 Days O.S.S. / M.	10 Days O.S.S. / M.	T.B.D. by Admin.
Indecent exposure	1-3 Days O.S.S. / M.	3-5 Days O.S.S. / M.	5-10 Days O.S.S. / M.	T.B.D. by Admin.
Instigating or provoking a fight	3 Days O.S.S. / M.	5 Days O.S.S. / M.	10 Days O.S.S. / M.	T.B.D. by Admin.
Major theft and attempted major theft (> \$50)	3 Days O.S.S. / M.	4 Days O.S.S. / M.	5 Days O.S.S. / M.	T.B.D. by

Minor classroom disruption	Warning documented by teacher	Teacher contacts parent	Office Referral, Lunch Detention	T.B.D. by Admin.
Minor insubordination	Warning documented by teacher	Teacher contacts parent	Office Referral, Lunch Detention	T.B.D. by Admin.
Unauthorized use of electronic device • Failure to surrender a cell phone or electronic device is considered severe insubordination	Verbal warning by teacher	Confiscated by teacher for one period	Confiscated by teacher, sent to office, picked up by student at dismissal	Confiscated by teacher, sent to office, picked up by parent • 5 th T.B.D.
Violation of classroom rules	Warning documented by teacher	Teacher contacts parent	Office Referral, Lunch Detention	T.B.D. by Admin.
Level II Violations (MHS)				
	1st Offense	2nd Offense	3rd Offense	4th Offense
Being in an unauthorized or unsupervised area	1 Day A.S.D.	2 Days A.S.D.	3 Days A.S.D.	T.B.D. by Admin.
Falsification of records	1 Day A.S.D.	2 Days A.S.D.	3 Days A.S.D.	T.B.D. by Admin.
Gambling	1 Day A.S.D.	2 Days A.S.D.	3 Days A.S.D.	T.B.D. by Admin.
Horseplay	1 Day A.S.D.	2 Days A.S.D.	3 Days A.S.D.	T.B.D. by Admin.
Inappropriate language	1 Day A.S.D.	2 Days A.S.D.	3 Days A.S.D.	T.B.D. by Admin.
Inappropriate touching or public display of affection	1 Day A.S.D.	2 Days A.S.D.	3 Days A.S.D.	T.B.D. by Admin.
Intent to harm	1 Day A.S.D.	2 Days A.S.D.	3 Days A.S.D.	T.B.D. by Admin.
Minor threats	1 Day A.S.D.	2 Days A.S.D.	3 Days A.S.D.	T.B.D. by Admin.
Misuse of computers or internet policies	1 Day A.S.D.	2 Days A.S.D.	3 Days A.S.D.	T.B.D. by Admin.
Producing video, audio, or photos of students or staff without consent	2 Days A.S.D.	3 Days A.S.D.	2 Days O.S.S.	T.B.D. by Admin.
Skipping class	1 Day A.S.D.	2 Days A.S.D.	3 Days A.S.D.	T.B.D. by Admin.
Verbal intimidation	1 Day A.S.D.	2 Days A.S.D.	3 Days A.S.D.	T.B.D. by Admin.
Violation of cafeteria rules	1 Day A.S.D.	2 Days A.S.D.	3 Days A.S.D.	T.B.D. by Admin.
Level III Violations (MHS)				
	1st Offense	2nd Offense	3rd Offense	4th Offense
Bullying (Refer to Policy 249)	2 Days A.S.D.	1 Day O.S.S.	3 Days O.S.S.	T.B.D. by Admin.
Destruction of property	T.B.D. / R.	T.B.D. / R.	T.B.D. / R.	T.B.D. / R.
Disrespectful comments	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Inappropriate language, obscenities, or gestures	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Lewd behavior	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Minor theft and attempted minor theft (< \$50)	2 Days O.S.S. / M. / R.	3 Days O.S.S. / M. / R.	5 Days O.S.S. / M. / R.	T.B.D. by Admin.
Possession of lighters or matches	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Possession of pornographic materials	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Severe insubordination	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Spitting	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Threat of violence against fellow student(s)	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Unauthorized departure from school grounds, skipping school	2 Days O.S.S.	3 Days O.S.S.	5 Days O.S.S.	T.B.D. by Admin.
Use or possession of tobacco, snuff, look-alike snuff, electronic or vapor cigarettes, nicotine pouches, look-alike pouches on school property	2 Days O.S.S. / M.	3 Days O.S.S. / M.	5 Days O.S.S. / M.	T.B.D. by Admin.
Vandalism	T.B.D. / R.	T.B.D. / R.	T.B.D. / R.	T.B.D. / R.

Level IV Violations (MHS)	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Distribution or proliferation of hate material	3 Days O.S.S. / M.	5 Days O.S.S. / M.	10 Days O.S.S. / M.	T.B.D. by Admin.
Failure to heed directive to stop fighting	5 Days O.S.S. / M.	8 Days O.S.S. / M.	10 Days O.S.S. / M.	T.B.D. by Admin.
Fighting or physical aggression (e.g., biting)	3 Days O.S.S. / M.	5 Days O.S.S. / M.	10 Days O.S.S. / M.	T.B.D. by Admin.
Indecent exposure	3 Days O.S.S. / M.	4 Days O.S.S. / M.	5 Days O.S.S. / M.	T.B.D. by Admin.
Instigating or provoking a fight	3 Days O.S.S. / M.	5 Days O.S.S. / M.	10 Days O.S.S. / M.	T.B.D. by Admin.
Major theft and attempted major theft (> \$50)	3 Days O.S.S. / M.	4 Days O.S.S. / M.	5 Days O.S.S. / M.	T.B.D. by Admin.
Physical abuse of others	3 Days O.S.S. / M.	5 Days O.S.S. / M.	10 Days O.S.S. / M.	T.B.D. by Admin.
Racial slurs	3 Days O.S.S. / M.	5 Days O.S.S. / M.	10 Days O.S.S. / M.	T.B.D. by Admin.
Violating the rights of others	3 Days O.S.S. / M.	5 Days O.S.S. / M.	10 Days O.S.S. / M.	T.B.D. by Admin.
Level V Violations (MHS)				
Arson	10 Days O.S.S. / P. / S. / B. / M.H.			
Assault	10 Days O.S.S. / P. / S. / B.			
Bomb threats	10 Days O.S.S. / P. / S. / B. / M.H.			
Causing bodily harm	10 Days O.S.S. / P. / S. / B. / M.H.			
Deviate sexual intercourse	10 Days O.S.S. / P. / S. / B. / M.H.		<p align="center"><u>Legend</u></p> <p>A.S.D. After-School Detention B. Board Notification and/or Action D.A. Drug/Alcohol Evaluation I.S.S. In-School Suspension M. Magistrate Notification and/or Action M.H. Mental Health Evaluation O.S.S. Out-of-School Suspension P. Police Notification and/or Action R. Restitution S. Superintendent Notification and/or Action T.B.D. To Be Determined by Administration</p>	
Extortion or sale of stolen property	10 Days O.S.S. / P. / S. / B. / R.			
False activation of fire alarm	10 Days O.S.S. / P. / S. / B.			
Indecent contact	10 Days O.S.S. / P. / S. / B. / M.H.			
Incitement to riot	10 Days O.S.S.			
Major assault	10 Days O.S.S. / P. / S. / B. / M.H.			
Major threats	10 Days O.S.S. / P. / S. / B. / M.H.			
Possession, transfer, sale, or under the influence of a controlled substance, look-alike drug, prescription drug, or alcohol on school property	10 Days O.S.S. / P. / S. / B. / D.A.			
Possession of drug paraphernalia	10 Days O.S.S. / P. / S. / B. / D.A.			
Other violations of state law	10 Days O.S.S. / P. / S. / B. / Other			
Possession, transport, or use of weapons or look-alike weapons	10 Days O.S.S. / P. / S. / B. / M.H.			
Possession, use, or transfer of incendiary device	10 Days O.S.S. / P. / S. / B.			
Rape or statutory rape	10 Days O.S.S. / P. / S. / B. / M.H.			
Sexual harassment	10 Days O.S.S. / S. / B.			
Striking or threatening a staff member	10 Days O.S.S. / M. / P. / S. / B.			

Dress Code for Students

Students shall dress and groom in a manner that does not interfere with classroom instruction, student safety, or proper operation of the school. The following dress rules will be in effect:

- Shorts, skirts, and dresses must be no shorter than 6" above the knee.
- Shorts, pants, and skirts must be worn with the waistband at the waist (not lower than the waist).

- Secure athletic shoes must be worn to participate in gym activities.
- Loose clothing, jewelry, and open shoes are not permitted in the industrial, vocational shop, or laboratory areas of the school.

The following items are PROHIBITED:

- Spiked jewelry, safety pins, chains, or cords (including those attached to metal objects, wallets, belt loops, and clothing).
- Rings which are designed for more than one finger.
- Sunglasses.
- Hats, head coverings, sweatbands, or other types of head gear.
- Costumes and costume masks.
- Tops that expose the midriff or overly expose the upper torso.
- Tank tops with narrow straps, halter tops, spaghetti straps, or open-chest shirts.
- Clothing that is transparent (see-through).
- Clothing that resembles underwear.
- Clothing that exposes undergarments.
- Clothing that can be construed as pajamas.
- Spandex shorts or pants, yoga pants, or other tight-fitting clothing.
- Clothing with obscene or offensive words or pictures.
- Clothing that advertises or pictures any forms of drugs, alcohol, or tobacco.
- Clothing that refers to sex or degrades any individual or group.
- Clothing that is tattered or cut off.
- Excessively baggy or loose fitting pants.
- Coats or jackets inside the classrooms.
- Bare feet.
- Shoes that cause damage to the floors.
- Shoes or sandals without a strap across the back (for students in grades K-6).
- Rubber bands, stickers, Band-Aids, or any other adhesive materials that do not serve a legitimate purpose.

The administration reserves the right to consider any type of student attire not listed herein as inappropriate based on legitimate concerns.

Driving Policy

Students are required to obtain a driving-parking permit in order to drive their vehicle to school and park on school property. A permit may be obtained in the main office by submitting a proper application along with a non-refundable fee in the amount of ten dollars (\$10.00). The fee shall be in the form of a check or money order made payable to Mapletown Junior-Senior High School. The permit must be signed by the parent or guardian or the student. Permission to drive to or from school shall only be granted for licensed drivers of licensed, street-legal vehicles, with copies of applicable licenses, insurances, and paperwork kept on file in the school office.

Driving to school and parking on school property is a privilege that shall be revoked by school authorities in the event that a student violates any of the regulations contained in this student driving policy. These regulations include:

- A properly issued parking permit must be displayed on the front windshield of the vehicle in order to park on school property.
- Student parking is only permitted in the space assigned by school personnel (i.e., the lot behind the gymnasium). Student vehicles are not permitted to be parked along the sidewalk. Vehicles must be parked in an orderly manner by rows. Access to the loading dock, baseball field, utility stations, maintenance building, and any personal property must not be blocked.
- The vehicle must be locked at all times while parked on school grounds.
- Students are not permitted to visit or move any vehicle during the school day without prior office approval.

- Students may not enter the parking lot prior to 7:00 a.m.
- Student drivers and passengers must arrive to school no later than 7:35 a.m. Students arriving after 7:35 a.m. must enter the building through the main doors. Students arriving after 7:38 a.m. will be considered tardy. All student drivers and passengers must check in with school personnel upon arrival. Any student who has 6 unexcused tardies during the school year may be suspended from driving or riding privileges for 5 days. For every additional 6 unexcused tardies, a student may be suspended from driving or riding privileges an additional 5 days. Excessive tardies may result in permanent suspension of driving/riding privileges and/or disciplinary action, at the discretion of the administration.
- Students are not permitted to bring passengers to school except for those individuals identified on a passenger permit form.
- Any student driver or passenger who has any change in driving procedure (e.g., new vehicle or passenger) must immediately update the paperwork on file in the school office. Failure to do so may result in suspension of driving/riding privileges and/or disciplinary action.
- Students must drive and park in a safe manner, observing all traffic laws and rules of etiquette.
- The administration reserves the right to prohibit any student from driving to school or riding to school with other students if a student leaves school without permission from the school administration.
- The administration reserves the right to suspend or revoke driving and/or riding privileges of any student for any safety or behavioral reason.
- Any driving act considered inappropriate or dangerous by school administration may result in the suspension of all driving/riding privileges for a period of time. Repeated violations of the driving policy may result in permanent suspension of driving/riding privileges and/or disciplinary action.
- Driving privileges may be revoked after three (3) discipline referrals.

Drug and Alcohol (School Board Policy 227)

The Southeastern Greene School District drug and alcohol policy is defined in the District Policy Manual (under Pupils, 227 Controlled Substances/Paraphernalia), which is located on the district website. The school district administration has the right to drug test students based on reasonable suspicion. Failure or refusal of a student to participate in a drug test results in the assumption of an automatic positive drug test. Excerpts of the district policy are presented below.

The use of drugs and alcohol by the students of the Southeastern Greene School District is directly harmful to the School District's educational mission. The School District strongly endorses the concept of prevention through education and supports the use of classroom instruction to inform students about drugs and alcohol. The School District's goals are to educate, to intervene through early identification, to make appropriate referrals for treatment, to develop a support system for students and to ensure through appropriate disciplinary measures that the educational mission of the District is achieved.

I. Policy

A student of the Southeastern Greene School District shall not possess, use, distribute, furnish, be under the influence of, or sell alcohol or any drug, prescription drug or controlled substance, drug paraphernalia or look-alike substance as defined below, which has not been properly registered with the School Nurse as provided herein:

- While on school property at any time;
- During school events, functions or activities conducted off school property;
- While on any conveyance (whether public or private) providing transportation to or from school facilities, events, functions, or activities; and
- While a school district student is traveling to or from a school facility, event, function, or activity.

In the event that it is necessary for a student to take medication drugs during the school day in order to effect an improvement in or control a health problem that student, supervision by school personnel will be permitted providing proper authorization is supplied by the student's parent or guardian.

All medications/drugs (prescription and/or non-prescription) which school personnel are asked by parents or guardians to administer to students must be accompanied by a written order from a physician clearly identifying the student's name, medication/drug, dose, time of administration and duration of medication, along with any possible side effects. Prescription medication/drugs must be furnished to the school in the pharmaceutical container, bearing the student's name and instructions for administration as written by the pharmacist. Non-prescription medication/drugs must also be in the original labeled container. A parent/guardian permission form is also required to give medication/drugs of any kind in school.

All medication/drugs (prescription and/or non-prescription) must be delivered to and kept in the possession of the school nurse or school principal. It is the parent or guardian's responsibility to pick up any remaining medication/drugs on the last day of the school year. Any medication left in school will be properly disposed of at the end of the last day of school. Any student ingesting medication/drugs administered under the above provisions shall not be in violation of this Policy.

II. Definitions

Anabolic Steroid – Any material, compound or mixture which is prepared in accordance with Schedule III, Section (vii) of the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act, as amended.

Controlled Substance – A drug, substance, or immediate precursor included within Schedules I through V of the Pennsylvania Controlled Substance, Drug Device and Cosmetic Act. Controlled substances shall include, but not be limited to, opiates and opium derivatives (e.g. heroin & morphine), compounds or mixtures containing hallucinogenic substances (e.g. LSD, mescaline, peyote), marijuana, narcotics (e.g. cocaine), amphetamines and barbiturates. Controlled Substance shall include anabolic steroids.

Drugs – Substances intended for use in the diagnosis, cure, medication, treatment, or prevention of disease in man or other animal, and non-food substances intended to affect the structure or any function of the human body or other animal.

Prescription Drugs – Those drugs, which pursuant to Federal law, may be dispensed only upon prescription from a physician.

Look Alike Drug, Substance, Liquid or Device – A non-controlled drug, substance, liquid or device, which in its overall appearance, substantially resembles in size, shape, color and markings or lack thereof, a controlled substance, drug, liquid, alcoholic beverage or drug paraphernalia, or which is packaged or enclosed in a container substantially similar to that accompanying or containing a specific controlled substance, liquid, drug or alcoholic beverage or drug paraphernalia.

Alcoholic Beverages – A liquid intended for consumption with a percentage alcohol content, including but not limited to, liquor, beer, wine and grain alcohol. A liquid containing alcohol for medical purposes and necessary to the treatment of an existing condition shall not be included within this definition if properly registered with the school nurse, annotated in the student's health records and given or taken in accordance with the School District's policy for administration of medication to students in school.

Drug Paraphernalia – Any equipment, material, device or container of any kind used, or designed for use, in growing, manufacturing, processing, preparing, packaging, storing, containing, concealing, injecting, ingesting, or inhaling a controlled substance, prescription drug, drug or alcoholic beverage, and which in the judgment of the School District can be clearly associated with the use of alcohol, controlled substances, prescription drugs, and look alike drugs, substances, or liquids.

Distribution – Deliver, sell, pass, share or give any alcohol, controlled substance, prescription drug or drug paraphernalia as defined by this policy from one person to another or to aid therein.

Possession – Under the personal custody and control of the student, either on the person of the student, in the student's assigned locker, or in the student's personal belongings, including vehicles brought onto school property without any attempt to distribute, any alcohol, controlled substance, prescription drug, look alike drug or drug paraphernalia determined to be illegal as defined by this policy.

Cooperative Behavior – Willingness of a student to cooperate with staff and Drug and Alcohol Intervention personnel in a reasonable and helpful manner, complying with requests and recommendations of the Student Assistance Persons.

Student Assistance Persons – Teachers, school nurses, guidance counselors, administrators, and any other School District employee who has training in student chemical dependency.

Uncooperative Behavior – Resistance or refusal (verbal, physical, or passive), on the part of the student to comply with the reasonable request or recommendation of School District personnel. Defiance, assault, deceit, and flight shall constitute examples of uncooperative student behavior. Uncooperative behavior shall also include the refusal to comply with the recommendations of Student Assistance Persons designed for student support in the area of referrals.

Assessment – Includes both psychological and physiological examinations. Any costs involved are the responsibility of the student’s parent(s) or legal guardian(s).

Reasonable Suspicion – Suspicion by a school official that a School District policy is being violated, which suspicion is based upon specific and rational inferences which the school official can draw and reasonably conclude from the facts of a situation in light of his/her experience. The school official must have an articulable basis for reasonable suspicion.

Probable Cause – The existence of certain facts, which would lead a person of reasonable intelligence and prudence to believe that a violation of state or federal law or of School District policy had occurred.

School Official – Teachers, school nurses, guidance counselors, administrators, support staff, and security personnel.

III. Administrative Guidelines

As an integral part of the Southeastern Greene School District’s Drug and Alcohol Prevention program, these guidelines represent a district-wide effort to respond effectively to alcohol, controlled substance, drug, prescription drug, look-alike drug, or drug paraphernalia related situations that may occur at school or at school sponsored activities. These guidelines are intended to provide a consistent minimum disciplinary standard response to alcohol and other drug related incidents. The Southeastern Greene School District will provide a safe and healthy environment for students with due consideration for their legal rights and responsibilities.

The Board reserves the right to use any measures deemed necessary, including but not limited to, disciplinary action in accordance with the Southeastern Greene School District’s Disciplinary Code (which Disciplinary Code provides for sanctions including expulsion for school), to control substance abuse, even if those measures are not provided for in any rule or regulation enumerated herein.

IV. Procedures/Situational Categories

The procedure to be followed depends upon which of ten (10) situations listed in District Policy 227 are present. Once school district personnel have reasonable suspicion to believe that this policy has been violated, the guidelines are intended to be followed based upon such reasonable suspicion, or the Student Assistance Person’s or School Official’s assessment of the subject student’s behavior and the risk presented by such behavior to the subject student and others.

V. Follow-Up Action

The parent(s) and student shall be required to sign forms to release and obtain confidential information from the assessment/treatment facility. The student’s counselor shall verify that all recommendations from the assessment/treatment facility are being complied with. Prior to returning to the regular school program, the student must provide clinically acceptable evidence of being drug/alcohol free and shall agree to continue to provide such evidence regularly to the school administration while enrolled in the Southeastern Greene School District.

VI. Student Searches and Seizures

Students are entitled to the protection of the Fourth Amendment and are subject to reasonable searches and seizures

as provided for under Pennsylvania Law. School Officials are empowered to conduct searches of students and their property when there is a reasonable suspicion that the student may be in violation of school policy or the law. If a school official has a reasonable suspicion that a student is in possession of a controlled substance, drugs, drug paraphernalia, alcoholic beverages, or a look-alike drug in violation of this policy, a search may be instituted, in accordance with the following procedure.

- No search will be conducted without the knowledge and consent of the Superintendent or his designee.
- No strip search will be conducted. If it is believed by the Superintendent or the Assistant Superintendent that a more invasive search is required than is permitted under this Policy, the local police/law enforcement agency shall be notified, and the matter shall be turned over to said authorities.
- The student will be asked to consent to the search. If the search is of the student's property, reasonable efforts will be made to have the student present during the search.
- If, after being informed of the basis for the school official's reason to search the student's person or property, the student does not consent to the search, reasonable efforts will be made to contact the student's parents or guardian and inform them of the circumstances.
- If the parent or guardian of the student cannot be reached, or do not consent to the search, the school official may proceed with the search.
- If circumstances permit, the search of the student and his property should be conducted in privacy and by a school official of the same gender as the student.
- The extent of the search by the school official is limited to confirming his/her initial reasonable suspicions of violation of this policy. If the limited search turns up more evidence of violations, further searches can be conducted based upon this new evidence.
- Any materials possessed in violation of this policy which are uncovered during the search of a student's person or property will be immediately confiscated and turned over to the exclusive custody and control of the building principal, who will personally deliver the material to the proper authorities (Superintendent, Assistant to the Superintendent, or Local Police).

Electronic Devices (Including Cell Devices)

Bobtown Elementary School

Electronic devices are not permitted in the building unless approved by the building principal. The school or district will not be responsible for electronic devices that are damaged, lost, or stolen. Cell phones, smart watches, and other cell devices are not permitted to be used by elementary students in grades K-6 during the school day.

Mapletown Junior-Senior High School

Students in grades 7-12 will be permitted to use electronic devices at breakfast, lunch, and during class changes. Electronic device usage in classrooms and restrooms is strictly prohibited. Students are not permitted to connect personal devices to the district network or Internet. Students are not permitted to record or photograph students and staff without prior consent from the individuals involved. Failure to abide by these guidelines will result in disciplinary consequences consistent with the discipline policy regarding cell phone usage.

If a student is caught using a cell phone or other electronic device when not permitted (which includes being in possession of a cell phone or electronic device that is not out of sight), the phone/device will be confiscated. Failure to surrender a cell phone or electronic device to a teacher or administrator is considered severe insubordination as per the discipline policy and will result in further disciplinary consequences. Cell phones or electronic devices will be returned to the student at the end of the school day after the second violation. For the third violation and beyond, cell phones or electronic devices will only be returned to a parent or guardian. Southeastern Greene School District is not responsible for lost or stolen cell phones or other personal electronic devices.

Emergency Weather Drill

In the event of a weather emergency, the office will make an announcement to proceed with a weather emergency drill. Upon this announcement the following procedures should be followed:

- At Bobtown Elementary School: Classes on the top floor will be evacuated to the bottom floor. Classes on the middle floor will remain on the middle floor. Classes on the bottom floor will remain on the bottom floor.
- At Mapletown Junior-Senior High School: All classes will be evacuated to the bottom floor.
- Teachers must take class rosters with them and shut the door upon leaving the classroom. Time should not be used for opening or shutting windows.
- Teachers are to lead students to their designated area. Students are to walk and remain as quiet as possible.
- Teachers, who are not assigned to students during this period, are to complete a quick but thorough check of restrooms before accompanying classes to the assigned safe zones.
- Students are to be instructed to get on their knees, make sure their heads face the interior walls, and place their hands over their heads.
- No one is to take an emergency position in front of an open door or stairwell. Students are to take positions as close to one another as possible and may form a double line against solid walls.
- Students are to remain in this position until the appropriate all-clear announcement is made by the building principal or main office.

Employee Directory

Employee Name	Position	Email Address
District Administration		
Dr. Richard J. Pekar, Jr.	Superintendent	pekar.rich@segsd.org
Dr. Bartholomew I. Donley	Mapletown Junior-Senior High School Principal	donley.bart@segsd.org
Mrs. Heather L. Grandel	Business Manager	grandel.heather@segsd.org
Mr. Richard A. Menear II	Bobtown Elementary School Principal	menear.rick@segsd.org
Mr. Scott E. Sinn	Assistant to Superintendent / Curriculum Coordinator	sinn.scott@segsd.org
Dr. Kimberly K. Tencer	Coordinator of Educational Programs and Pupil Services	tencer.kimberly@segsd.org
Administrative Support Staff		
Mrs. Lisa D. Harvilla	Administrative Assistant	harvilla.lisa@segsd.org
Mr. Charles B. Loring	Payroll/Benefits Coordinator	loring.charles@segsd.org
Clerical Support Staff		
Mrs. Lora L. Demchak	District Accounts Payable Secretary	demchak.lora@segsd.org
Mrs. Tonya L. Halbert	Bobtown Elementary School Secretary	halbert.tonya@segsd.org
Mrs. Lynn R. Pennington	Mapletown Junior-Senior High School Secretary	pennington.lynn@segsd.org
Mrs. Bobbi J. Neighbors	Pupil Services Secretary	neighbors.bobbi@segsd.org
District Support Personnel		
Mr. William C. Brown	School Police Officer	brown.curt@segsd.org
Mr. Robert H. Cree	Supervisory School Police Officer	cree.robert@segsd.org
Mrs. Amanda L. Adkins	IU#1 School Psychologist	adkins.amanda@segsd.org
Mr. Randy R. Geary	IU#1 School Psychologist	geary.randy@segsd.org
Mrs. Ellen R. Heagy	Speech Therapist	heagy.ellen@segsd.org
Mr. F. Hunter Klein	IU#1 Social Worker, Mapletown	klein.hunter@segsd.org
Mrs. Linda G. Messich	Athletic Director	messich.linda@segsd.org
TBD	Licensed Practical Nurse	TBD
Mr. Preston J. Pratt	Technology Coordinator	pratt.preston@segsd.org
Mrs. Rachel M. Radcliff	School Nurse	radcliff.rachel@segsd.org
Mrs. Rebekah A. Sheraskey	IU#1 Social Worker, Bobtown	sheraskey.rebekah@segsd.org
Bobtown Elementary School Faculty		
Mrs. April R. Baily	Music, Grades K-6	baily.april@segsd.org
Mrs. Amy L. Caldwell	Classroom Teacher, Grade 3	caldwell.amy@segsd.org
Mrs. Heather R. Conway	Special Education	conway.heather@segsd.org
Mrs. Marsha A. Cree	Classroom Teacher, Grade 4	cree.marsha@segsd.org
Mr. Jayce M. Donley	Counselor, Grades K-6	donley.jayce@segsd.org

Mrs. Sheena J. Donley	Library, Grades K-6	donley.sheena@segsd.org
Ms. Tracy L. Ducar	Core Support, Grades K-6	ducar.tracy@segsd.org
Mrs. Ashley B. Dunn	Classroom Teacher, Grade 1	dunn.ashley@segsd.org
Mrs. Claudine M. Ferek	Classroom Teacher, Grade 1	ferek.dena@segsd.org
Ms. Caroline G. Frye	Special Education	frye.caroline@segsd.org
Mrs. Emily L. Hein	Special Education	hein.emily@segsd.org
TBD	Special Education	TBD
Mrs. Kendra M. Jones	Classroom Teacher, Grade 3	jones.kendra@segsd.org
Mrs. Kriston N. Kovach	Classroom Teacher, Grade 6	kovach.kriston@segsd.org
Mrs. Nicole L. Maley	Classroom Teacher, Grade 5	maley.nicole@segsd.org
Ms. April V. Masciarelli	Special Education	masciarelli.april@segsd.org
Mrs. Nicole L. McIntire	Classroom Teacher, Grade 2	mcintire.nicole@segsd.org
Mrs. Bobby J. Newman	Classroom Teacher, Grade 6	newman.bobby@segsd.org
Mr. Kevin M. Painter	Classroom Teacher, Grade 2	painter.kevin@segsd.org
Mrs. Carmen M. Richter	Classroom Teacher, Kindergarten	richter.carmen@segsd.org
Mrs. Lori A. Sagosky	Classroom Teacher, Grade 5	sagosky.lori@segsd.org
Mrs. Denna M. Shilk	Classroom Teacher, Kindergarten	shilk.denna@segsd.org
Mrs. Rachel N. Sleasman	Classroom Teacher, Grade 4	sleasman.rachel@segsd.org
Mrs. Anita C. Stoner	Health / Physical Education, Grades K-6	stoner.anita@segsd.org
Mrs. Melissa S. Swarrow	Classroom Teacher, Grade 4	swarrow.melissa@segsd.org
	Mapletown Jr.-Sr. High School Faculty	
Mrs. Amber N. Burkett	Earth and Space / Environmental Science	burkett.amber@segsd.org
Mr. Jeremy J. Burnsworth	Mathematics	burnsworth.jeremy@segsd.org
Ms. Gabrielle E. Clark	Mathematics / Special Education	clark.gabrielle@segsd.org
Mr. William S. Cossick	Health / Physical Education	cossick.william@segsd.org
Mr. Dominic M. DeCarlo	Social Studies	decarlo.dominic@segsd.org
Mr. Thomas C. Fink, Jr.	Guidance Counselor	fink.thomas@segsd.org
Mr. Johnathan M. Gamon	Life / Physical Science	gamon.johnathan@segsd.org
Mrs. Trina N. Griffith	Spanish	griffith.trina@segsd.org
Ms. Kristin M. Haywood	Family and Consumer Science / Social Studies	haywood.kristin@segsd.org
TBD	Mathematics	TBD
Mr. Brian K. Lewandowsky	Technology Education	lewandowsky.brian@segsd.org
TBD	Biology / Chemistry	TBD
Ms. Kate E. McCullough	English / Social Studies	mccullough.kate@segsd.org
Mr. Jerry J. Mellinger	Mathematics / Physics	mellinger.jerry@segsd.org
Mrs. Christine C. Menear	Special Education	menear.christy@segsd.org
Mrs. Audrey J. Mlay	Art	mlay.audrey@segsd.org
Mr. Michael F. Mlay	Business and Computer Education / English	mlay.michael@segsd.org
Ms. Breanna J. Otto	English / Special Education	otto.breanna@segsd.org
Mrs. Christina M. Ramstad	English	ramstad.christina@segsd.org
Mr. Robert W. Springer	Music	springer.robert@segsd.org
Ms. Carolyn R. Sweeney	Special Education	sweeney.carolyn@segsd.org
Mrs. Gwen M. Yoney	Mathematics	yoney.gwen@segsd.org

Extracurricular Activities

Students are encouraged to take advantage of the opportunity to participate in extracurricular activities. A list of sports, clubs, sponsors, and activities is updated yearly and available in the school office. All students must meet eligibility requirements for participation in extracurricular activities, as set forth by the district and school administration. Students are expected to abide by all school policies and procedures during extracurricular activities, with the understanding that disciplinary consequences will be assigned for infractions that occur after school hours. The administration reserves the right to deny participation in any extracurricular activity based on legitimate disciplinary, academic, attendance, or behavioral concerns.

Extracurricular activities available to students include academic competitions, clubs, elected positions, and sports. These programs are open to students at the designated grade levels. Students must meet specific program

requirements and fulfill any school requirements for participation in extracurricular activities. In cases where the program is limited to a specific number of students, participants will be selected through a pre-designated competitive process.

The extracurricular opportunities during any given school year may vary, depending on student interest. The current extracurricular opportunities are as follows:

<u>Academic Competitions</u>	<u>Grades Eligible</u>
Academic League, Elementary	5-6
Academic League, Junior High	7-8
Academic League, High School	9-12
Envirothon	9-12

<u>Clubs</u>	<u>Grades Eligible</u>
Band (Elementary)	5-6
Band (High School)	7-12
Chorus (Elementary)	4-6
Chorus (High School)	7-12
Color Guard	7-12
eSports	9-12
Future Business Leaders of America	9-12
Future Teachers of America	9-12
Interact Club	7-12
Ski Club	7-12
Students Against Destructive Decisions	9-12
Yearbook (Mon-O-Leaf)	7-12

<u>Elected / Selected Positions for a School Year</u>	<u>Grades Eligible</u>
Class Officers	7-12
National Honor Society	10-12
National Junior Honor Society	7-8
Student Council	7-12

<u>Elected / Selected Positions for a Special Event</u>	<u>Grades Eligible</u>
Cinderella Ball, Prince and Princess	7-8
Cinderella Ball, King and Queen	9-12
Coal Queen	11
Homecoming Queen and Court	11
Miss Merry Christmas	12
Prom King, Queen, and Court	11
King and Queen of Hearts, and Court	6, K-6
Regatta Queen	11

<u>Sports</u>	<u>Grades Eligible</u>
Baseball (Junior High)	7-8
Baseball (Varsity)	9-12
Basketball (Boys Junior High)	7-8
Basketball (Boys Varsity)	9-12
Basketball (Girls Junior High)	7-8
Basketball (Girls Varsity)	9-12
Cheerleader (Junior High)	7-8
Cheerleader (Varsity)	9-12
Football (Junior High)	7-8
Football (Varsity)	9-12
Soccer Co-Op (Boys and Girls Junior High)	7-8
Softball (Junior High)	7-8

Softball (Varsity)	9-12
Volleyball (Junior High)	7-8
Volleyball (Varsity)	9-12
Wrestling Co-Op (Junior High)	7-8
Wrestling Co-Op (Varsity)	9-12

Requirements for Participation

Students must be passing at least four full-credit subjects, or the equivalent, as of each Friday during a grading period. If students fail to meet this requirement, they will lose their eligibility from the immediately following Sunday through the Saturday immediately following the next Friday as of which the requirement is met. Students must have passed at least four full-credit subjects or the equivalent during the previous grading period, except that eligibility for the first grading period is based on the final grades for the preceding school year. If students fail to meet this requirement, they will lose their eligibility for at least 15 school days of the next grading period, beginning on the first day that report cards are issued (for schools with four grading periods). (Refer to the p1aa.org website for additional information.)

In order to participate in any extracurricular activity, students must be in attendance for at least one-half school day (arrival by 11:15) on the day of the activity unless documentation is produced showing evidence of a medical appointment, a legal appointment, or attendance at the funeral of a relative or close friend. Students may not be eligible to participate in extracurricular activities and school events when they reach 18 absences.

Proper school behavior and adherence to all school regulations and policies are required for participation in extracurricular activities. Students are not permitted to participate in, or attend, any after-school activity during a period of suspension or expulsion from school, or if disciplinary actions are increased as result of student negligence in satisfying initial disciplinary assignments. Any student who is suspended from school three (3) or more times during the school year may not be permitted to participate in events at the discretion of the building principal. Students are not permitted to miss detention to participate in an extracurricular activity.

Dances and After-School Activities at Mapletown Junior-Senior High School

The principal must approve all dances and after-school activities. Requests for these activities must be in writing. The request must include the name of the sponsoring group, purpose of the activity, time, date, place of the activity, admission fee (if applicable), names and signatures of two chaperones, and signature of the faculty advisor. The following rules shall govern all dances and after-school activities.

- All activities must be approved by the principal.
- A Use of Facilities form must be completed and submitted to the building principal.
- Two faculty chaperones (one male and one female if possible) must be present at each activity.
- A security guard must be present at each activity.
- All school disciplinary regulations apply to all after-school activities (drug, alcohol, tobacco, dress regulations, etc.).
- Students who leave the activity or building are not to be readmitted, and must leave school property.
- Seventh and eighth grade students are not permitted to attend senior high dances. Tenth, eleventh, and twelfth grade students are not permitted to attend junior high dances.
- Loitering in the school lobby is not permitted. Except in emergency situations, students are not permitted in the school building unless they are attending the scheduled activity.
- Admission fees to school dances are to be collected at the entrance to the building.
- Loitering on school grounds is not permitted. Students must either attend the scheduled activity or leave the school premises.
- Dances are for Mapletown students only, unless otherwise approved by the principal.
- Guests from other schools may attend Homecoming, Cinderella Ball, or Prom as an escort to a district student, if the guest has a document signed by the principal from the school where the guest attends verifying the grade and eligibility requirements for the guest. Guests may not attend if they are 21 years of age or older on the day of the scheduled event.

Activity Fundraisers

No faculty member is permitted to discuss any sale with a representative without permission from the principal's office. All sales must be approved by the principal. No representative will be permitted to see a faculty member unless the faculty member initiates a request. Fundraisers must be scheduled at least 14 days in advance. A "Fundraiser Summary" must be submitted to the principal within one month of the conclusion of the sale. The report will be made on forms provided by the school district. If any sale is started without following the above procedures, it will be terminated and all money returned.

Federal Programs

Title I

Title I is a 100% federally funded supplemental education program that provides financial assistance to Local Educational Agencies (LEAs) to improve academic opportunities for educationally deprived children. Title I programs are designed to help children meet the state content and performance standards in reading, language arts, and mathematics. In buildings with 40% or more poverty, LEAs may use the funds to upgrade the entire curriculum of the school and are designated as Schoolwide Programs. Southeastern Greene School District utilizes the Title I funds to implement a Schoolwide Program at Bobtown Elementary School.

Title II, Part A

Title II, Part A, is a 100% federally funded supplemental education program that provides financial assistance to elementary and secondary schools. Title II, Part A, combines the Eisenhower and Class-Size Reduction programs into one program that focuses on preparing, training, recruiting, and hiring highly qualified teachers. Southeastern Greene School District utilizes the Title II-A funds to reduce class size at Bobtown Elementary School.

Complaint Resolution Process for ESEA, as amended by ESSA, Programs (Title I)

School districts receiving federal funds must annually disseminate Federal Programs Complaint Resolution Procedures to parents/guardians of students and appropriate private school officials or representatives. The following information explains the complaint resolution process.

Introduction

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) requires Local Educational Agencies (LEAs) to adopt written procedures for "receiving and resolving any complaint alleging violations of the law in administration of programs." In accordance with this legislative requirement, the Southeastern Greene School District has adopted the following procedures.

Definition

A "complaint" is a written, signed statement filed by an individual or an organization. It must include:

- a. A statement that PDE or a Local Educational Agency has violated a requirement of federal statute or regulations which apply to programs under the ESEA, as amended by the ESSA.
- b. The facts on which the statement is based.
- c. Information on any discussions, meetings or correspondence with PDE or the LEA regarding the complaint.

Local Complaint Resolution Procedures

- Referral: Complaints against the Southeastern Greene School District will be submitted in writing to the Coordinator of Pupil Services.
- Acknowledgement: The Coordinator of Pupil Services will acknowledge receipt of the complaint.
- Investigation: The Coordinator of Pupil Services will investigate the complaint and attempt to resolve the complaint informally. If an informal resolution satisfactory to the complainant is reached, no further investigation or action by the District is required. If the problem cannot be informally resolved, it will be referred to the District Superintendent.
- Opportunity to Present Evidence: The District Superintendent may, at his or her discretion, provide for the complainant and/or complainant's representative to present evidence. Such presentation may include the opportunity for each side to question parties to the dispute and any of their witnesses.

- Report and Recommended Resolution: Once the District Superintendent has finished any further investigation and taking of evidence, he or she will prepare a final report with a recommendation for resolving the complaint. The final report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution, and the reasons for the recommendation. The District Superintendent will issue the report to the complainant, the complainant's representative, and the Coordinator of Pupil Services.
- Follow-up: The Coordinator of Pupil Services will insure that the resolution of the complaint is implemented.
- Time Limit: The period between Southeastern Greene School District's receipt of a complaint and its resolution shall not exceed forty-five (45) calendar days.
- Extension of Time Limit: The District Superintendent may extend the 45 day time limit if exceptional circumstances exist with respect to a particular complaint.
- Right to Appeal: In appropriate cases, the complainant may appeal the recommended resolution to the Secretary of Education in the Commonwealth.

Filing a Complaint

Complaints should be addressed as follows:

Coordinator of Pupil Services
Southeastern Greene School District
1000 Mapletown Road
Greensboro, PA 15338

District Superintendent
Southeastern Greene School District
1000 Mapletown Road
Greensboro, PA 15338

Division Chief, Division of Federal Programs
Pennsylvania Department of Education
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333

Parents' Right to Know Notification

At the beginning of each school year, LEAs receiving federal funds must notify the parents/guardians of each student in a Title I building that they may request, and the district will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and any paraprofessionals providing services to their child.

Bobtown Elementary School receives federal funding for Title I and Title II-A services and is included under the regulations of the Elementary and Secondary Education Act (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)]. Therefore, the following information (Parent Right To Know Letter) must be provided to Southeastern Greene School District parents and guardians.

Dear Parent(s)/Legal Guardian(s):

Your child attends Bobtown Elementary School, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At Bobtown Elementary School, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additional right to know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include
 - Subject matter tested,
 - Purpose of the test,
 - Source of the requirement (if applicable),
 - Amount of time it takes students to complete the test, and
 - Time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact the school principal. The principal at Bobtown Elementary School can be reached at 724-839-7241. The principal at Mapletown Junior-Senior High School can be reached at 724-943-3401.

Our district is fully committed to the success of your child. We appreciate your partnership in our efforts to provide the best education for your child.

Parent and Family Engagement Policy

All Local Education Agencies (LEAs) receiving Title I funds are required under Section 1116 of the Every Student Succeeds Act (ESSA) to develop a written Parent and Family Engagement Policy for the LEA. The Southeastern Greene School District policy is on the district website (refer to policies 917 and 918 in the Community section).

The Title I Parent and Family Engagement section of the Every Student Succeeds Act (ESSA), Section 1116(b) requires each Title I school to develop a written parent and family engagement policy that describes the means for carrying out the requirements of Section 1116. The school must ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of Title I children in a format and in a language the parents can understand. The required components of the Title I Parent and Family Engagement policy for Bobtown Elementary are presented below.

1. Parents and family members will be involved in planning, reviewing, and improving the school's Parent and Family Engagement Policy through annual meetings and responses to parent surveys.
2. All parents and family members of participating children shall be invited and encouraged to attend an annual Open House, held at the beginning of each school year, at a convenient time, in order to: (a) inform parents of their school's participation as a Title I school; (b) explain the requirements of the Title I program and the rights for parents to be involved; (c) introduce parents to the school staff; and (d) convey grade level expectations.
3. The school will offer a flexible number of parent meetings and/or conferences at different times during the day, with scheduled parent conference dates listed on the district calendar.
4. Parents and school staff will be involved in the organized planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program.

5. Parents will be provided with timely information about the Title I school through written communication, School Board meetings, the district website, and parent meetings.
6. Parents will be sent student progress reports and academic assessment results for each grading period. Descriptions and explanations of the school's grade level curriculum, forms of academic assessment used to measure student progress, and achievement levels of the challenging State academic standards will be made available for parents each school year.
7. Bobtown Elementary will provide, upon request, opportunities for parent meetings to formulate suggestions and participate in decisions relating to the educational decisions of their children, and respond to any practical suggestions.
8. The Title I Schoolwide Program Plan under ESSA Section 1114 shall be reviewed and revised annually with parents and school staff through a series of meetings and small group discussions.
9. The school-parent compact will be jointly reviewed and revised to share the responsibility of improved student achievement with parents, the entire school staff, and students. This school-parent compact will be distributed to parents at the beginning of each school year.
10. The school-parent compact will describe the responsibilities of the school, parent, and student for improving academic achievement and developing partnerships to help children achieve the State's high standards.
11. The school will hold meetings and distribute written communication to provide assistance to parents in: (a) understanding the State's academic content standards and student achievement standards; (b) understanding State and local academic assessments and how to monitor a child's progress; and (c) working with teachers to improve the achievement of all children.
12. The school will provide materials and training to help parents work with their children to improve their children's achievement and foster parent involvement. An annual workshop will be jointly offered by Fayette-Greene Federal Programs to provide parents with useful information about progressive student learning and the importance of parent involvement with school learning.
13. The school will educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in: the value and utility of contributions of parents and family members; how to reach out to, communicate with, and work with parents and family members as equal partners; and how to implement and coordinate parent programs and build ties between parents and family members and the school.
14. The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs (including public preschool programs) and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children.
15. The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format, and to the extent practicable, in a language the parents and family members can understand.
16. The school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).

School-Parent Compact

The Bobtown Elementary School staff and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) for the Bobtown Elementary Schoolwide Program, agree that this compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop partnerships to help children achieve the State's high standards (ESSA, Section 1116(d)).

School Responsibilities

The school staff members at Bobtown Elementary School understand the importance of the school experience to every student and their role as educators and models. Therefore, the school personnel agree to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served in the Title I program to meet the challenging State academic standards
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

- Parent-teacher conferences (at least annually in the elementary school) during which this compact will be discussed as it relates to the individual child's achievement;
 - Frequent reports to parents on their children's progress;
 - Reasonable access to staff, opportunities to volunteer and participate in school activities; and
 - Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- Treat each child with dignity and respect.
 - Strive to address the individual needs of each student.
 - Acknowledge that parents are vital to the success of the child and school.
 - Provide a safe, positive, and healthy learning environment.
 - Assure every student access to quality learning experiences.
 - Assure that school staff members communicate clear expectations for performance to both students and parents.

Parent Responsibilities

The parent understands that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Volunteering in school activities.
- Supporting their child's learning.
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.
- Create a home atmosphere that supports learning.
- Send the student to school on time, well-fed, and well-rested on a regular basis.
- Attend school functions and conferences.
- Encourage their child to show respect for all members of the school community and school property.
- Review all school communications and respond promptly.

Student Responsibilities

The student realizes that his/her education is important. The student knows that he/she is responsible for his/her own success. Therefore, the student agrees to carry out the following responsibilities to the best of his/her ability:

- Get to school on time every day.
- Develop a positive attitude toward school.
- Be responsible for completing and returning homework on time.
- Be cooperative by carrying out the teacher's instructions and ask for help when needed.
- Do daily work that is neat and reflects the student's best effort.
- Be respectful to all school members and to school property.

Field Trips

All field trips involving students of Southeastern Greene School District must be approved by the Board of Education. The role of field trips is to be educational in nature and reflect upon the programs and/or classes sponsoring the activity. Student participation in field trips is contingent upon attendance and behavior, at the discretion of the administration.

Field trip requests must be submitted to the Board through the building principal and the superintendent of schools. These requests must be received by the building principal at least ten (10) days prior to the Board meeting immediately preceding the requested date of the field trip. Requests will be made on forms provided by the school district. Students must have written permission from their parents or guardians to participate in such excursions. "Field Trip Notice" slips may be obtained from the office.

The teacher is responsible for the safety and conduct of all students on the trip. A certified member of the teaching staff must serve as a chaperone on the field trip. Field trip sponsors must submit a completed field trip checklist (provided by the school administration) to the main office prior to the field trip.

At Bobtown Elementary School, teachers are to leave student contact phone numbers with main office. At Mapletown Junior-Senior High School, a list of the names of all students going on the trip must be submitted to the main office and placed in each teacher's mailbox (or emailed) the day prior to the field trip. Teachers responsible for the field trip must meet with the school nurse to determine if any special arrangements need to be made for participating students.

If a child is suspended during a particular grading period, and behavior is not improving, repetitive discipline infractions can constitute the loss of field trip activities. Upon teacher discretion, and following a parent conference, with appropriate documentation and teacher consultation with the principal, a child can be assigned to an educational study area in substitution for the field trip activity.

Fire Drill Procedures

To ensure the safety of all students and staff in the event of an emergency, fire drills are conducted at monthly intervals. Instructions for fire drills and exit directions are posted in each area and floor of the building. Teachers will instruct students on specific rules, regulations, and exit directions during the first week of school. Students should exit quickly and quietly when the fire alarm sounds. During a fire drill, teachers are to observe the following regulations:

- Close all windows and turn off lights.
- Have a student lead the group from the classroom and toward the proper fire exit as quickly and cautiously as possible.
- Take the class roster.
- Be the last to leave the classroom and follow at the rear to make sure everyone is moving to the exit. Close the classroom door as you leave.
- Check the restrooms as you leave.
- Make sure all fire doors are closed.
- The first one out the fire door is to hold the door until everyone is out.
- Outside the building, move the students to the designated area, which is a safe distance from the building, and take class roll.
- Make sure that students who have been excused from class for any reason have joined their respective class outside the building.
- Escort students back into the building after the principal announces the conclusion of the fire drill.

Focus Student Information System (formerly MMS)

Southeastern Greene School District uses the Focus Student Information System (formerly MMS) to manage student data, record attendance, schedule students in classes, maintain class grade books, produce student report cards and transcripts, record discipline infractions, maintain lunch accounts, and implement automated calls to parents. Students and their parents/guardians are able to access this information from the Focus Student and Parent Portals and the Lunch Time Accounts. Directions for accessing MMS and updating usernames and passwords are provided to students and parents/guardians at the beginning of each school year.

Forms

Forms (e.g., enrollment packets, field trip permissions, physical forms) used within the school district are available in the main office of each school. Some forms are available on the district website at www.segsd.org.

Grading Policy

Grading Scale

The Southeastern Greene School District has adopted a grading policy that supports a fair, uniform, and easily understood system of evaluating and reporting student progress. The following percentage grading scale will be used at all grade levels and in all subject areas:

90 – 100%	A	Excellent
80 – 89%	B	Good
70 – 79%	C	Satisfactory
60 – 69%	D	Passing
Below 60%	F	Not Passing

In the elementary program, letter grades of O (Outstanding), S (Satisfactory), U (Unsatisfactory), and N (Needs Improvement) may be assigned in some subjects, such as writing, health, library, art, and conduct. First and second grade students may also receive these grades in social studies and science.

In the secondary program, P (Pass) or F (Fail) grades may be used in place of the above letter grade in select courses with the recommendation of the building principal and the approval of the board of education. A grade of P (Pass) represents 60% or above on the percentage grading scale; F (Fail) represents less than 60% on the percentage grading scale.

Weighted Grades

The Southeastern Greene School District has adopted a weighted grading policy for class ranking purposes. Only those classes designated as Honors and Advanced Placement courses will be weighted.

Transfer Grades

Percentage grades transferred from another school will be recorded as such, using the Southeastern Greene School District grading scale. Letter grades transferred from another school district will be interpreted as follows:

A+ = 99	B+ = 89	C+ = 79	D+ = 69	
A = 95	B = 85	C = 75	D = 65	F = 59
A- = 90	B- = 80	C- = 70	D- = 60	

Incomplete Grades

Incomplete grades must be changed within ten (10) school days after the distribution of report cards. If the student does not complete the necessary make up work within this time frame, the grade will be changed accordingly.

Grading Guidelines

In the elementary program, the required number of assessments will consist of a minimum of seven (7) assessments utilizing tests, homework, class participation, etc. These assessments will be used to determine nine-week grades.

In the secondary program, a minimum of five (5) assessments shall be utilized in each course when determining nine-week grades. Tests, quizzes, reports, projects, homework, and class participation may be utilized as assessments. All assessments must be aligned with course curriculum, Pennsylvania core or academic standards, assessment anchors, and eligible content. All grades must reflect mastery of course content, as defined by the curriculum, academic standards, assessment anchors, and eligible content.

Grades and Behavior

Student earned grades shall not be lowered as a disciplinary measure.

Make Up Work

Students will have one school day to make up work or testing for each day of absence, including absences for school-related functions. A longer period may be granted for extenuating circumstances. The principal and teacher

will jointly decide these circumstances. It is the responsibility of the student to see his/her teachers to obtain the work and help, if needed, to make up the work. If a student will be absent for several days, it is possible for homework assignments to be sent home. Arrangements for this may be made through the main office.

Cheating

Any student who is caught cheating on an assessment may receive a grade of 0% on that assessment. Plagiarism, defined as stealing or passing off as one's own (the ideas or work of another), is considered a form of cheating.

Grading Periods and Report Cards

The school year shall be divided into four grading periods; each grading period will consist of forty-five (45) school days. A report of student progress shall be given to each student and his/her parents at the end of each grading period.

Report cards are distributed approximately four (4) school days after the end of each nine (9) weeks with the exception of the fourth grading period, when report cards are distributed on the last day of school. All dates are subject to change based on school closings during the school year.

Elementary report cards shall include the following information:

- Nine-week grades
- Final grades
- Grade point average (grades 4-6)
- Student attendance
- District grading scale

Secondary report cards shall include the following information:

- Nine-week grades
- Mid-term and final test grades (The midterm is weighted as 10% of the final average and the final test is weighted as 10% of the final average. Therefore, the total for both tests combined is 20% of the final average.)
- Semester and final grades
- Grade point average
- Credits earned per class
- Student attendance
- District grading scale

Progress Reports and Failure Notices

At Bobtown Elementary School, progress reports will be sent home (with students) in a progress envelope, after the twenty-second day of each grading period. Parents are asked to sign and return the envelope, indicating that they have viewed the progress report. Parents are asked to return only the envelope (not the progress report). In addition, notices will be mailed to parents of students whose academic performance has determined possible retention in that grade level at the conclusion of the second nine-weeks.

At Mapletown Junior-Senior High School, progress reports will be sent home with students after the twenty-second day of each grading period. Failure notices will be mailed through the main office.

Parents, guardians, and students are encouraged to take an active role in school grading processes by being aware of grading procedures and timelines, monitoring student grades regularly on the MMS Portal, and contacting school personnel with questions and concerns. Teachers are encouraged to maintain continued contact with parents regarding student academic difficulties and achievements.

Ultimately, it is the student's responsibility to meet all grading requirements set forth by teachers and administration for promotion to the next grade level. Parent/teacher conferences may be arranged by contacting the main office. Parents and guardians may call the school office to request information or to contact the principal with any concerns.

Final Grades

To compute semester grades, add the percentage grade for each nine-week grading period in that semester and divide the sum by two. To compute final grades for courses taught the full year, add the percentage grade for each nine-week grading period in that school year and divide the sum by four. To compute final grades for quarter and semester courses, add the percentage grade for each nine-week grading period in that school year and divide the sum by the number of grading periods the course was taught. Nine-week percentage grades are used for the purposes of class rank, valedictorian, salutatorian, and scholarship determination.

Grade Point Average

Grade point average will be determined by the credit value of each course and the letter grade received in courses offered to all students. Honors, AP, and Dual Enrollment credits are not to exceed the maximum district course credits. To determine the G.P.A., letter grades are valued as follows:

<u>Letter Grade</u>	<u>Regular District Courses</u>	<u>Honors, AP, Dual Enrollment District Courses</u>
A	4	5
B	3	4
C	2	3
D	1	2
F	0	0

Honor Roll

An Honor Roll shall be posted for each nine-week grading period. Guidelines for determining honor roll are as follows:

- Highest Honors: "A's" in all subjects.
- High Honors: Grade point average higher than 3.50 with no individual grade lower than a "C."
- Honors: Grade point average of 3.0 to, and including, 3.50 with no individual grade lower than a "C."

Class Rank

Class rank will be computed using weighted percentage grades. Grade point average (G.P.A.), assessed to the third decimal point, will be used to determine class rank. Class rank is determined for students in grades nine (9) through twelve (12). Class rank for seniors is officially recorded on the student transcripts at the conclusion of the school year.

Promotion and Retention in Grades 1-6

Students in grades one (1) through six (6) will be retained in that grade if they fail two major subjects. For students in grades one (1) and two (2), major subjects are: English, Reading, and Mathematics. For students in grade three (3), four (4), five (5), and six (6), major subjects are English, Reading, Mathematics, Science, and Social Studies. Any student who has failed to meet the requirements for academic promotion from one grade level to the next grade level for two (2) or more consecutive years may be placed in the next grade level by the building principal, upon teacher recommendation, after receiving authorization from the superintendent.

Promotion and Retention in Grades 7-8

Students in grades seven and eight will be retained in that grade if they fail two major subjects or any combination of three subjects (equivalent to three credits). A major subject is one that is taught four or five periods per week for the entire school year. Any student who has failed to meet the requirement for academic promotion from one grade level to the next grade level for two (2) or more consecutive years may be placed in the next grade level by the building principal, upon teacher recommendation, after authorization from the superintendent.

Promotion and Retention in Grades 9-12

Ninth grade students must accumulate seven (7) credits in order to be placed in the tenth grade. Tenth grade students must accumulate fourteen (14) credits in order to be placed in the eleventh grade. Eleventh grade students must accumulate twenty-one (21) credits in order to be placed in the twelfth grade. Twelfth grade students must accumulate twenty-seven (27) credits in order to graduate.

School personnel, parents/guardians, and students must work together in order to meet these requirements. School personnel will attempt to notify parents and guardians of all students who are deficient. However, the ultimate responsibility for meeting all promotion requirements rests with the student. Any student who does not meet the

criteria for promotion will be required to attend summer programs and/or repeat the year, at the discretion of the building principal.

Permanent Records

Student permanent records shall include final grades, yearly attendance, standardized test scores, major conduct problems that result in expulsion, and the district grading scale.

Graduation

All students must complete and pass the required courses for their selected program of study in order to graduate from Mapletown Junior-Senior High School. The following guidelines apply:

- Students must accumulate twenty-seven (27) credits in order to graduate. There can be no course duplication in completing the requirements.
- Proficiency levels on the Keystone Exams in the areas of Algebra I, Biology, and Literature are required for graduation. Students who do not demonstrate proficiency on the Keystone Exams must demonstrate growth on the PVAAS scores in order to graduate.
- Students who
 - (1) do not demonstrate proficiency on the Keystone Exams and
 - (2) do not demonstrate growth on the PVAAS scores,will meet with the building principal to identify alternatives for demonstrating academic proficiency or growth. Any student who does not meet the criteria for graduation will not be permitted to participate in graduation activities and will not be awarded a diploma from Mapletown Junior-Senior High School until all criteria are met to the satisfaction of the principal, superintendent, and school board.

Changes To High School Graduation Requirements

Act 158 of 2018, which was signed into law on October 24, 2018, amends the Public School Code by establishing alternative pathways for high school graduation. The law creates four options that students who are not proficient on the three Keystone Exams may use to meet graduation requirements by demonstrating readiness for postsecondary success. These statewide graduation requirements take effect for the graduating class of 2022. Keystone Exams will continue as the statewide assessment that Pennsylvania uses to comply with accountability requirements set forth in the federal Every Student Succeeds Act (ESSA). Although the achievement of proficiency on the Keystone Exams will not be the only option for meeting graduation requirements, students will still be required to take the Keystone Exams for purposes of federal accountability. Additional information regarding the changes in Pennsylvania's graduation requirements is available online and will be disseminated to students as the effective date approaches.

Hall Privileges

Students excused from any class during the school day must have a valid reason for leaving the room and a valid hall pass. Students may not be permitted to leave a class more than once during the class period. Passes may not be issued to students during the last five minutes of the period.

Harassment

The Southeastern Greene School Board strives to provide a safe, positive working and educational climate for its employees and students. Therefore, it shall be the policy of the district to maintain an employment and educational environment in which harassment in any form is not tolerated.

The Board prohibits all forms of unlawful harassment of employees and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages employees and third parties who have been harassed to promptly report such incidents to the designated administrators.

The Board directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals, nor retaliation, shall occur as a result of good faith charges of harassment.

For purposes of this policy, harassment shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation, or religion when such conduct:

- Is sufficiently severe, persistent or pervasive that it affects an individual's ability to perform job functions or creates an intimidating, threatening, or abusive work environment.
- Has the purpose or effect of substantially or unreasonably interfering with an individual's work performance.
- Otherwise adversely affects an individual's employment opportunities.

For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when:

- Acceptance of such conduct is made, explicitly or implicitly, a term or condition of an individual's employment or education.
- Submission to, or rejection of, such conduct is the basis for employment or academic decisions affecting the individual.
- Such conduct is sufficiently severe, persistent, or pervasive that it has the purpose or effect of substantially interfering with the individual's professional or academic performance or creating an intimidating, hostile or offensive employment or education environment.

Staff members and students shall be responsible for maintaining an environment free from all forms of unlawful harassment. It is a violation of district policy for any member of the district staff to harass any student or any other member of the district staff through conduct or communications of a sexual nature. It is also a violation of district policy for students to harass other students through conduct or communications of a sexual nature.

Incidents of alleged sexual harassment shall be reported to the building principal. The report must ultimately be submitted to the superintendent of schools. Disciplinary action for proven cases of sexual harassment shall be issued according to public law and school district policy. For additional information regarding the sexual harassment policy, refer to the Southeastern Greene School District Policies on the district website (348 Unlawful Harassment).

Hazing (School Board Policy 247)

The Southeastern Greene School District hazing policy is defined in the District Policy Manual (under Pupils, 247 Hazing), which is located on the district website. The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

Homeless Students (School Board Policy 251)

Under the McKinney-Vento Homeless Assistance Act, all school districts are responsible for identifying students experiencing homelessness and connecting them with the resources needed to ensure academic success.

Who is Considered Homeless

Children or youth living in a shelter, transitional housing, hotel/motel, vehicle, campground, on the street, or doubled up with friends or family due to a lack of alternate resources are considered homeless. An unaccompanied

homeless youth is a child or youth that is not in the care of their parent or legal guardian and meets the definition of homeless under McKinney Vento.

Where Can Students Experiencing Homelessness Attend School

The law indicates that homeless students have the right to remain in their school of origin (the school they attended at the time of the homeless episode or last school attended) through the end of the school year in which they find permanent housing, provided it is in the child/youth's best interest.

If, through consultation between the school and the family and/or unaccompanied youth, it is determined that remaining in the school of origin is not in the student's best interest, then the student has the right to immediately enroll in the school that non-homeless students living in the attendance area in which the child/youth is actually living are eligible to attend, even if they do not have all of the required documentation. Additionally, unaccompanied homeless youth have the right to immediately enroll in school, even if they do not have a legal guardian present.

What Supports Can School District Provide to Homeless Students

Homeless students are eligible for supports and services to remove barriers to educational success. This may include transportation to the school of origin, free meals, referrals to physical/mental health providers, clothing to meet school requirements, access to school supplies and resources, assistance with credit recovery, tutoring supports, expedited evaluations, and assistance to participate in school activities including parent engagement opportunities, sports, clubs, etc.

Homeless Dispute Process

If at any time there is a disagreement about homeless status or best interest for school placement, the district will notify the family in writing of their determination that the family/unaccompanied youth is ineligible for McKinney Vento services. At this time, the district will provide the family/unaccompanied youth with the ability to dispute their determination. Throughout the dispute process, the child/youth, including the unaccompanied youth, will continue to be educated in the school of origin or immediately enrolled in the school they are seeking enrollment until the dispute process is finalized. Transportation will continue throughout the dispute process. All disputes will be sent to the ECYEH Regional Coordinator who will issue a determination. If any party is unhappy with the determination, they can elevate the dispute to the state coordinator.

What If I Think That I Am Eligible for Services Under McKinney Vento

If you believe your current situation may qualify for homeless services, contact your child's school or the Office of Pupil Services at 724-943-3401. Additional information is provided on the district website at www.segisd.org.

Job Shadowing

Students enrolled at Mapletown Junior-Senior High School may be permitted to gain job-shadowing experience through local businesses. Students interested in a certain career can job shadow a business for a short period of time during school hours and make a determination if such a career is right for them. Job shadowing may be done as a component of a senior graduation project. All job shadowing experiences must be applied for in advance, using the appropriate forms, and must be approved by the job supervisor, parents/guardians, and the building principal.

Library / Media Center

The school library provides supplemental material for educational purposes and recreational reading. Students are permitted to borrow books from the library for a limited period of time. Students are also responsible for returning the books in good condition by the scheduled due date. Failure to comply with library rules may result in a student losing library privileges.

Elementary students are scheduled for library class at least once a week. Secondary classes may utilize the library when deemed necessary by classroom teachers.

Lockers

Lockers are provided for students at Bobtown Elementary School and Mapletown Junior-Senior High School. All lockers are considered to be the property of the school district and may be searched at any given time if deemed necessary for reasons of health, safety, and welfare. At the beginning of each year, hallway locker numbers are issued by the office. All lockers are to be kept clean and are not to be defaced in any way.

Lost and Found

The main office of each school is the area designated for lost and found articles. Anyone who finds a lost or misplaced article should take it to the main office as soon as possible. Students, parents, and employees who are searching for lost possessions should contact the main office to report the loss or claim the articles. Unclaimed articles will be held until the end of the semester. Articles unclaimed at that time will be given to charitable organizations, or discarded.

Medical Information

Good health is fundamental for effective student learning and successful academic performance. School nurses promote and advocate for each student to reach their optimal level of physical, mental, and social wellness. School health services are coordinated through the office of the school nurse. The Southeastern Greene School District school nurse serves both Bobtown Elementary School and Mapletown Junior-Senior High School. The nurse's schedule varies each school year, and may be revised throughout the year, depending on the specific needs of the students. Refer to the district website for schedule changes throughout the school year.

Emergency Cards

Emergency procedure cards must be completed by parents or guardians at the beginning of each year for every student in the district. These emergency information cards are kept on file in the nurse's office and are used only in the event of a medical emergency. It is imperative that parents complete and return the cards immediately upon receipt.

Guidelines for Medical Absences

Please check your child for signs of illness before sending him/her to school. To prevent the spread of germs, it is advisable to keep your child home from school if he/she shows any of the following symptoms: vomiting, diarrhea, unusual skin rash, fever over 100 degrees, persistent cough, chills, severe headache or migraine, redness and discharge from the eyes, severe sore throat, or any unusual abdominal or other pain. A child who is ill will not be able to learn and may infect other children. Please do not send your child to the school nurse with a known illness or injury and request that the nurse examine him/her and prescribe treatment. Only a physician can diagnose and treat illness and injuries.

To avoid unnecessary excessive absence letters, students who visit a doctor during any absence should bring a note to school from the doctor. This is especially important if the child is diagnosed with a communicable disease. A doctor's excuse is also needed if your child cannot participate in physical education class or any other required school activities due to an injury or illness.

If a student becomes ill in school, he/she will be sent to the school nurse or designee who will decide the course of action. Students are not to leave the building or stay in the restroom or health room because of illness, without administrative authorization.

Health Screenings and Examinations

The following school health services are required in the state of Pennsylvania:

- Growth screenings must be done annually on every student, including measurement of Body Mass Index (BMI).
- Vision screenings must be done annually on every student.
- Hearing screenings must be done in grades K-3, 7, and 11.
- Scoliosis screenings must be done in grades 6 and 7 with follow-up in succeeding grades, if indicated.
- Physical examinations are required for entrance to school (K or 1), grade 6, and grade 11. Private exams by the family physician are recommended, but school exams are available.
- Dental examinations are required for entrance to school (K or 1), in grade 3, and grade 7. Private exams by the family dentist are recommended, but school exams are available.

Immunizations

The Pennsylvania Department of Health changed school immunization regulations beginning in August 2017.

The following immunizations are required for attendance in all grades in the state of Pennsylvania:

- 4 doses of tetanus, diphtheria, and acellular pertussis * (1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after the 4th birthday and at least 6 months after the previous dose given) **
- 2 doses of measles, mumps, rubella (German measles) ***
- 3 doses of hepatitis B
- 2 doses of varicella (chickenpox) or evidence of immunity

* Usually given as DTP or DTaP or if medically advisable, DT or Td

** A fourth dose is not necessary if the third dose was administered at age 4 years or older and at least 6 months after the previous dose

*** Usually given as MMR

On the first day of school, unless the child has a medical or religious/philosophical exemption, a child must have had at least one dose of the above vaccinations or risk exclusion.

- If a child does not have all the doses list above, needs additional doses, and the next dose is medically appropriate, the child must receive that dose within the first five days of school or risk exclusion. If the next does is not the final dose of the series, the child must also provide a medical plan within the first five days of school for obtaining the required immunizations or risk exclusion.
- If a child does not have all the doses listed above, needs additional doses, and the next dose is not medically appropriate, the child must provide a medical plan within the first five days of school for obtaining the required immunizations or risk exclusion.
- The medical plan must be followed or risk exclusion.

The following immunizations are required for attendance in seventh (7th) grade in the state of Pennsylvania:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) on the first day of 7th grade
- 1 dose of meningococcal conjugate vaccine (MCV) on the first day of 7th grade

On the first day of 7th grade, unless the child has a medical or religious/philosophical exemption, a child must have the above vaccines or risk exclusion.

The following immunizations are required for attendance in twelfth (12th) grade in the state of Pennsylvania:

- 1 dose of MCV on the first day of 12th grade. If one dose was given at 16 years of age or older, that shall count as the twelfth grade dose.

On the first day of 12th grade, unless the child has a medical or religious/philosophical exemption, a child must have the above vaccines or risk exclusion.

These requirements allow for the following exemptions: medical reason, religious belief, and philosophical/strong moral or ethical conviction. Even if a child is exempt from immunization, he or she may be excluded from school during an outbreak of vaccine preventable disease.

Medications

The position of the Southeastern Greene School District regarding administering medication during the school day is that it should be avoided, if at all possible. Parents or guardians may come to school and give the medication. If the

parent or guardian cannot come to school and give the medication, and the student must be given medication to maintain sufficient health to participate in the school program, then the medication may be administered in accordance with the district policy and established procedures. The Southeastern Greene School District policy regarding medication is located on the district website under District Policies, Pupils, 210 Use of Medications. Excerpts from this policy are listed below.

For purposes of this policy, medication shall include all medicines prescribed by a physician and any over-the-counter medicines. Prescribed medication of any sort should not be administered except under the direct order of a physician. The direct order must be in the form of a written order from the student's physician, and must include the following information: date, full name of school administrator involved, full name of student, name of medication, prescribed strength and dosage, time scheduled for administration, length of time to be administered, possible side effects, signature of the physician, and signature of the parent/guardian. It is the responsibility of the parent/guardian to provide the school with this written order. The building administrator will review the physician's written order and allow the administration of medication following any necessary consultation with the school physician.

Any medication to be given during school hours must be delivered to the health office by the parent/guardian or a responsible adult. Liquid medications must include a measuring teaspoon, dropper, or medication cup for administration. Students may not transport medication to or from school. The medication and written authorization will be given to the building administrator at the beginning of the school day. The teacher shall be responsible for sending the student to the administrator or designee at the appropriate time. The authorized medication (prescribed daily dosage) shall be received and administered to the student. If the school nurse is unavailable, the building administrator will make some other suitable arrangement.

National Honor Society / National Junior Honor Society

The National Honor Society of Mapletown Junior-Senior High School is a duly chartered and affiliated chapter of this prestigious national organization. The purpose of this organization is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of secondary schools. Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and the bylaws for the local chapter. Students are selected to be members by a five-member Faculty Council appointed by the principal. The Faculty Council bestows this honor upon qualified students each fall for Seniors and each spring for Juniors and Sophomores. Students in the tenth, eleventh and twelfth grades are eligible for membership. Students in grades seven and eight are eligible for membership in the National Junior Honor Society. For the scholarship criterion, a student must have a cumulative grade point average of 3.5 beginning with the ninth grade year.

Students who meet the criterion are invited to complete a Student Activity Information Form that provides the Faculty Council with information regarding the candidate's leadership, service, and character. A history of leadership experiences and participation in school and community service is required. To evaluate a candidate's leadership and character, the Faculty Council uses three forms of information: (1) school disciplinary records, (2) school attendance records, and (3) faculty input regarding their professional reflections on a candidate's character and leadership. These forms and the Student Activities Information Forms are reviewed by the Faculty Council to determine membership. A majority vote of the council is necessary for selection. Candidates are notified regarding selection or non-selection according to a predetermined schedule.

Following notification, a formal induction ceremony is held at the school to recognize newly selected members. Once inducted, new members are required to maintain the same (or better) level of performance in all criteria that led to their selection. This obligation includes attendance at chapter meetings during the school year and participation in the chapter service project(s). Students or parents who have questions regarding the selection process or membership can contact the chapter advisor at the high school.

Parent Engagement Activities

Parents are encouraged to attend the Parent/Teacher Conferences held in the fall and spring of each school year (see the District Calendar for details). These meetings provide an excellent opportunity for parents to determine the progress their children are making and to learn more about the academic expectations for students. Parents may also call for an appointment with classroom teachers whenever the need arises.

Parents are also encouraged to attend the Open House activities prior to the start of school year and other parent involvement activities held throughout the school year. Some of the events that may be held annually at Bobtown Elementary School include the Fall Festival, STEAM (Science, Technology, Engineering, Art, Math) Night, and Literacy Night. Mapletown Junior-Senior High School has athletic events and extracurricular events throughout the year. Both schools have award ceremonies to recognize student achievements at the end of the school year.

Parent Organizations

Parents are encouraged to join and support the Parent Teacher Organization (PTO) at Bobtown Elementary School. The organization typically has one scheduled meeting per month throughout the school year. The PTO will notify parents of the meeting dates and times. The PTO provides programs, activities, and educational items for students. They also promote fundraising activities to provide opportunities for students. Parents are encouraged to become active members of the PTO.

Pets and Other Animals

Personal pets are not permitted on school grounds or at school sponsored events. Preventing personal pets from entering school grounds will reduce the potential hazards for both the animals and children. Individuals with service animals are to follow School District Policy 718.

Pre-Kindergarten Program

A Pre-Kindergarten class is offered at Bobtown Elementary School for children who are either three or four years of age by September 1st of the school year. Blue Prints (formerly Community Action of Southwest Pennsylvania) oversees the program and can be contacted at (724) 852-2893 for enrollment. Refer to the website at www.caswg.org/programs-services/ccs/pre-k for income requirements and other information.

Requests for a Change in the Normal Routine

If it is necessary for a student to change his/her normal school routine (e.g., ride a different bus), a written request from the parents for the change must be received by the classroom teacher. The teacher will initial the request and send the student to the office, where the change will be recorded and approved by office personnel. Changes should not be made by phone or email, except in emergency situations. When students are visiting each other, written permission must be received from both homes. Students will not be permitted to call home for approval to visit a friend's home.

Safe2Say Something

The Safe2Say Something program is an anonymous reporting system intended to allow students, teachers, and community members a method to report behavior perceived to be threatening to an individual or a school entity. In accordance with law, the district establishes procedures for receiving, assessing, and responding to reports received from the Safe2Say program run by the Pennsylvania Office of the Attorney General. Anonymous reports may be submitted through one of three methods to a centralized Crisis Center in the state. The Crisis Center will then notify the selected school and county emergency dispatch center, when applicable. The three methods to file reports are:

- Safe2Say Mobile App “search Safe2Say Something”
- Safe2SayPA.org website
- 1-844-SAF2SAY toll free phone number

Scheduling

Mapletown Junior-Senior High School: Course Scheduling Procedure

High school students must realistically assess their goals and capabilities when selecting courses. Attention must be given to course requirements, entrance prerequisites, and course sequence. Students are encouraged to discuss questions concerning selection of courses with the appropriate teacher, counselor, and their parents. Students are to request courses through the pre-registration process conducted by the guidance counselor in the spring for the upcoming school year. Parents must sign the pre-registration form. Courses with insufficient enrollment may be cancelled; students will be assigned to alternate courses. All scheduling conflicts will be resolved through alternate course selections. The administration reserves the right to schedule appropriate level courses.

Schedule Changes

Schedule change requests are to be submitted to the guidance counselor and approved by the administration. Upon administrative review and approval, students have three (3) school days to withdraw from a quarter rotation (45-day) course, five (5) school days to withdraw from a semester (90-day) course, or ten (10) school days to withdraw from a full year (180-day) course. Students who are given administrative permission to withdraw after the cut-off date will receive a grade of WF (withdraw failing) and no credits will be awarded.

Scholarships

Scholarship opportunities are available in the guidance office and on the school website under the Guidance page. The guidance counselor provides all seniors with updated scholarship information and opportunities. It is the responsibility of the student to obtain, complete, and submit scholarship applications prior to the scheduled due date.

School Closings, Delays, and Cancellations

Inclement weather or other emergency situations may result in an emergency closing during the school day, delay in the start of the school day, or school cancellation for the entire day. Public announcements of these changes will be issued through local television stations (e.g., KDKA, WTAE, and WPXI) and posted on the district website at www.segsd.org. School information may also be accessed through the SEGSD app and the District Facebook page. The app may be downloaded from Google Play or iTunes.

In addition, a phone call through the district automated calling system will be made to the primary telephone number of each child. It is imperative that parents indicate the primary number to receive such calls on the Emergency Information Card issued to all students at the beginning of the school year. It is also imperative that parents develop a contingency plan with their children in the event that an emergency dismissal is implemented.

School Property

School items that may be issued to students during the school year (e.g., books, calculators, laptop computers, or other electronic devices) are numbered (or marked with serial numbers) and are the property of Southeastern Greene School District. Students are responsible for taking proper care of these items and for returning them in good condition. All furniture, equipment, walls, and floors in the school buildings should also be used properly and kept clean.

If a student is responsible for any damage done to school property, he/she will have to pay for repair or replacement of the damaged items. Any lost or stolen items are the responsibility of the student. The student will be responsible for full reimbursement of the lost items.

School Publicity

Advertisements

It is the policy of the school board that advertisements of any nature are only to be posted with the knowledge and consent of the superintendent.

Agents

No agents or salesmen are permitted to interview faculty members unless they have permission from the administration.

Publicity

Publicity releases in the form of newspaper articles, leaflets, posters, or other media are to have the approval of the building principal BEFORE being released in any manner to the public.

Searches

It shall be the policy of the Board that all lockers are and shall remain the property of the school district. As such, students shall have only a limited expectation of privacy in their lockers. No student may use a locker as a depository for a substance or object that is: prohibited by law, Board policy, or district rules; or constitutes a threat to the health, safety, or welfare of the occupants of the school building or the building itself.

The Board reserves the right to authorize its employees to inspect a student's locker at any time, based on reasonable suspicion, for the purpose of determining whether the locker is being used improperly for the storage of contraband, a substance or object the possession of which is illegal, or any material that poses a hazard to the safety and order of the schools. The Board authorizes the administration to conduct random general searches of lockers when the district has a compelling interest in protecting and preserving the health, safety, or welfare of the school population. The principal or designee shall be present whenever a student locker is inspected, based on reasonable suspicion.

Students shall assume responsibility for maintaining the security of their lockers. Prior to an individual locker search, the student shall be notified and be given an opportunity to be present. However, when school authorities have a reasonable suspicion that a locker contains materials which pose a threat to the health, welfare, or safety of the school population, student lockers may be searched without prior warning.

School officials are authorized to search a student's personal possessions or motor vehicle parked on school property when there is reasonable suspicion that the student is: violating law, Board policy, or school rules; or poses a threat to the health, safety, or welfare of the school population.

School officials may conduct a pat-down search of a student's person if there is reasonable suspicion that the student is carrying contraband, illegal or controlled substances, or any other item that may pose a threat to the health, safety, or welfare of the school population. Such searches shall be done by a school official while in the presence of another school official of the same sex as the student.

Searches conducted by the administration may include, but not be limited to, utilization of certified drug dogs, metal

detection units, or any device used to protect the health, safety, and welfare of the school population.

The district policy regarding searches can be found on the district website under Pupils, 226 Searches.

Special Education Child Find and Annual Notice to Parents

(CFR 300.125)

In compliance with state and federal law, the district will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs. For further information on the evaluation procedures and provision of services to protected handicapped students or eligible students, contact:

Southeastern Greene School District
Dr. Kimberly K. Tencer
Coordinator of Pupil Services
1000 Mapletown Road
Greensboro, PA 15338
(724) 943-3401, Ext. 2241
tencer.kimberly@segsd.org

Each school district, along with other public agencies in the Commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to parents, and describe the parent's rights with regard to confidentiality of information that will be obtained during the process. Each school district shall also conduct awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact the school district and request an explanation.

Identification Activity

Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the State, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. The types of disabilities, that if found to cause a child to need services are: Autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation [intellectual disability], multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities, speech or language, traumatic brain injury, and visual impairment including blindness, in the case of a child that is of preschool age developmental delay. Screening activities are also conducted to determine student need for gifted support services.

The school districts provide educational services for all eligible students either through district-operated classes, contracts with Intermediate Unit #1, or Approved Private Schools. Classes providing Learning Support, Life-Skills Support, Emotional Support, Physical Support, Multiple Disabilities Support, and Autistic Support are available for students at beginning school age through age 21, if necessary. Additional services include hearing, vision, and speech and language support. Students found to meet eligibility criteria as "mentally gifted" may receive services through the district's Gifted Support program.

Each school district is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected as having a disability that would interfere with his or her learning unless special education programs and services are made available. Children suspected of being "mentally gifted" who need specially designed instruction not ordinarily provided in the regular education program also go through screening activities. The activities include: review of group data, conduct hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated.

The school district will follow procedures outlined in the special education regulations (Chapter 14) for determining eligibility and need for special education services. Chapter 16 regulations will be followed to determine eligibility and need for Gifted Support services. Each LEA's public outreach awareness system includes methods for reaching homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children.

Confidentiality (CFR 300.127)

If after screening, a disability is suspected, upon your permission, your child will be evaluated. Written records of the results are called an education record, which are directly related to your child and are maintained by the school districts. These records are personally identifiable to your child. Personally identifiable information includes the child's name, the name of the child's parents or other family member, the address of the child or their family, a personal identifier such as social security number, a list of characteristics that would make the child's identity easily traceable or other information that would make the child's identity easily traceable.

The school district will gather information regarding your child's physical, mental, emotional and health functioning through testing and assessment, observation of your child, as well as through review of any records made available to the school district through your physician and other providers of services such as day care agencies.

The school district protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records, training being provided to all persons using the information, and maintaining for public inspection a current list of employee's names and positions who may have access to the information. The school district will inform you when this information is no longer needed to provide educational services to your child and will destroy the information at designated intervals, except general information such as your child's name, address, phone number, grades, attendance record and classes attended, grade level completed, may be maintained without time limitation.

As the parent of the child you have a number of rights regarding the confidentiality of your child's records. The right to inspect and review any education records related to your child are collected, maintained, or used by the school district. The school district will comply with a request for you to review the records without unnecessary delay before any meetings regarding planning for your child's special education program (called an IEP meeting). Should you and your school district disagree about your child's special education supports and services and a due process hearing is requested, the school district will furnish you with the opportunity to inspect and review your child's records, within 30 days.

You have the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent you from exercising your right to inspect and review the records, and the right to have a representative inspect and review the records. This review is conducted with the assistance of an appropriate school district staff member.

Upon your request, the school district will provide you a list of the types and location of education records collected, maintained, or used by the agency. Additionally, the school district will charge a fee for copies of records made in response to your request except, it will not charge a fee if doing so will prevent you from inspecting and reviewing

your child's records. A current list of reasonable fees relative to records request is available in the district's central office. The district will not charge a fee to search or retrieve information.

You have the right to request in writing the amendment of your child's education records that you believe are inaccurate or misleading, or violate the privacy or other rights of your child. The school district will decide whether to amend the records within 45 school days of receipt of your request. If the school district refuses to amend the records you will be notified of the refusal and your right to a hearing. You will be given at that time, additional information regarding the hearing procedures. Upon written request, the district will schedule and provide written notice of the hearing to challenge information in your child's education files.

Parent consent is required before personally identifiable information contained in your child's education records is disclosed to anyone other than officials of the school district collecting or using the information for purposes of identification of your child, locating your child and evaluating your child or for any other purpose of making available a free appropriate public education to your child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additionally, the school district, upon request, discloses records without consent to officials of another school district in which your child seeks or intends to enroll.

A parent may file a written complaint with the Pennsylvania Department of Education at the address below alleging that the rights described in this notice were not provided.

Pennsylvania Department of Education
Bureau of Special Education
Division of Compliance
333 Market Street
Harrisburg, PA 17126-0333

The Department of Education will investigate the matter, issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved.

Complaints alleging failures of the school district with regard to confidentiality of personally identifiable information may also be filed with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202-4605

In accordance with 34 CFR 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

The school district will provide ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact your local school district contact.

Early Intervention Identification

In Pennsylvania, a child between three years of age and the school district's age to begin school who has a developmental delay or one or more of the physical or mental conditions listed above, will be identified as an "eligible young child." The parents of these children have the same rights described above.

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. Screening for preschool children is available through the Child Alert Program operated by Intermediate Unit #1. To schedule an appointment for screening call IU1 at 1-800-328-6481. For additional information, contact your local school district.

Potential Indicators of Weaknesses in the Developmental Domain Areas and Other Risk Factors That Could Indicate a Disability (Requirement of Section 14.212(b))

A developmental delay is determined by the results of a developmental evaluation. The results of one or more domain areas (adaptive, personal-social, communication, motor or cognitive) have to show at least a 25% delay or a score of 1.5 standard deviations below the mean (Standard Score of 77 or below). The delay results in the need for specially designed intervention/instruction (SDI) in order to participate in typical activities and routines.

Children with a developmental delay may show weaknesses in the following areas:

Adaptive – Pre-kindergarten aged children with a developmental delay may have difficulty dressing/undressing; using utensils to eat, removing shoes without assistance, distinguishing between nonfood/food substances, or have difficulty with toileting needs. One may have difficulty moving independently around the house, understanding that hot is dangerous, putting away toys when asked, indicating an illness or ailment to an adult, or demonstrating caution and avoiding common dangers.

Personal-Social – Pre-kindergarten aged children with a developmental delay may have difficulty responding positively to adult praise, rewards or promise of rewards; greeting familiar adults spontaneously, enjoying simple stories read aloud, helping with simple household tasks, initiating social interaction with familiar adults, expressing affection/liking for peers, playing cooperatively with peers, stating first name, last name, age, or whether he is a male/female; using objects in make-believe play, using ‘I’ or ‘me’ to refer to himself, or recognizing facial expressions of common emotions.

Communication – Pre-kindergarten aged children with a developmental delay may have difficulty following 2-step verbal commands, associating spoken words with pictures, recalling events from a story presented orally; engaging in extended and meaningful nonverbal exchanges with others, using words to get his needs met, responding to ‘yes’ and ‘no’ questions appropriately, or asking ‘wh’ questions.

Motor – Pre-kindergarten aged children with a developmental delay may have difficulty running without falling, kicking a ball without falling, walking up and down steps alternating feet without assistance, walking backward, imitating the bilateral movements of an adult, pointing with his index finger independent of the thumb and other fingers, scribbling linear and/or circular patterns spontaneously, using the pads of fingertips to grasp a pencil, holding a paper with one hand while drawing or writing with the other hand, fastening clothing without assistance, cutting with scissors, copying a circle, or imitating vertical and horizontal markings.

Cognitive – Pre-kindergarten aged children with a developmental delay may have difficulty attending to one activity for 3 or more minutes, reciting memorized lines from songs or TV shows, showing interest in age-appropriate books, matching/naming colors, responding to one and one more, giving three objects on request, matching shapes, identifying objects by their use, identifying items by size, identifying colors of familiar objects not in view, or identifying simple objects by touch.

Other Factors That Could Indicate a Disability

Developmental disabilities are birth defects related to a problem with how a body part or body system works. They may also be known as **functional** birth defects. Many of these conditions affect multiple body parts or systems. Researchers have identified thousands of different birth defects. Birth defects can have a variety of causes, such as: Genetic problems caused when one or more genes doesn’t work properly or part of a gene is missing, problems with chromosomes, such as having an extra chromosome or missing part of a chromosome, environmental factors that the expectant mother is exposed to during pregnancy, such as Rubella or German measles or if she uses drugs or alcohol during pregnancy.

Factors Considered When Determining Mental Giftedness

- The child performs a year or more above grade achievement level in one or more subjects as measured by a nationally normed and validated achievement test.
- The child demonstrates rates of acquisition/retention of content and skills reflecting gifted ability.
- The child demonstrates achievement, performance, or expertise in one or more academic areas as evidenced by products, portfolios or research, as well as criterion-referenced team judgment.
- The child demonstrates early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, or technology expertise.
- The child demonstrates that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

Special Education Services

The Southeastern Greene School District is committed to providing quality special education programs to all identified students within the district. All special education programs are operated under the guidelines for both the federal Individuals with Disabilities Education Act (IDEA) and state (Chapter 14) regulations.

Identification

Students who are suspected of having a disability may be referred for a Formal Evaluation by their parents or by school staff. Prior to referral for possible special education services, intervention services are available to students in order to support them in areas of difficulty.

In order to be determined eligible for special education programs, the two-pronged criteria, as outlined below, must be met and documented by the evaluation team:

- The student must have a disability in one of the following categories: Autism, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and/or Visual Impairment including Blindness.
- The student must demonstrate a degree of need for specially designed instruction in addition to what can be provided in the regular education setting with supplementary aids and services.

After formal evaluation, if eligibility is determined, a team meeting is held and an Individualized Education Program (IEP) is developed for the student. This document summarizes the student's present educational levels, outlines goals/objectives, and lists specially designed instruction and educational services that the student needs in order to make progress in the areas specified by the team. For students who are 14 years of age or older, a transition plan is developed that includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills. The IEP team meets on an annual basis (more often if requested by a parent or other IEP team member) to review progress and develop a plan for the upcoming year. Reevaluations are conducted on a regular basis (established by state regulations) in order to determine continued eligibility and need for special education services.

Programs and Services

Various special education programs, as well as supplementary aids and services, are available in Southeastern Greene School District to meet the needs of identified special education students. A summary of these programs is provided below.

- **Autistic Support** is available for students with the disability of autism who require services to address needs primarily in the areas of communication, social skills, or behaviors consistent with those of autism spectrum disorders. The IEP for these students must address needs as identified by the team, which may include, the verbal and nonverbal communication needs of the child; social interaction skills and proficiencies; the child's response to sensory experiences and changes in the environment, daily routine, and schedules; and the need for positive behavior support or behavioral interventions.
- **Blind-Visually Impaired Support** is available for students with the disability of visual impairment including blindness, who require services to address needs primarily in the areas of accessing print and other visually-presented materials, orientation and mobility, accessing public and private accommodations, or use of assistive technologies designed for individuals with visual impairments or blindness. For students who are

blind or visually impaired, the IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after evaluation of the child's reading and writing needs, the extent to which Braille will be taught and used for the student's learning materials.

- Deaf and Hard of Hearing Support is available for students with the disability of deafness or hearing impairment, who require services to address needs primarily in the area of reading, communication, accessing public and private accommodations or use of assistive technologies designed for individuals with deafness or hearing impairment. For these students, the IEP must include a communication plan to address the language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and assistive technology devices and services.
- Emotional Support is available for students with a disability who require services primarily in the areas of social or emotional skills development or functional behavior.
- Learning Support is available for students with a disability who require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance.
- Life Skills Support is available for students with a disability who require services primarily in the areas of academic, functional, or vocational skills necessary for independent living.
- Multiple Disabilities Support is available for students with more than one disability, the result of which is severe impairment requiring services primarily in the areas of academic, functional, or vocational skills necessary for independent living.
- Physical Support is available for students with a physical disability who require services primarily in the areas of functional motor skill development, including adaptive physical education or use of assistive technologies designed to provide or facilitate the development of functional motor capacity or skills.
- Speech and Language Support is available for students with speech and language impairments who require services primarily in the areas of communication or use of assistive technologies designed to provide or facilitate the development of communication capacity or skills.
- Other Related Services are available to students who require such services to gain benefit from their educational program. These services may include: occupational therapy, physical therapy, psychological services, nursing services and guidance counseling services. Special transportation is also offered to students who are unable to access regular transportation services, due to the disability or the location of the special education program.

Location of Services

Most identified special education students receive all services in their neighborhood schools. Some district students may participate in a program in another district building, depending on their needs and where they can most appropriately be met.

Some students require a more specialized program than what is offered at the district level, based on the severity of their needs and/or the type of program that is required for the student to make progress. To meet the needs of such students, placements are available through Intermediate Unit operated programs, approved private schools, and other alternative educational programs. These programs are monitored by the Southeastern Greene School District to ensure that students make sufficient progress in the outside programs.

Transportation services are provided by the district at no cost to parents so that students may access the appropriate special education program in or out of the district.

Levels of Special Education Services

Various levels of services are available to special education students based on the severity of the needs presented and the amount of service required to address these needs. To the extent appropriate, identified special education students participate in the regular education setting for all or part of their day as part of the district's commitment to inclusionary special education services. Below are some examples of how special education services may be provided at Southeastern Greene:

- Itinerant Support: Special education supports and services are provided by special education personnel for 20% or less of the school day.

- Supplemental Support: Special education supports and services are provided by the special education personnel for more than 20% of the day but less than 80% of the school day.
- Full Time Support: Special education supports and services are provided by special education personnel for 80% or more of the school day.
- Homebound: If documented by a medical doctor, the district provides some students with temporary homebound instructional services by a certified teacher, if the student cannot participate in a school-based program due to medical involvement.

Special Education Staff

Special education teachers are a part of the team in each school building in the Southeastern Greene School District. Staff is assigned to buildings based on the number of identified special education students and the degree of need displayed by the students. Special education para-educators are also available to offer additional support services to special education students and to assist teachers with making adaptations for specific students. All special education para-educators work under the supervision of the building principal and special education teacher.

The district also utilizes the services of a Pennsylvania Certified School Psychologist, in addition to a Coordinator of Pupil Services. The psychologist is regularly involved in the initial evaluation and reevaluation processes. In addition, the psychologist provides consultation to parents and staff regarding academic and behavioral issues of students. The Coordinator of Pupil Services oversees the operation of the special education programs within the district, as well as outside of the district.

All special education staff members are involved in both district-wide in-service training throughout the school year, as well as training geared toward their specific roles as special educators. The district is committed to ensuring that all staff is knowledgeable of current state and federal guidelines related to the provision of special education services. Special education staff members also participate in trainings offered by the Southeastern Greene School District Administration, the Intermediate Unit, the Pennsylvania Training and Technical Assistance Network (PaTTAN), local colleges and universities, and other training groups on an ongoing basis.

Gifted Education

Students who are thought to be intellectually gifted may be referred to the Office of Pupil Services by parents and teachers. The district utilizes a Three-Tier Matrix to identify gifted individuals. The matrix Level I screening includes a review of PSSA and/or Keystone scores, local assessments, grade point averages, and demonstrated achievement in one or more academic areas. Level II screening includes a parent and teacher rating scale and the Chuska Scale for Rate of Acquisition and Retention. Level III screening consists of a complete evaluation done by the Gifted Multi-Disciplinary Team. This team is comprised of a school psychologist, parents/guardians, one or more of the student's current teachers, and the gifted education teacher. During this level, the student is administered standardized ability and achievement assessments. If the student's performance, in combination with the other screening information, meets the predetermined score, formal written permission is obtained from the parent and formal testing for the gifted program is completed within 60 calendar days from the time written permission is received. The decision about eligibility for gifted services is a team decision based on all three levels of the screening process.

Elementary Gifted Program (K-6)

For students in need of enrichment instruction, the gifted resource teacher provides instruction for gifted students, collaborates and consults with classroom teachers to offer differentiated classroom instruction, assists the school's identification and placement team, and provides staff development for classroom teachers working with gifted students. For students in need of acceleration instruction, the district will provide appropriate grade level instruction through highly qualified teachers in identified subject areas.

Jr.-Sr. High School Gifted Program (7-12)

For students in need of enrichment instruction, a gifted resource teacher is assigned to support the instructional program by teaching a resource class specifically designed to meet the needs of gifted learners, providing enrichment activities for gifted students, collaborating and consulting with classroom teachers, and offering staff development opportunities. For students in need of acceleration instruction, the district will provide appropriate grade level instruction through highly qualified teachers in identified subject areas.

Student Assistance Program

The Student Assistance Program (SAP at the secondary level and ESAP at the elementary level) consists of a team of administrators, counselors, and staff members. The program is designed to identify students who are having problems in school due to drug or alcohol use, depression, or other mental health problems. The program is designed to intervene and refer these students to appropriate school and community services. SAP is an intervention program, not a treatment program.

All referrals to SAP are handled in strict confidence. Referrals may be made by students, teachers, parents, and the school administration. Referrals should be directed through the guidance office.

C.A.R.E. (Crisis-Addiction-Recovery-Education) is a licensed drug and alcohol counseling faculty which handles chemical dependency evaluation and will make referrals when deemed necessary.

CHILL is a school-based counseling program designed to assist parents, teachers, and counselors in developing comprehensive strategies for resolving behavioral health issues.

Student Elections

The student body of Mapletown Junior-Senior High School is led by two (2) organizations: student council and class officers. Elections for the offices will be conducted at designated times during the school year with the following guidelines:

Student Council

Elections for student council will be held in the fall of each school year.

- Seniors shall vote for the offices of president and treasurer from the senior class.
- Juniors shall vote for the office of vice-president from the junior class.
- Sophomores shall vote for the office of secretary from the sophomore class.
- Officers must have and maintain a cumulative average of 3.0 during the year in which they hold office.
- Attendance and behavior, as defined in the student handbook, will be considered as requirements for holding positions of student council officers.
- The student council shall be composed of the class officers and student council officers.

Class Officers

Elections for class officers in grades 7 through 12 will be held in the fall of each school year.

- Class members shall vote for their class officers.
- Officers must have and maintain a cumulative average of 3.0 during the year in which they hold office.
- Attendance and behavior, as defined in the student handbook, will be considered as requirements for holding positions of class officers.

Other Elections

Elections for homecoming, club/organization officers, and other special designations shall be conducted with the approval of the principal.

- Coal Queen: Junior girls sign up to represent Mapletown Junior-Senior High School at the Coal Queen competition held in Carmichaels, PA. If more than one girl signs up to be the Coal Queen representative, tryouts will be held. Candidates will be judged on the basis of talent, an interview, and their evening gown.
- Homecoming Queen, Court, and Escorts: The names of all junior girls are placed on a ballot. Students in the junior class vote for a specified number of candidates from the list of names. The successful candidates' names (as determined by the vote of the junior class) are placed on a new ballot. All students in grades 10 through 12 vote for one of these candidates for Homecoming Queen. After the ballots are

counted, the Homecoming Queen is announced to the entire school. The remaining candidates on the ballot comprise the members of the Homecoming Court. The Homecoming Queen and Court select escorts from the junior class. If there are not enough juniors to serve as escorts, the sponsor may grant permission for a senior to serve as an escort. A member of the Mapletown football team crowns the Homecoming Queen.

- Miss Merry Christmas: The senior class votes for one senior girl to represent Mapletown as Miss Merry Christmas at the annual Christmas Parade held in Waynesburg, PA.
- Prom Queen, King, and Court: A drawing will be held to select the Prom Queen, King, and Court from the junior class.
- Regatta Queen Contest: Junior girls may sign up to participate in the Regatta Queen contest held in Point Marion, PA. Multiple students are permitted to participate.

Procedures

All elections will be conducted with prior notification and approval of the principal.

- All student body organization elections will be conducted by the activity sponsor.
- Votes will not be accepted after the allotted time period for voting has elapsed.
- Votes will be tabulated by the principal and appropriate sponsor for student body officers and other special designations.

Student Photos for Publicity Use

Students participate in numerous activities which may involve individuals or groups of students being photographed or videotaped for educational purposes. These photographs or videotapes may be displayed throughout the school or posted on the district website. Students may also be photographed by a newspaper for participation in school events. If you DO NOT wish your child to be photographed or videotaped, complete and return the school form entitled "Student Biographical Information Form" to Bobtown Elementary School or Mapletown Junior-Senior High School. Parents may also send a written request of exclusion to the school office.

Student Services Provided By Outside Agencies

The school district partners with several outside community-based agencies to serve the needs of students. These agencies include, but are not limited to, the following:

Ambulance (Emergency Service)	911
CHILL Program at Centerville Clinic Greene County Mental Health, Waynesburg PA	724-627-8156
Cornerstone Care, Greensboro PA	724-943-3308
Greene County Assistance Office, Waynesburg PA	724-627-7668
Greene County Career Link, Office of Vocational Rehabilitation, Waynesburg PA	724-852-2900
Greene County Children and Youth Services, Waynesburg PA	724-852-5217
Greene County Human Services, Waynesburg PA	724-852-5276
Greene County Probation Office, Waynesburg PA	724-852-5250
Intermediate Unit #1, California PA	724-938-3241
Monongalia General Hospital, Morgantown WV	304-598-1200
Pennsylvania Department of Health, Waynesburg PA	724-627-3168
Pennsylvania State Police, Waynesburg, PA	724-627-6151
Pittsburgh Poison Center, Pittsburgh PA	800-222-1222
Pre-K Program operated by Blue Prints, Waynesburg PA	724-852-2893
Ruby Memorial West Virginia University Hospital, Morgantown WV	304-598-4000
State Police (Emergency Situations)	911
Uniontown Hospital, Uniontown PA	724-430-5000
Washington Health System Greene, Waynesburg PA	724-627-3101

Telephone

Office telephones are reserved for business purposes. Students may request to use the telephone in emergency situations. Permission to use the phone must be given by personnel in the main office. Students will not be called from class to use the telephone. Only in emergency situations will messages be delivered to students.

Students are not permitted to use personal cell phones to arrange for early release during the school day. Contact with parents or guardians for early release must be made through the main office telephone. Violations of this procedure are subject to the discipline policy.

Testing Schedule

The following state, local, and benchmark assessments will be administered during the school year.

<u>Assessment</u>	<u>Grades</u>	<u>Testing Window</u>
Star Reading and Math Assessments	K-6	September, January, May
Classroom Diagnostic Tools, Mathematics	7-8	October, January, March
Classroom Diagnostic Tools, Reading	7-8	October, January, March
Classroom Diagnostic Tools, Science	7-8	October, January, March
Classroom Diagnostic Tools, Algebra I	Enrolled Students	October, January, March
Classroom Diagnostic Tools, Biology	Enrolled Students	October, January, March
Classroom Diagnostic Tools, English Literature	Enrolled Students	October, January, March
PSSA English Language Arts	3-8	April 20-24, 2026
PSSA Mathematics	3-8	April 27-May 1, 2026
PSSA Science	5 and 8	April 27-May 1, 2026
Winter Keystone Algebra I (wave 1)	9-12	December 3-17, 2025
Winter Keystone Biology (wave 1)	9-12	December 3-17, 2025
Winter Keystone Literature (wave 1)	9-12	December 3-17, 2025
Winter Keystone Algebra I (wave 2)	9-12	January 5-16, 2026
Winter Keystone Biology (wave 2)	9-12	January 5-16, 2026
Winter Keystone Literature (wave 2)	9-12	January 5-16, 2026
Spring Keystone Algebra I	9-12	May 11-22, 2026
Spring Keystone Biology	9-12	May 11-22, 2026
Spring Keystone Literature	9-12	May 11-22, 2026
PSAT	9-12	October 2025
ASVAB	10-12	January 2026
Advanced Placement Exams	Enrolled Students	May 2026

Star Reading and Math Assessments are standardized, computer-adaptive tests used to determine student achievement levels in reading and math. The assessments provide accurate, reliable, and valid information to support data-driven instruction and intervention. Star assessments are also used to monitor student growth and mastery, to estimate students' understanding of state standards, and predict students' performance on state tests.

CDT (Classroom Diagnostic Tools) is a set of online assessments, divided by content area, designed to provide diagnostic information to guide instruction and remediation. The CDT reporting system is fully integrated in the

Standards Aligned System (SAS). It assists educators in supporting student academic strengths and areas in need of improvement by providing links to classroom resources. The diagnostic reports feature links to targeted curricular resources and materials, including units and lesson plans found with the SAS system. It is recommended that the CDT be administered three times per year, but may be administered a maximum of five times per year. The Pennsylvania CDT is available to districts at no cost.

PSSA (Pennsylvania System of School Assessment) includes assessments in English Language Arts and Mathematics which are administered to students in grades 3 through 8. The Science PSSA is administered to students in grades 4 and 8. The English Language Arts and Mathematics PSSAs include items that are consistent with the assessment anchors and eligible content aligned with the Pennsylvania Core Standards in English Language Arts and Mathematics. The Science PSSA includes items that are aligned with the assessment anchors and eligible content aligned with the Pennsylvania Academic Standards for Science, Technology, Environment, and Ecology.

Keystone Exams are end-of-course assessments in designated content areas. The Keystone Exams serve two purposes: (1) high school accountability assessment for federal and state purposes, and (2) high school graduation requirements. The Algebra I and Literature Keystone Exams include items consistent with the assessment anchors and eligible content aligned with the Pennsylvania Core Standards for Mathematics and English Language Arts. The Biology Keystone Exam includes items consistent with the assessment anchors and eligible content aligned with the enhanced Pennsylvania Academic Standards for Science.

Because the Keystone Exams for Algebra I, Biology, and Literature replaced the grade 11 PSSA in Mathematics, Reading, and Science for the purposes of satisfying federal accountability requirements, all students must participate in the Algebra I, Biology, and Literature Keystone Exams by the spring of their grade 11 year. Districts have the option of testing these students during any administration; however, it is recommended that students take the Keystone Exams at or near the end of a Keystone-related course. Students completing the Keystone Exams prior to grade 11 will have their results banked until they reach grade 11. Students who previously completed the Keystone Exams and earned a score of Proficient or Advanced are not permitted to retake the exams.

PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation. The test is composed of three sections: Math, Critical Reading, and Writing Skills. Test scores are used to determine eligibility and qualification for the National Merit Scholarship Program.

ASVAB (Armed Services Vocational Aptitude Battery) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school students, and post-secondary students.

Advanced Placement Exams are administered at the end of an Advanced Placement (AP) course. These standardized exams are designed to measure how well students have mastered the content and skills of the Advanced Placement course. The score obtained on the Advanced Placement Exam is used by colleges and universities to determine if the student will receive college credit for the course, or if the student will skip the equivalent (introductory) course and advance directly to an upper-level course. The exam score is reported on a 5-point scale and is a weighted combination of scores from the multiple-choice and free-response sections. Many colleges and universities grant credit and placement for scores of 3, 4 or 5; however, each college determines which scores it will accept.

Refer to the College Board website at www.collegeboard.org for additional information regarding Advanced Placement courses and exams. To locate specific college policies for AP scores, visit the AP Credit Policy Search ([/creditandplacement/search-credit-policies](http://creditandplacement/search-credit-policies)).

Title IX Sexual Harassment Procedures and Grievance Process

The Southeastern Greene School District Title IX sexual harassment procedures and grievance process for formal complaints are defined in the District Policy Manual (under Programs, 103), which is located on the district website.

Title IX protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Refer to the district website for the full policy.

Use of Facilities

Individual student groups must secure permission from the building principal before scheduling or using the building for activities when the school is not in session. Such groups must be under the direct supervision of an adult sponsor and the sponsor is responsible for the conduct of the individuals under his/her supervision.

The custodian does not have the authority to open the building for individuals or groups who have no adult sponsor. The custodian will not open the building prior to the time scheduled for the activity. The building will not be opened in the absence of the sponsor.

Valuables

Students should not bring valuable items or large amounts of money to school. All personal valuables brought to school are the responsibility of the students to whom they belong. Money and other valuable items should be kept with the student throughout the school day and should not be left in a desk or any other accessible location.

Visitors and Volunteers

Visitors

To maintain building security, all school visitors must gain access to the building through the main office. Students and school personnel are not permitted to admit visitors to the building through any of the access points.

After being admitted to the building by main office personnel, all visitors must sign in at the main office immediately upon arrival. Visitors will be given a "School Visitor's Pass" that must be returned to the main office when the visitor signs out. Meetings with school personnel should be arranged in advance by calling the school office. Meetings with teachers must be arranged during their planning time.

Volunteers

All activities involving a volunteer in the classroom must receive prior approval from the Superintendent. The Superintendent or building principal shall determine, at his/her sole discretion, whether volunteers are needed for the activity.

Volunteers must provide satisfactory Act 34, Act 151, and Act 114 clearances prior to beginning the activity where the volunteer will be in close contact with students and/or dealing with students in an unsupervised capacity. A verified copy of the reports will be retained by the district. Volunteers assisting with students in large groups (dances, classroom parties, etc.) who are supervised by other staff members will not be required to provide Act 34, Act 151, and Act 114 clearances.

Weapons Policy

As mandated by state law, it is a misdemeanor of the first degree for any person to possess a weapon in the building or upon the grounds of any public elementary or secondary school. Students are prohibited from possessing a weapon in any school building; on any school ground; in any conveyance providing transportation to or from the school district; at any school function, activity, or event; while the student is on his/her way to or from school.

A weapon shall include but not be limited to any knife, cutting instrument, cutting tool, brass or metal knuckles, firearms, shot gun, rifle, pellet gun, BB gun, look-a-like gun, chemical agent such as mace, explosive device, and

any other tool, instrument or implement capable of inflicting serious bodily injury. A weapon possessed and used in conjunction with a lawful supervised school activity shall be permitted.

A weapon does not include any device, which is authorized by the school for legitimate educational purposes, such as tools, scissors, compasses, pencils, or specialized implements. However, any student using any such object in an aggressive, threatening, and/or intimidating manner shall be considered in possession of a weapon.

The penalty for violation of this policy shall be, at minimum, a year expulsion from school and referral to law enforcement officers for criminal prosecutions.

Work Permits

Students between the ages of 14-17 must have a work permit to be employed. Work permits may be obtained in the main office at Mapletown Junior-Senior High School. The student must provide a copy of his/her birth certificate, social security card, and the completed work permit form. A copy of each of these documents will be kept on file in the main office.

It is the responsibility of the student to inform the main office when he/she is no longer employed at the job site, or when he/she changes job sites. Underclass students are not permitted to be excused early from school to go to job sites. Employers must schedule the student for work after school has been dismissed. A random check may be done by the School-to-Work Coordinator to assure compliance of the Child Labor Laws.

Notes