Agenda of Regular Business Meeting

Forest City Regional School District

A Regular Business Meeting of the Board of Directors of Forest City Regional School District will be held Monday, August 10, 2026, beginning at 7:30 PM District Auditorium, 100 Susquehanna Street, Forest City, PA 18421.

1. **Preliminary Procedures**
   Call to Order

2. **Pledge of Allegiance**
3. **Recognition of Visitors**
   1. Outstanding Foresters of the Month
4. **Executive Session**
   1. An executive session was held this evening at 6:30 p.m. to discuss legal and personnel.
   2. An invitation to the public to comment on issues involving the school district, its program and its procedures.
5. **Finance**
   A. Motion to approve the minutes of the Regular Business meeting of July 13, 2026 Regular Board Meeting.
6. **B. Motion to approve the business office reports:**
   - **Business Office, Treasurer's Report, Student Activity Account Summary;**
   - **Bills Paid in Advance for General Fund**
7. **C. Payment of Bills**
   Motion to approve the bill listings for general fund and cafeteria fund for August 10, 2026.

8. **D. Transportation Contracts 2026-2027 School Year**

Motion to approve the transportation contract with one-time fuel stipend and the

athletic trip contract, contractors, bus driver; van drivers and substitutes for the 2026-2027 school year per the attached.

9. **E. Renewal Agreement - Forest City Regional Virtual Academy (VLN)**
Motion to approve the renewal and updates for VLN Education with Forest City Regional School District for the 2026-2027 school year.

10. **F. School Auditors**
Motion to appoint Brian T. Kelly, CPA & Associates as school district auditors for school year ending June 30, 2026.

11. **G. Agreement - Trehab Student Assistance Program**
Motion to approve the Student Assistance Program (SAP) with Forest City Regional School District for the 2026-2027 school year.

12. **H. Resolution - E Signature**
Motion to approve the eSignature Resolution to grant electronic signature PA Depart of Educaiton.

13. **I. Agreement — Programs of Western Pennsylvania School for the Deaf**
Motion to approve the agreement between The Western PA School for the Deaf and Forest City Regional School District for student services in the 2026-2027 school year.

14. **Education and School Related**
A. Handbooks-Elementary & High School
Motion to approve the Pre-K Counts Family; Elementary and High School handbooks for school year 2026-2027.

15. **Personnel**
A. Extracurricular Appointments

Motion to approve the following Extracurricular appointments for 2026-2027 school year.

16. **B. Resignation - Support Staff Cafeteria**

Motion to accept the resignation from Denise Olivares from 7 hour Assistant Cook Cafeteria Staff effective August 10, 2026 per the negotiated Forest City Regional Support Professional Education Contract.

17. **C. Appointment - Support Staff**

Motion to approve Denise Olivares to 6.5 hour Support Staff Paraprofessional effective August 24, 2026 per the negotiated Forest City Regional Support Professional Education Contract.

18. **D. Appointment - Support Staff Cafeteria**
Motion to approve Sabrina Heuskin as 7-hour Assistant Cook Cafeteria Staff effective August 24, 2026, pending clearances per the negotiated Forest City Regional Support Professional Education Contract.

19.
E. Resignation - Elementary Teacher

Motion to accept the resignation of Christian Scotti, Elementary School Teacher, effective not more than sixty days from July 28, 2026..
Description:

20. **F. Resignation**
Motion to accept the resignation of Amanda Vinton, Special Education Teacher, effective August 10, 2026.

21. **G. Extracurricular - Assistant Golf Coach**
Motion to add an Assistant Golf Coach position to the extracurricular athletics program and approve _____ as Assistant Varsity Golf Coach for the 2026-2027 school year.

22. **H. Appointment - Elementary Teacher**

Motion to appoint _____ as an Elementary teacher effective August 24, 2026 at _____ at a salary of $_____, per the negotiated Forest City Regional Educational Association contract.

23. **I. H. Appointment - Special Education Teacher**

Motion to appoint _____ as a Special Education teacher effective August 24, 2026 at _____ at a salary of $_____, per the negotiated Forest City Regional Educational Association contract.

24. **J. Motion to approve Leah Zawisky and Kelly Galinsky as co- mentors for Kaitlin Talarico, Music Teacher for the 2026-2027 school year.**

25. **Old Business**

26. **New Business**
A. Use of Building
Motion to approve the following use of building requests:

- **Forest City Regional High School PBIS to hold an Alumni Tour on September 12, 2026 from 3:00 p.m. until 5:00 p.m.**

27. **Superintendent's Report**

28. **Adjournment**

FOREST CITY REGIONAL SCHOOL DISTRICT

FOREST CITY, PA 18421

June 2026

Business Office Report- For Information Only

Gross Payroll June 2026				**$**	**743,224.06**
Payroll Withholding Taxes:	Federal Withholding Tax	$	61,717.73		
	FICA-Soc.Security & Medicare	$	55,800.03		
	Wage Tax	$	7,660.76		
	Occupational Tax	$	80.00		
	State Income Tax	$	22,401.29		
	Garnishments	$	1,657.10		
	PSERS	$	52,547.75		
	Tax Sheltered Annuities	$	15,540.31		
	PSEA Dues	$	3,553.30		
	ESPA Dues	$	497.18		
	LDSP Dues	$	29.00		
	Health Insurance Premiums	$	4,693.99		
	American Fidelity-Flex 125	$	2,794.50		
	American Fidelity-Ins. & Dis.	$	6,472.46		
	Sun Life	$	685.88		
	Unemployment	$	516.23		
	Voya PSERS	$	5,218.85		
	Total	**$**	**241,866.36**		
Net Payroll				**$**	**501,357.70**

Supplemental Payments

Name	Reason	Amount
Bollinger, Susan	Tact 2	$ 76.15
Carney, Sarah	SAP/Tact 2	$ 114.23
Dovin, Katelyn	Split Class/Curr Night	$ 196.38
Erdmann, Jake	Tact 2	$ 91.38
Febbo, Amy	Tact 2	$ 91.38
Fedak, Cathi	SAP	$ 15.23
Glynn, Jenna	SAP/Curr Night	$ 114.23
Johnson, Kyreek	Prep Coverage	$ 175.00
Loch, Mara	Tact 2	$ 76.15
Rusnak, Ann Marie	No Prep/SAP	$ 127.85
Scavone, John	Band Director	$ 685.16
Scotti, Christian	Curriculum Night	$ 91.38
Silfee, Melissa	Curriculum Night	$ 91.38
Zack, Paige	Split Class	$ 278.71
	Total	**$ 2,224.61**

Electronic Payments

Vendor	Description	Amount
Visa Payment	Credit Card Payment	$ 6,592.75
		$ 6,592.75

VISA Bills - for Approval by Board -July 2026

General Fund

VENDOR	DESCRIPTION	AMOUNT
Wydham Hotel	Gilroy-Conference	$ 319.68
CVS.com	Pre-K Photo Books	$ 614.41
	General Fund Total	**$ 934.09**

Student Activities

Treering	Yearbook	$ 1,992.33
Hard Rock Café	Drama	$ 960.00
Open Jar Production	Drama	$ 798.00
Uberprints.com	Student Council	$ 1,742.94
	Student Activity Fund Total	**$ 5,493.27**

Cafeteria Fund

Penn Stater	Martines-Conference	$ 165.39
	Cafeteria Fund Total	**$ 165.39**
	Grand Total	**$ 6,592.75**

FOREST CITY REGIONAL SCHOOL DISTRICT
FOREST CITY, PA

Treasurer's Report			**August-26**
GENERAL FUND			
Beginning Balance-Checking a/c----------			$ 4,336,369.62
June 2026- Income:			
Real Estate Taxes			
Lackawanna County	$ -		
Susquehanna County	$ -		
Wayne County	$ -	$ -	
Delinquent Real Estate Taxes			
Lackawanna County	$ 839.12		
Susquehanna County	$ 137,185.17		
Wayne County	$ -	$ 138,024.29	
Per Capita Taxes			
Clinton Twp	$ -		
Forest City	$ -		
Herrick Twp	$ -		
Mount Pleasant	$ -		
Uniondale	$ -		
Vandling	$ -	$ -	
Delinquent Per Capita Taxes			
Clinton Twp	$ -		
Forest City	$ -		
Mount Pleasant	$ -		
Uniondale	$ -		
Vandling Boro	$ -	$ -	
Wage Taxes			
Berkheimer	$ 14,320.73	$ 14,320.73	
Realty Transfer Taxes			
Lackawanna County	$ 980.00		
Susquehanna County	$ 5,491.40		
Wayne County	$ 4,307.10	$ 10,778.50	
Treasury - Commonwealth of PA			
Title I	$ 12,277.18		
Title II	$ 2,193.43		
Title IV	$ 1,173.32		
Transportation	$ 282,967.10		
Section 1305 & 1306	$ 4,090.99		
Basic Education	$ 978,214.29		
Special Education	$ 185,899.67		
Retirement	$ 351,596.27	$ 1,818,412.25	
Investments			
FNB Checking A/C Interest -	$ 11,768.31	$ 11,768.31	
Miscellaneous Income			
Fines & Penalties	$ 22.99		
Due to Cafeteria Fund	$ 93,011.54		
Due From Student Activities	$ 871.48		
Grant-Vision Machine	$ 8,678.00		
VLN Course Reimbursement	$ 350.00		
Bus Transportation Refund	$ 230.74		
Reimbursement for Substitute Teachers	$ 392.70		
PTO-Reimbursement Teacher Grants	$ 1,219.40		
MER Disability Payments	$ 112.56		
Field Trip Reimbursement	$ 1,100.00		
Title II-NEIU	$ 405.69		
IDEA Pass-Thru	$ 604.00		
Health Insurance Payments	$ 5,045.84		
Tuition Reimbursement	$ 657.00		
		$ 112,701.94	
Total Income Received----------			$ 2,106,006.02
Beginning Balance and Total Income Received----------			$ 6,442,375.64
June 2026 - Expenditures (Cks. #34982-35049)			
PAYROLL:	6/4/2026	$ 343,970.36	
	6/18/2026	$ 332,518.22	
	6/30/2026	$ 109,937.59	$ 786,426.17
Checks Issued		$ 457,567.62	$ 24,219.16
Electronic Payments		$ 17,626.41	
PSERS		$ 586,034.30	
Visa Payment		$ 6,592.75	
Due to Student Activities		$ 3,850.91	
Due to Cafeteria		$ 150,810.02	
Contracted Carriers / Direct Deposit Payments		$ 219,188.79	$ 1,441,670.80
Expenditures----------			$ 2,252,316.13
Checking a/c Balance as of June 30, 2026----------			$ 4,190,059.51

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PAYROLL ACCOUNT

Beginning Balance -June 1, 2026					$ 115,779.92
Receivables:	**6/4/2026**	**6/18/2026**	**6/30/2026**		
General Fund	$ 326,483.53	$ 314,493.91	$ 102,246.62		
Soc. Sec./Medicare	$ 24,605.43	$ 23,503.63	$ 7,690.97		
Voya	$ 1,755.33	$ 1,898.40	$ 616.36		
	$ 352,844.29	$ 339,895.94	$ 110,553.95		
Total Receivables					$ 803,294.18
Beginning Balance and Total Receivables					$ 919,074.10
Expenditures:	**6/4/2026**	**6/18/2026**	**6/30/2026**		
Net Payroll	$ 217,652.25	$ 214,513.52	$ 69,191.93		
Deductions	$ 115,750.65	$ 152,635.31	$ 43,771.88		
Total Expenditures	$ 333,402.90	$ 367,148.83	$ 112,963.81	$	813,515.54
Payroll Acct Balance -June 30, 2026				$	105,558.56
Payables:					
Wage Tax	$ 19,680.05	Annuities-403b	$ -		
PSERS	$ 52,795.59	ESPA Dues			
Garnishment	$ 1,902.83	Voya-PSERS	$ 1,369.68		
SS/Medicare/Fed	$ 24,379.54	Sun Life Insurance	$ 511.58		
PSEA Dues		Occupational Tax	$ 1,600.00		
American Fidelity FLEX	$ 1,961.81	Unemployment	$ 1,357.48		
American Fidelity Insurance	$ -				
Sub-Total	$ 100,719.82	Sub-Total	$ 4,838.74		
Total Payables				$	105,558.56
Actual Balance -June 30, 2026				$	-

STUDENT ACTIVITY ACCOUNT SUMMARY

Fund: 81 - STUDENT ACTIVITIES From 7/10/2026 to 8/06/2026

Activity Account	Beginning Balance	Receipts	Expended	Adjustments	Transfer Amends	Ending Balance
81-0496-000-000-00-000-000-000-0900						
0900- Art Club	$1,821.28	$20.94	$0.00	$0.00	0.00	$1,842.22
81-0496-000-000-10-000-000-000-0420						
0420- Jr Hi Baseball	$129.48	$1.05	$0.00	$0.00	0.00	$130.53
81-0496-000-000-10-000-000-000-0500						
0500- Elem. Student Council	$3,475.33	$39.79	$0.00	$0.00	0.00	$3,515.12
81-0496-000-000-10-000-000-000-0550						
0550- PBIS Elementary	$4,631.48	$1,047.12	$0.00	$0.00	$0.00	$5,678.60
81-0496-000-000-10-000-000-000-0628						
0628- Class Of 2028	$721.11	$8.27	$0.00	$0.00	$0.00	$729.38
81-0496-000-000-10-000-000-000-0629						
0629- Class of 2029	$265.73	$3.15	$0.00	$0.00	$0.00	$268.88
81-0496-000-000-10-000-000-000-0630						
0630- Class of 2030	$526.39	$6.28	$0.00	$0.00	$0.00	$532.67
81-0496-000-00-10-000-000-000-0631						
0631- Class of 2031	$1,851.99	$20.94	$0.00	$0.00	$0.00	$1,872.93
81-0496-000-00-10-000-000-000-0632						
0632- Class of 2032	$1,166.67	$0.00	$0.00	$0.00	0.00	$1,166.67
81-0496-000-000-30-000-000-000-0400						
0400- Life Skills- HS	$448.96	$5.24	$0.00	0.00	0.00	$454.20
81-0496-000-000-30-000-000-000-0405						
0405- Boys Basketball	$494.77	$5.65	$0.00	$0.00	0.00	$500.42
81-0496-000-000-30-000-000-000-0410						
0410- FCR Spanish Club	$603.36	$6.91	$0.00	$0.00	0.00	$610.27
81-0496-000-000-30-000-000-000-0415						
0415- 5-6th Grade Girls Basketball	$441.50	$5.13	$0.00	0.00	0.00	$446.63
81-0496-000-000-30-000-000-000-0425						
0425- Baseball	$180.04	$2.09	$0.00	0.00	0.00	$182.13
81-0496-000-000-30-000-000-000-0428						
0428- Girls Softball	$316.08	$3.66	$0.00	0.00	0.00	$319.74
81-0496-000-000-30-000-000-000-0430						
0430- Cheerleading	$812.60	$9.42	$0.00	0.00	0.00	$822.02
81-0496-000-000-30-000-000-000-0435						
0435- Girls Soccer	$1,096.67	$12.56	$0.00	$0.00	0.00	$1,109.23
81-0496-000-000-30-000-000-000-0440						
0440- Cross Country	$1,127.73	$12.56	$0.00	0.00	0.00	$1,140.29
81-0496-000-000-30-000-000-000-0445						
0445- Girls Varsity Basketball	$4,804.40	$55.49	$0.00	$0.00	0.00	$4,859.89
81-0496-000-000-30-000-000-000-0450						
0450- Boys Volleyball	$3,024.08	$36.65	$0.00	$0.00	0.00	$3,060.73
81-0496-000-000-30-000-000-000-0455						
0455- FCR Gift Shop	$2,853.37	$32.46	$0.00	$0.00	0.00	$2,885.83
81-0496-000-000-30-000-000-000-0460						
0460- Girls Volleyball	$725.88	$7.22	$0.00	$0.00	0.00	$733.10
81-0496-000-000-30-000-000-000-0465						
0465- Soccer	$402.48	$3.56	$0.00	0.00	0.00	$406.04
81-0496-000-000-30-000-000-000-0470						
0470- Band	$2,796.99	$32.46	($768.00)	$0.00	0.00	$2,061.45
81-0496-000-000-30-000-000-000-0485						
0485- Chorus	$248.50	$2.93	$0.00	$0.00	0.00	$251.43
81-0496-000-000-30-000-000-000-0525						

0525- FCR Golf Team	$2,125.68	$2.41	$0.00	0.00	0.00	$2,128.09
81-0496-000-000-30-000-000-000-0530						
0530- SADD	$467.51	$5.34	$0.00	$0.00	0.00	$472.85
81-0496-000-000-30-000-000-000-0540						
0540- Newspaper	$381.27	$4.40	$0.00	0.00	0.00	$385.67
81-0496-000-000-30-000-000-000-0545						
0545- Jr Hi Girls Basketball	$3,549.22	$39.79	$0.00	$0.00	0.00	$3,589.01
81-0496-000-000-30-000-000-000-0560						
0560- HS PBIS	$2,283.86	$26.18	$0.00	$0.00	0.00	$2,310.04
81-0496-000-000-30-000-000-000-0626						
0626- Class of 2026	$595.00	$0.00	($595.00)	$0.00	$0.00	$0.00
81-0496-000-000-30-000-000-000-0706						
0706-JR Prom	$1,179.67	$13.61	$0.00	$0.00	0.00	$1,193.28
81-0496-000-000-30-000-000-000-0708						
0708- Yearbook- Senior	$2,019.31	$23.03	$0.00	0.00	0.00	$2,042.34
81-0496-000-000-30-000-000-000-0709						
0709- Ski Club	$358.00	$4.19	$0.00	$0.00	0.00	$362.19
81-0496-000-000-30-000-000-000-0710						
0710- Envirothon	$988.07	$11.82	$0.00	0.00	0.00	$999.89
81-0496-000-000-30-000-000-000-0711						
0711- Science Olympiad	$1,589.75	$50.77	$0.00	0.00	0.00	$1,640.52
81-0496-000-000-30-000-000-000-0720						
0720- Student Body Account	$6,595.14	$669.34	$0.00	0.00	0.00	$7,264.48
81-0496-000-000-30-000-000-000-0800						
0800- Student Council	$5,691.74	$63.88	$0.00	$0.00	0.00	$5,755.62
81-0496-000-000-30-000-000-000-0801						
0801 - Student Council II	$4,457.92	$51.30	$0.00	0.00	$0.00	$4,509.22
81-0496-000-000-30-000-000-000-0802						
0802- Senior Class Project	$1,690.72	$18.85	$0.00	$0.00	0.00	$1,709.57
81-0496-000-000-30-000-000-000-0803						
0803- Student Ambassadors	$1,123.01	$12.56	$0.00	$0.00	$0.00	$1,135.57
81-0496-000-000-30-000-000-000-0811						
0811- Drama Club	$6,068.78	$69.10	($95.00)	$0.00	0.00	$6,042.88
81-0496-000-000-30-000-000-000-0814						
0814- Lettermans Club	$10,968.63	$104.70	$0.00	$0.00	0.00	$11,073.33
81-0496-000-000-30-000-000-000-0880						
0880- National Honor Society	$1,931.07	$21.99	$0.00	$0.00	0.00	$1,953.06
81-0496-000-000-30-000-000-000-0885						
0920- Earned Interest	$972.77	$74.27	($1,047.04)	$0.00	0.00	$0.00
81-0496-000-000-30-000-000-000-0955						
0955- FBLA 9-12	($4,143.88)	$3,608.47	$0.00	0.00	$0.00	($535.41)
81-0496-000-000-30-000-000-000-0956						
0956- FBLA School Store	$0.00	$0.00	$0.00	$0.00	0.00	$0.00
INSTRUCTIONAL ORG 00 TOTALS	**$85,860.11**	**$6,257.53**	**($2,505.04)**	**0.00**	0.00	**$89,612.60**
FUND 81 TOTALS	**$85,860.11**	**$6,257.53**	**($2,505.04)**	**0.00**	0.00	**$89,612.60**
GRAND TOTALS	**$85,860.11**	**$6,257.53**	**($2,505.04)**	**$0.00**	0.00	**$89,612.60**

BILLS PAID IN ADVANCE-GENERAL FUND

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount	
0000035052	07/29/2026	Northeast PA Public Schools	August Health Insurance		191,398.00	
0000035102	07/20/2026	UGI Energy Services, LLC	Utilities		264.62	#
0000035103	07/29/2026	Fidelity Bank	Bond Series 2020		6,327.73	

10 - GENERAL FUND	**197,990.35**
Grand Total All Funds	**197,990.35**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**197,990.35**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**0.00**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**197,990.35**

BILLS TO BE APPROVED-CAFETERIA FUND

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000008694	08/10/2026	Pennsylvania Paper & Supply LLC	Supplies		2,083.67

51 - CAFETERIA FUND	**2,083.67**
Grand Total All Funds	**2,083.67**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**2,083.67**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**2,083.67**

BILLS TO BE APPROVED-GENERAL FUND

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount	
0000035105	08/10/2026	Carbondale Area School District	Student Tuition ESY		6,594.00	
0000035106	08/10/2026	City Floor Supply	Supplies		145.75	
0000035107	08/10/2026	Kaplan Early Learning Company	26.27 Classroom Supplies		91.83	
0000035108	08/10/2026	NASP, INC.	NASP Quote 26/27		469.00	
0000035109	08/10/2026	Sonova USA Inc.	Special Ed Classroom Supplies		2,124.82	
0000035110	08/10/2026	Pitsco Education, LLC	Graziano - 26/27		43.24	
0000035111	08/10/2026	Amplify Education, Inc.	26.27 Subscription Renewal		6,779.50	
0000035112	08/10/2026	American Reading Company Inc	26.27 SchoolPace Subscription Renewal		9,600.00	
0000035113	08/10/2026	Ancora Publishing	Special Ed Classroom Supplies		642.00	
0000035114	08/10/2026	Belmont Behavioral Hospital	Student Placement		4,225.00	#
0000035115	08/10/2026	Bluum USA, Inc.	Chromebook/Laptops		3,869.25	
0000035116	08/10/2026	Carolina Biological Supply Company	Carolina Order - 26/27		315.01	
0000035117	08/10/2026	CDW Government	VEEAM server backup/data storage		2,986.80	
0000035118	08/10/2026	Children's Service Center	Student Placement		4,050.00	#
0000035119	08/10/2026	ChromebookParts.com	Chromebook parts - Screens/cables		1,199.80	
0000035120	08/10/2026	Committee for Children	Subscription Renewal split between HS and ES		2,879.10	
0000035121	08/10/2026	CTC Of Lackawanna County	Member District Tuition		64,246.00	
0000035122	08/10/2026	Cube Auto Supply	Parts		18.98	
0000035123	08/10/2026	Curriculum Associates, LLC	26.27 Subscription Renewal		19,627.00	
0000035124	08/10/2026	Curriculum That Matters Inc.	Classroom Supplies 26/27		1,488.90	
0000035125	08/10/2026	Custom Computer Specialists, LLC	Infinite Campus		13,010.20	
0000035126	08/10/2026	Discount School Supply	26.27 Classroom Supplies		312.72	

BILLS TO BE APPROVED-GENERAL FUND

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount	
0000035127	08/10/2026	EduConsult Consulting	Grant/Advocacy		2,000.00	
0000035128	08/10/2026	Fell Charter School	Charter School Placement		13,026.97	
0000035129	08/10/2026	Flinn Scientific Inc.	Flinn Order - 26/27		852.71	
0000035130	08/10/2026	Follett School Solutions LLC	Library software		1,339.97	
0000035131	08/10/2026	The Forest City News	Advertising		105.00	
0000035132	08/10/2026	Fox Ledge Inc.	Water		31.00	
0000035133	08/10/2026	Gopher Sport	Classroom Supplies		1,252.06	
0000035134	08/10/2026	Literacy Resources, LLC	Special Ed Classroom Supplies		190.00	
0000035135	08/10/2026	Holt Lumber Company	Supplies		887.94	
0000035136	08/10/2026	Home Depot Credit Services	Supplies		897.72	
0000035137	08/10/2026	I Know It (TPW)	Spec Ed Supplies		150.00	
0000035138	08/10/2026	ImPact Applications, Inc.	ImPACT 26/27		610.00	
0000035139	08/10/2026	IntegriTec Inc.	Water Treatment Service		350.00	
0000035140	08/10/2026	Integrative Counseling Services, PC	Professional Services		220.00	#
0000035141	08/10/2026	Joyce, Carmody & Moran, P.C.	Solicitor Fees		4,387.50	#
0000035142	08/10/2026	Kurtz Bros., Inc.	26.27 General Supplies		234.37	#
0000035143	08/10/2026	Laminator.com Inc.	26.27 Supplies		349.98	
0000035144	08/10/2026	Learning Without Tears	26.27 Textbooks		891.00	
0000035145	08/10/2026	LIAA	LIAA 26/27		3,391.50	
0000035146	08/10/2026	Lightspeed Solutions, LLC	Lightspeed - Content Filter		6,741.40	#
0000035147	08/10/2026	LJC Janitorial Distributors	Supplies		241.00	
0000035148	08/10/2026	Luzerne Intermediate Unit #18	WAN Internet 25-26		6,909.72	#

BILLS TO BE APPROVED-GENERAL FUND

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount	
0000035149	08/10/2026	Mechanical Service Company	Services		1,048.95	
0000035150	08/10/2026	NEP	Phone Bill		1,381.40	
0000035151	08/10/2026	New Story, LLC	July ESY Student Placement		13,230.00	
0000035152	08/10/2026	PAR	Spec Ed Supplies		237.60	
0000035153	08/10/2026	Navigate360 LLC	26.27 Subscription Renewal		2,997.10	
0000035154	08/10/2026	NCS Pearson, Inc.	Spec Ed Supplies		81.00	
0000035155	08/10/2026	Pennoni Associates Inc.	Services		3,451.25	
0000035156	08/10/2026	Princeton Health Press	26.27 Textbooks		1,507.00	
0000035157	08/10/2026	Project Lead the Way Inc.	PLTW Engineering 2026/2027		3,200.00	
0000035158	08/10/2026	School Specialty LLC	Art Supply Order - School Specialty - 26/27		6,777.42	
0000035159	08/10/2026	The Sherwin-Williams Co.	Supplies		44.95	
0000035160	08/10/2026	Staples Advantage Dept PH	General Supplies		4,424.14	#
0000035161	08/10/2026	Super Duper Publications	Special Ed Classroom Supplies		79.89	
0000035162	08/10/2026	The Autism Helper, Inc.	Special Ed Classroom Supplies		199.99	
0000035163	08/10/2026	Therapy Shoppe, Inc.	Special Ed Classroom Supplies		787.31	
0000035164	08/10/2026	VLN Partners LLC	26.27 VLN Yearly Invoice		9,375.00	
0000035165	08/10/2026	The Western PA School for the Deaf	Summer ESY 2026		2,000.00	
0000035166	08/10/2026	Wilson Language Training Corporation	26.27 Classroom Supplies		1,957.52	
0000035167	08/10/2026	Wnuk Medical, LLC	26.27 Calibrate Equipment		125.00	
0000035168	08/10/2026	The Zones of Regulation, Inc	Spec Ed Supplies		144.00	

BILLS TO BE APPROVED-GENERAL FUND

10 - GENERAL FUND	**242,828.26**
Grand Total All Funds	**242,828.26**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**242,828.26**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**242,828.26**

2026-2027 School Year Contractors:
Jason W. Hunt, LLC
Joe Ewain Busing
Rolling Meadows Busing, LLC
SB & Sons
O'Neill Busing II, LLC
Kreutz Busing, Inc.
Thomas Nebzydoski Busing, LLC

Van Drivers:
Beverly Burleigh
Scott Burleigh
Chance Burleigh
Gerarda Burleigh
Kevin Burleigh
Ken Cahoon
Shelly Lewis-Beers
Catelyn Price
Sharon Nebzydoski
Don Andrews
Carol Medved
Nicholas Cost
Edward Mosher
Noelle Fox
Logan Fenstermacher

Walter Terry

Substitute Van Drivers:
Bradley Medved
Michael Rock
Gail McKeon
Karen Robinson
Terry Nebzydoski
Denise Vauter
Margaret Ewain
Benedict O'Neill
Tom Pekarski
Jim Tyrrell

Bus Drivers:
Bradley Medved
Jack Weaver
Suzanne Wormuth
Joseph Ewain
Sharon Arbuco
Carol Mullican
Dietrich Klusmeyer
Thomas Nebzydoski
Meghan Nebzydoski
Robert Weaver

George Hentschel
Lou Fox
Matthew Solomon
Janet Curtis
Annette Proehl

Substitute Bus Drivers:
Michael Rock
Karen Robinson
F. Michael Nebzydoski
Benedict O'Neill
Jeremy O'Neill
Carolyn Non
Jason Hunt
Kelly Czapnik
Bradley Medved

VLN Education
Your Partners In Online Learning

HARRIS

Dear Forest City Regional School District Team,

Thank you for the continued opportunity to support Forest City Regional Virtual Academy. VLN Education remains committed to providing high-quality instruction, reliable support, and an online learning experience that evolves to meet the needs of your students and staff.

This letter serves as formal notification of the 2026-2027 tuition rates as outlined on page 2 of this document. During the current contract period, VLN has delivered several enhancements that aim to improve program management, instructional support, and student engagement. These include:

- Dashboard to monitor student achievement
- Enrollment form status visibility and "release" functionality
- Pending enrollment and schedule change reports
- Enhanced student engagement report
- Improved messaging placement in weekly ILPs
- Expanded office hours
- Additional live instruction offerings
- Seamless reading material presentation in VLN Essentials middle school courses
- Interactive labs for grades 6–12 via Gizmos

We appreciate your partnership and look forward to continuing to support Forest City Regional Virtual Academy with a program focused on strong outcomes, responsive service, and continuous improvement.

If you have any questions, please don't hesitate to contact your VLN Client Services Team:

Ashleigh Jacobs
Senior Account Manager
AJacobs@VLNPartners.com
412.904.7272

Jamie Ross
Vice President, Client Services
JRoss@VLNPartners.com
412.904.7243

Partho Sarkar
Executive Vice President
PSarkar@HarrisComputer.com
716.297.8005 ext. 232

Best Regards,

Jamie Ross
Vice President, Client Services

VLN Education
Your Partners In Online Learning

HARRIS

2026-2027 Rates

Seat/Login/Service	Tuition Rate
Full-Time Seat – Up to **8** Credits *(Full Year Tuition)*	$4,195 NO CHANGE!
Full-Time Seat – Up to **8** Credits *(Ordered During Q2)*	$3,450 NO CHANGE!
Full-Time Seat – Up to **8** Credits *(Ordered During S2)*	$2,950 NO CHANGE!
Full-Time Seat – Up to **5** Credits *(Full Year Tuition)*	$3,450 NO CHANGE!
Full-Time Seat – Up to **5** Credits *(Ordered During Q2)*	$2,850 NO CHANGE!
Full-Time Seat – Up to **5** Credits *(Ordered During S2)*	$2,425 NO CHANGE!
Fully-Supported Logins (Full Credit) *(Per Student, Per Course)*	$760 NO CHANGE!
Fully-Supported Logins (Partial Credit) *(Per Student, Per Course)*	$395 NO CHANGE!
Fully-Supported Login Transfer Fee – New Student Account	Digital Textbook: $0 REDUCED PRICE! Physical Textbook: $95 NO CHANGE!
Fully-Supported Login Transfer Fee – Existing Student Account	Digital Textbook: $0 REDUCED PRICE! Physical Textbook: $70 NO CHANGE!
VLN-Supported Summer School Logins (Full Credit) *Academic Track*	$250 per student, per course NO CHANGE!
VLN-Supported Summer School (Partial Credit) *Academic Track*	$175 per student, per course NO CHANGE!
VLN-Supported Summer School Logins (Full Credit) *Credit Recovery Track*	$175 per student, per course REDUCED PRICE!
VLN-Supported Summer School (Partial Credit) *Credit Recovery Track*	$105 per student, per course REDUCED PRICE!
Supplemental Logins *(per student)*	1 - 25 = Free NO CHANGE! 26 - 499 = $150/login NO CHANGE! 500 – 999 = $125/login NO CHANGE! 1,000 - 1,999 = $110/login NO CHANGE! 2,000 - 2,999 = $100/login NO CHANGE! 3,000 – 4,999 = $85/login NO CHANGE! 5,000+ = $70/login NO CHANGE!
Textbook Fulfillment *(associated with District-Supported Logins)*	Scanned: $40/textbook NO CHANGE! Physical: $85/textbook NO CHANGE! Elementary: $30/workbook NO CHANGE!

VLN Education
Your Partners In Online Learning

HARRIS

Letter of Intent

By signing below, Forest City Regional School District confirms its intent to renew its partnership with VLN Education for the 2026-2027 school year and accepts the pricing and terms outlined in this document. If the district wishes to discuss alternate pricing models or multi-year terms before signing, VLN Education would be happy to coordinate a meeting, upon request.

☐ I accept the pricing and terms outlined in this document
☐ I would like to schedule a meeting with the VLN Education team to discuss alternate pricing models

District Name: Forest City Regional School District

Authorized Signer: _____

Title: _____

Signature: _____

Date: _____

VLN Representative: _____

Signature: _____

Date: _____

TREHAB
A Community Action Agency
For Bradford, Sullivan, Susquehanna, Tioga, Wayne & Wyoming Counties

SAP AGREEMENT

TREHAB and the **Forest City Regional School District** agree to the following cooperative provisions in the development and maintenance of the STUDENT ASSISTANCE PROGRAM.

Designated Contact Person – The designated contact person for TREHAB will be **Donna White, Clinical Supervisor**. The designated contact people will be **Sarah Carney** for the Elementary School SAP team, and **Kelsey Bryer** for the High School SAP team.

1. SAP Core Team – The Forest City Regional School District agrees to provide a SAP Core Team that complies with state guidelines for membership, training, common meeting times, and on-going maintenance. The District further agrees to give consideration to TREHAB staff schedules in arranging for SAP Team meetings and to notify TREHAB two weeks prior to the first scheduled meeting.

2. Drug and Alcohol Liaison – The D&A liaison assigned to the District is **To Be Determined, Drug and Alcohol SAP Liaison.** Their duties and responsibilities shall be as follows:

a. Attend Core Team Meetings two times per month (minimum) during the school year;
b. Provide consultation services;
c. Refer for a drug and alcohol assessment as specified below, when necessary;
d. Facilitate referral to substance abuse treatment services, when necessary;
e. Participate in Core Team maintenance;
f. Participate in parent/teacher meetings;
g. Maintain data for required reporting;
h. *As determined necessary,* facilitate or co-facilitate school-based support groups as specified below under Aftercare;
i. *As determined necessary,* facilitate and support the school-based aftercare plan for students who are returning to school from treatment; and,
j. *As determined necessary,* collaborate with other agency providers.

3. Confidentiality – The school, SAP Team, and TREHAB will comply with all state and federal drug and alcohol regulations on confidentiality including the Pennsylvania Drug and Alcohol Abuse Control Act (71 P.S. Section 1690.108), the Public Health Service Act (42 U.S.C. §290dd-2), Federal Confidentiality Regulations (42 C.F.R. Part 2), and any other appropriate confidentiality law or regulation that may be applicable.

4. Drug and Alcohol Assessment – SAP drug and alcohol (pre) assessments/screenings shall be performed by the above designated Drug and Alcohol Liaison. Prior to the assessor's initial contact with the student, the SAP Team will provide appropriate written information that will assist in the assessment process (e.g. behavioral checklists; reason for referral; etc.). Based on student reporting during the (pre) assessment/screening, if it is determined by the liaison and/or TREHAB Treatment Supervisor that a student requires further assessment, the student will be referred to a drug and alcohol outpatient facility (TREHAB) for a comprehensive drug and alcohol assessment. There will be no fee charged to a student/family for SAP assessments.

5. Treatment Services – The recommended level of treatment will be determined by established clinical criteria (American Society of Addiction Medicine – ASAM). For students covered by private health insurance, the selection of treatment provider will be guided by the requirements and network of the insurance carrier. Students and families without private insurance will be assisted in applying for Medical Assistance or funding through the Single County Authority (SCA) to help ensure access to services at the lowest possible cost.

When clinically appropriate, residential treatment services may be available to eligible students at no cost through funding provided by the SCA. When available, Medical Assistance or private insurance benefits will be utilized and billed prior to the use of SCA funds.

As the contracted provider for outpatient treatment services, TREHAB will provide monthly progress reports to the School/SAP Team, provided appropriate written consent has been obtained from the student and/or family and all confidentiality requirements are met. Upon discharge, TREHAB will also provide recommendations for aftercare and ongoing support, as appropriate.

6. Aftercare – The School District agrees to make available to the student information, support, and aftercare groups/support as an integral part of the SAP process.

The School District agrees to provide for support-group training of appropriate school personnel to serve as group co-facilitators.

The Drug and Alcohol Liaison will serve as a group co-facilitator on a cost-sharing arrangement per the TREHAB/School District purchase of service agreement.

7. Consultation/Education Services – TREHAB will provide the School District with basic consultation services on situational-need basis as part of this agreement. Additional services and training can be provided on a negotiated cost-sharing basis per annual contracted service agreements between TREHAB and the School District.

This agreement will be in force throughout the 2026-2027 contract year. Effective date of this agreement is September 1, 2026 through June 30, 2027.

Trehab Administrator	Date	School District Administrator	Date

Forest City Regional Elementary School Handbook



2026-2027

Mr. Michael Zack, Elementary Principal

Please scan the QR code or visit www.fcrsd.org to read the handbook.

DISTRICT MISSION STATEMENT

The Forest City Regional School District will challenge, empower, and inspire all students to GO BE GREAT by:

- Setting high academic standards
- Fostering critical thinking skills
- Creating opportunities for collaboration, communication, and innovation
- Promoting self-directed learning and personal goal setting
- Engaging in opportunities to care for others

GUIDING BELIEFS

Every Child, Every Need, Every Day

- Every child can learn.
- Every child is entitled to an education that is designed to support their individual academic, social-emotional and behavioral needs.
- Learning happens in a safe, supportive and collaborative environment.
- We are a community of lifelong learners comprised of students, parents, teachers, paraprofessionals, administrators and community members.
- High expectations for ALL are an integral part of the learning process.
- The effort of our teachers and students makes all the difference and is the most valuable asset in our school district.
- Collaboration among students, families, teachers, administrators and community members is essential for continuous improvement.
- Our shared leadership approach will maximize the professional growth of our educational team by empowering individuals and giving them an opportunity to lead in their areas of expertise.

Alma Mater

Cherished by thy students ever,
Mem'ries sweet shall throng
Round our hearts, dear Alma Mater,
We'll always sing this song.
Lift the chorus, speed it onward
Loud her praises tell
Hail to thee, our Alma Mater
Forest City, Hail!
Backward never is our watchward,
Conquer and prevail,
We'll go forth to add new glories
We'll try ne'er to fail.
Lift the chorus, speed it onward
Loud her praises tell
Hail to thee, our Alma Mater
Forest City, Hail!

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Forest City Regional School District

2026 - 2027

SCHOOL CALENDAR

-

August 2026 (3)						
S	Mon	Tue	Wed	Th	Fri	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026 (20)						
S	Mon	Tues	Wed	Th	Fri	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	*30			

October 2026 (21)						
S	Mon	Tue	Wed	Th	Fri	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	*30	31

November 2026 (18)						
S	Mon	Tue	Wed	Th	Fri	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	*20	21
22	23	24	25	26	27	28
29	30					

December 2026 (17)						
S	Mon	Tue	Wed	Th	Fri	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027 (19)						
S	Mon	Tue	Wed	Th	Fri	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	*22	23
24	25	26	27	28	29	30
31						

February 2027 (18)						
S	Mon	Tue	Wed	Th	Fri	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027 (21)						
S	Mon	Tue	Wed	Th	Fri	S
	1	2	3	4	5	6
7	8	9	10	11	*12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027 (22)						
S	Mon	Tue	Wed	Th	Fri	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	*16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027 (17)						
S	Mon	Tue	Wed	Th	Fri	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	*24	25	26	27	28	29
30	31					

June 2027 (4)						
S	Mon	Tue	Wed	Th	Fri	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Color Code
First Day of School
Holidays
Snow Make Up Days
State Testing Days
Teacher In-Service (No School Students)
Parent/Teacher Conferences
Early Dismissal Holiday **RED**
Act 80 Early Dismissal In-Service

Early Dismissals *-- (*) Elem & HS @ 12:15*

School Events--
PreK Orientation: *August ____*
Grade 7 Orientation: *August 25, 2026*
Back to School Carnival: **August 25, 2026**
Semi Dec. 11, 2026; HS Prom: **May 7, 2027 / *Graduation TBD***

Parent/Teacher Conferences *for Elementary & High School*
December 9, 2026 & March 11, 2027, from 12:30 to 7:00 p.m.

State Testing--
PSSA Exams: April 26- 30, 2027 and May 3-7, 2027
Keystone Exams: Dec. 7-18 , 2026 & May 17-28, 2027

Board Approved - March 9, 2026

Dear FCRES Students and Families,

Welcome to another exciting school year at Forest City Regional Elementary School! We are thrilled to welcome back our returning students and families while extending a very special welcome to those joining our Forester Family for the first time. We look forward to partnering with you to make this a year filled with learning, growth, and success.

Our theme for the 2026-2027 school year is **"Foresters 'R' Diving Deep Into Greatness!"** This theme reminds us that greatness isn't found by staying in the shallow waters of our comfort zones. It is discovered when we are willing to explore new ideas, work hard, support one another, and challenge ourselves to be our very best. Every child who walks through our doors has incredible potential, and together we will help them discover just how much they are capable of achieving.

🌊 Dive Deep Into Learning

At Forest City Regional Elementary, we are committed to providing engaging, meaningful learning experiences that inspire curiosity, creativity and critical thinking. Through high-quality instruction, innovative learning opportunities and a focus on continuous growth, we will encourage every student to dive deeper into learning and reach their fullest potential.

⚓ Stay Anchored in Purpose

Everything we do is guided by one simple mission: **doing what is best for students.** Whether we are teaching new skills, celebrating accomplishments, or helping students overcome challenges, our focus remains on creating a safe, supportive and positive learning environment where every child can thrive academically, socially and emotionally.

🐠 Travel Together as One Forester Family

Learning is a journey and no one travels alone. Our students, staff, families and community all play an important role in creating a school where everyone feels welcomed, valued and connected. Strong relationships are at the heart of everything we do and we encourage families to stay actively involved through school events, volunteer opportunities, celebrations, and regular communication with administration, teachers and staff.

As we begin this exciting new adventure together, we invite you to embrace every opportunity to learn, grow and celebrate along the way. Working together as partners, there is no limit to what our students can accomplish.

Thank you for your continued support of Forest City Regional Elementary School. It is an honor to serve this incredible community and I look forward to another outstanding year as we **Dive Deep Into Greatness!**

Yours in Forester Pride,
Mr. Zack
Michael Zack, Elementary Principal

District Contact Information

Title	Individual	Assistant/ Secretary	Phone Number	Email Address
Superintendent	Mr. Michael Coleman	Mrs. Jocelyn Finnerty	(570)785-2403	dgilroy@fcrsd.org jfinnerty@fcrsd.org
Business Manager	Mrs. Michelle Gogolski	Mrs. Kim Kuruts/Mrs. Debbie Pierzga	(570)785-2422 or 2405	mgogolski@fcrsd.org, kkuruts@fcrsd.org or dpierzga@fcrsd.org
Elementary Principal	Mr. Michael Zack	Ms. Deb Nolan/Ms. Chris Giles	(570)785-2483 or 2410	mzack@fcrsd.org, or dnolan@fcrsd.org cgiles@fcrsd.org
Dean of Students (PK-8)	Mr. Jason Pantzar	N/A	(570)785-2483 or 2410	jpantzar@fcrsd.org
High School Principal	Ms. Cynthia Weiss	Ms. Patricia Gardus Mrs. Nicole Botjer	(570)785-2408 or 2420	cweiss@fcrsd.org, pgardus@fcrsd.org
Special Ed. Coordinator	Mrs. Michelle Lesjack	Ms. Patricia Gardus	(570)785-2444 or 2408	mlesjeack@fcrsd.org or pgardus@fcrsd.org
School Counselor PreK-4	Mrs. Sarah Carney	Mrs. Darlene Hamlyn	(570)785-2416 or 2469	scarney@fcrsd.org or dhamlyn@fcrsd.org
School Counselor 5-8	Mrs. Kelsey Bryer	Mrs. Darlene Hamlyn	(570)785-2409 or 2469	kbryer@fcrsd.org or dhamlyn@fcrsd.org
School Social Worker	*Currently unfilled	N/A	-	-
School Psychologist	Mr. Justin Stevens	N/A	(570)785-2433	jstevens@fcrsd.org
School Nurse	Mrs. Ann Marie Rusnak	Kim Trotter	(570)785-2415	arusnak@fcrsd.org or ktrotter@fcrsd.org
Food Service Director	Mrs. Mary Lee Martines	N/A	(570)785-2412	mmartines@fcrsd.org
Transportation Director	Mrs, Jocelyn Finnerty	N/A	(570)785-2407	jfinnerty@fcrsd.org
Technology Coordinator	Mr. Stephen Glynn	Mr. Paul McCormick	(570)785-2432	sglynn@fcrsd.org or pmccormick@fcrsd.org
Maintenance Supervisor	Mr. John Reeder	N/A	(570)785-2424	jreeder@fcrsd.org
Homelessness Liaison	Mrs. Darlene Hamlyn	N/A	(570)785-2469	dhamlyn@fcrsd.org

Board of Education

Name	Office	District
Mrs. Marissa McAndrew, Esq.	President	Union Dale Region 3
Mr. Christopher Stahl	Vice-President	Herrick Township Region 2
Mrs. Melissa Erdmann	Member	Clinton Township Region 1
Mr. Eric Bennett	Member	Forest City Region 7
Ms. Mary Emmett	Member	Forest City Region 8
Dr. Henry Nebzydoski	Member	Pleasant Mount Region 6
Mrs. Katherine Cruz	Member	Forest City Region 9
Ms. Bernice Lukus	Member	Vandling Region 4
Mrs. Danielle Pajka	Treasurer	Pleasant Mount Region 5
Mrs. Jocelyn Finnerty	Board Secretary	Non-Member
Mr. Michael Coleman	Superintendent	Non-Voting Member

NOTICE OF NON-DISCRIMINATION

The Forest City Regional School District is an equal-opportunity educational institution. It will not discriminate based on race, color, national origin, sex, age, or disability in its educational programs, activities, or employment practices as required by Title VI, Title IX, and Section 504.

For information regarding civil rights or grievance procedures, or for information regarding services, activities, and facilities that are accessible to and usable by handicapped persons, please contact Michelle Gogolski, Business Manager, 100 Susquehanna Street, Forest City, PA 18421, by phone at (570)785-2406 or at mgogolski@fcrsd.org.

Title IX and Section 504 Coordinator
Mrs. Michelle Lesjack
Forest City Regional School District
100 Susquehanna Street
Forest City, PA 18421

District/Building Contact Information
Forest City Regional School District
100 Susquehanna Street
Forest City, PA 18421
Phone (570)785-2410
Fax (570)785-2354

FCRES FACULTY & STAFF

PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Mrs. Bocan Miss Medric Mrs. Palickar	Miss Carter Mrs. Michaels Ms. Nebzydoski	Ms. Kilhullen Mrs. Monahan Mrs. Ossont	Miss Dovin Miss Patane Mrs. Roglich	Mrs. McGraw Mrs. Shelp Mrs. Yasinskas	Mrs. Fitzsimmons Mrs. Goben Ms. Wagner	Mr. Bolcavage Mrs. Glynn Mrs. Sisson	Mrs. Harris Mr. Pryal Mr. Scotti

Art/Gifted/STEM	Mrs. Fedak
Computers	Mr. Johnson
Health/Personal Development (4-6) **Social & Emotional Development/Library (K-6)**	Mrs. Zawisky
Music/Chorus	Ms. Talarico
Band	Mr. Scavone
Physical Education	Mr. Bryer
School Counselor (PK-4) **School Counselor (5-8)**	Mrs. Carney Mrs. Bryer
Support Teachers	Mrs. Bollinger, Mrs. Figura, Mrs. Loch Mrs. Lombardi, Ms. Supon, Mrs. Silfee, Miss. Zack
Speech	Mrs. Amanda McGraw
Title I - Reading	Ms. Bilsky

Para-Professionals

Ms. Cavalieri, Miss Cookson, Mrs. Fox, Ms. Graebner, Ms. James, Mrs. Lehutsky, Ms. Lynch, Ms. McHale, Mrs. Olivares, Mrs. Prescott, Mrs. Seaman, Ms. St. Hilaire, Mrs. Trotter, Mrs. Ursich, Mrs. Vadella, and Mrs. Wayman.

DAILY SCHEDULE
Kindergarten - Grade 6

8:10-8:15 a.m.	Bus Drop Off	Rear Parking Lot
8:15-8:25 a.m.	Parent Drop Off	Elementary Circle
8:15-8:35 a.m.	Homeroom/Breakfast	
8:35 a.m.	Morning Announcements	Google Meet
8:45 a.m.	Classes Begin	
3:12-3:20 p.m.	Parent Pick-Up	Elementary Circle
3:25 p.m.	Bus Departure	Rear Parking Lot

Daily Schedule
Pre-K4

8:30-8:35 a.m.	Parent Drop-Off	Elementary Circle
8:35	Bus Drop Off	Rear Parking Lot
8:45-9:15 a.m.	Breakfast	Cafeteria
3:00 p.m.	Parent Pick-Up	Elementary Circle
3:05 p.m.	Bus Departure	Rear Parking Lot

ATTENDANCE

At FCRES, we want to support our students to provide them with the best opportunity to be successful. We can only do that when we work together with parents and caregivers to ensure their children are attending school each and every day! When students miss 10% or more of instructional days, regardless of whether they are excused or not, they are considered chronically absent according to state and federal guidelines.
Chronic absenteeism not only impacts our school performance profile and potentially funding, but is associated with decreased reading levels, overall academic performance, on-time graduation rates, and post-secondary enrollment as well as increased dropout rates. Therefore, we want to do everything we can to strengthen our partnership and improve your child's attendance!

As a focused effort to improve and maintain attendance, students with 90% or better attendance and improved attendance are recognized for their effort and commitment to school and learning following each trimester.

Please remember that any absences, even approved absences, unexcused absences, and educational field trips disrupt your child's learning and count towards their chronic absenteeism rate which negatively impacts the District's School Performance Profile. While we understand the value and need of family vacations, we strongly discourage taking students out of school during the academic year. Regular attendance is vital for your child's educational progress and success. Missed days can disrupt their learning, impact their academic performance, and make it challenging to catch up on lessons and assignments. We encourage you to plan vacations during school breaks to ensure your child's continuous academic growth and to minimize any disruptions to their learning journey. Your support in prioritizing their education is greatly appreciated. Please understand ALL student absences, even excused, negatively impact our District's School Performance Profile which publicly highlights how schools are performing across the state on different indicators, such as attendance.

Board Policy 204: The Forest City Regional School District recognizes that attendance is an important factor in academic success and supports a comprehensive approach to identifying and addressing attendance issues. The entire educational process requires a continuity of instruction, classroom participation, and learning experiences in order to provide maximum educational benefit for every student.

Frequent absence from school disrupts the educational process. It is the shared responsibility of the District and the family to work collaboratively to remove barriers to daily attendance and to ensure that students understand the positive connection between daily attendance and student achievement. Students considered to be "at-risk" in regards

to chronic absenteeism may be considered for tiered interventions targeting school connectedness and/or other areas to assist with improving attendance.

The Pennsylvania School Code provides the following reasons for excused absences from school: illness, quarantine, death in the immediate family, professional appointment, religious observance, and impassable roads.

The following guidelines and procedures will be adhered to in the Forest City Regional School District:

EXCUSED ABSENCES

Parents are asked to call 570.785.2410 OR submit an online "Child Absence Note Submittal" which can be found on the district website at www.fcrsd.org under "Other Quick Links" to report an absence. If your child is absent and you have not called the school or submitted a note online, you will receive an automated phone call by 11:00 a.m. indicating that your child did not attend homeroom.

A written note or online note submittal is required within **three days of an absence** in order for the absence to be marked excused. The note/online submittal must clearly state the date of absence, purpose for absence, and the signature of the parent/caregiver or practitioner of the healing arts. **If the note is not received within three days of the absence, the absence will be coded as unexcused**. The School Code limits the number of parent excused absences to 10 per year. **All absences beyond the tenth require a written note from a practitioner of the healing arts.** If a written note from a practitioner of the healing arts is not presented within three (3) days of the student's return to school, the absences will be coded as unexcused.

First Notice: After five (5) parent excused days, the District will provide written notice to the parent or the caregiver and the school will connect with the family to problem-solve the issue.

Second Notice: After eight (8) parent excused days the District will provide a second written notice which may include an invitation to attend a School Attendance Improvement Conference (SAIC). The purpose of the SAIC is to examine the student's absences in an effort to improve attendance. The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan (SAIP). The following individuals shall be invited to the SAIC: student, parent or caregiver, other individuals identified by the parent/caregiver who may be a resource, appropriate school personnel, and recommended service providers, including but not limited to the County Children and Youth Truancy Liaison. Neither the first nor second notice include absences from approved educational field trips or excuses from a practitioner of the healing arts.

PARENT REQUEST FOR EXCUSED ABSENCE FOR STUDENTS FOR AN EDUCATIONAL TRIP

A student may be excused from attending school to participate in an educational trip. Please follow the guidelines below when requesting an educational trip to be approved by the building Principal:

- Parents/Caregivers must complete the form on the district website or contact the main office a minimum of 2 weeks prior (except for an emergency).
- Requests will be approved if it is determined that the trip is of educational value to the student.
- No more than five (5) school days per student will be approved for educational trip requests in any school year.
- Unapproved trips shall be treated as unexcused absences.
- *Per Pennsylvania Pre-K Counts Guidelines, Educational Field Trip days will not be approved as excused absences for Pre-K Counts students*

UNEXCUSED ABSENCES

Unexcused absences include but are not limited to: truancy, attendance at an unapproved community event or venue, shopping, oversleeping, car trouble, illegal employment, parent excused absences beyond the tenth day and unexcused early dismissals.

First Notice: When a student has been absent for three (3) days during the current school year without a lawful excuse, the District will provide written notice to the parent or caregiver within ten (10) days of the student's third unexcused absence. The school will connect with the family to problem-solve around unexcused absences.

Second Notice: If the student incurs additional unexcused absences to a cumulative total of five (5) days after the issuance of the first notice the District will provide a second written notice with an invitation to attend a School Attendance Improvement Conference (SAIC). The purpose of the SAIC is to examine the student's absences in an effort to improve attendance. The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan (SAIP). The following individuals shall be invited to the SAIC: student, parent or caregiver, other individuals identified by the parent/caregiver who may be a resource, appropriate school personnel, and recommended service providers including but not limited to the County Children and Youth Truancy Liaison.

Third Notice: Students are considered to be habitually truant with six (6) or more unexcused absences during the current school year. If a student continues to accumulate unexcused absences after the SAIC, a third letter will be sent home via USPS Certified Mail requesting an additional SAIC to identify and eliminate barriers to school attendance. Failure to attend the SAIC will result in a formal referral to a school-based or community-based support and a truancy complaint to the district magistrate.

TRUANCY AND HABITUAL TRUANCY

Attending school regularly and providing legal excuses when absences occur are vitally important. All absence excuses must be turned in to the school within three (3) days of a student's return to school. When excuses are not turned in or when invalid excuses are submitted, a student may be deemed truant. Current Pennsylvania Law defines a truant student as one who is of compulsory school age and has accumulated three (3) days of unexcused absence during the school year. Additionally, current law defines a habitually truant student as one of compulsory school age who has accumulated six (6) days or more of unexcused absence during the school year. Actions that will be taken for students defined as truant or habitually truant are found in Policy 204 and include a parent-staff meeting, the development of an Attendance Improvement Plan, referral to an Attendance Improvement Program , referral to Children and Youth and/or the issuance of a citation with the local District Justice.

CHRONIC ABSENTEEISM

Chronic Absenteeism is calculated for all public schools with 20 or more students based on the number of students who have missed more than 10 percent of enrolled school days across the academic year; this represents 18 days in a 180-day school year. Enrollment of fewer than 90 days of school will exclude a student from that school's calculation as there has not been sufficient opportunity for the school to apply intervention strategies. Chronically absent students include students who are absent regardless of whether absences are excused or unexcused; whatever the reason for the absence, instructional hours are lost.

CREDIT FOR ASSIGNMENTS DURING ABSENCE

The Forest City Regional School District recognizes the importance of regular student attendance with regard to the attainment of a quality education. Therefore, a procedure to encourage student attendance is in place. Upon the occasion of a student absence, a student will be given the opportunity to complete all course work that would have been completed during the time of absence. All students absent from classes for legal reasons, including suspensions, are required to make up all work and tests missed. It is the responsibility of the student to see their teachers to obtain the work and to obtain help, if needed, to make up the work. The opportunity to complete work missed shall be equal to the total number of days missed. Students who will be absent a minimum of three consecutive school days may request homework from the office. A request for homework for students who will be absent 3 or more days should be made as soon as possible (preferably the first day) during the expected period of absence. Parents requesting homework should call the main office. Requested homework will be available to be picked up in the office after 3:00 p.m. on the day following the phoned parental request.

TARDY PROCEDURES
All parents/caregivers arriving with students to FCR Elementary after **8:30 a.m**. must park in the designated visitor parking outside the main elementary entrance and **walk their child to the door** to sign in.

Excused Tardiness
Students who arrive late to school, after **8:30 a.m.**, with a written note from a practitioner of the healing arts or legal professional appointment will be considered "Excused Tardy". Parental excuses for tardiness may be considered "Excused Tardy" at the discretion of the building Principal.

Unexcused Tardiness
Students arriving to homeroom after **8:30 a.m**. without a written note from a practitioner of the healing arts or legal professional appointment will be considered "Unexcused Tardy".

First and Second Occurrence: Reminder phone call from secretary.
Third Occurrence: Phone call from Principal or designee.
Fourth Occurrence: Written request for a parent conference.
Fifth Occurrence: Parent Conference.

Action for additional occurrences beyond five may include, but not limited to: Invitation to a School Attendance Improvement Conference with involvement of Children and Youth Truancy Liaison, referral to the district magistrate, and consideration for additional support and interventions.

EXCUSED EARLY DISMISSALS
Students requiring early dismissal from school must submit a written note to their homeroom teacher prior to the start of the school day. The note must include the following: the student's name, the reason for the request, the date and time the student needs to be excused, and signature of the parent/caregiver. All written notes will be verified with a phone call to the parent/caregiver.

In the event of a family emergency, a telephone call will not be sufficient to have a child excused early. A parent or caregiver must come to the school to sign out the student. Students are not permitted to walk home from school during the school day for any reason. Students who leave without permission are subject to the provisions of the discipline policy.

If the school nurse, school counselor, or other member of the District Support Team determines that a student is unable to participate in school for medical, mental health or other related reasons, the parent/caregiver will be contacted and arrangements will be made for the student to be medically excused. If the school nurse or other professional listed above recommends that a child remain in school and the parent/caregiver decides

to remove the child from school the absence will be coded as a parent excused absence. Accumulation of excessive parent excused absences may result in a School Attendance Improvement Conference and/or action through the district magistrate.

PLEASE NOTE: Students attending less than one half (1/2) of the school day, whether due to excused or unexcused tardiness or an early dismissal, will be considered absent for the full day. Written excuses must be supplied for all absences and any unexcused absences count toward truancy determinations.

ABSENCES AND EXTRA-CURRICULAR ACTIVITIES

A student who is absent from school shall not be permitted to practice or participate in any extracurricular or school-related activity without permission of the building Principal. Students must be signed in to school no later than 10:00 a.m. to participate in an extracurricular activity. Once students arrive at school they must remain throughout the day.

Students absent five (5) or more days per marking period without a medical excuse will be ineligible to participate in school sponsored extracurricular activities for the remainder of the marking period and will be required to meet with the building Principal and Athletic Director.

BUS INFORMATION

REGULATIONS AND EXPECTATIONS

Since the vast majority of students utilize transportation provided by the district, it is essential that both students and parents/caregivers understand what the expectations are. The Forest City Regional Elementary School incorporates its School Wide Positive Behavior System on all buses. Students are taught bus behavioral expectations during the first two weeks of school and are re-taught the same expectations throughout the year at scheduled times and on an as needed basis. Each bus also has a Bus Captain to reinforce the behavioral expectations and support our youngest riders!

If an infraction occurs, the building Principal or designee will be notified. Depending on the nature and frequency of the infraction, discipline could include detention, bus suspension, restitution, legal action, or expulsion. Students who accumulate 1 or more major bus referrals will be considered to participate in the Bus Buddies program, a Tier 2 intervention aimed at improving behavior on the bus. Please be aware that buses have the video/audio capability to record bus conduct. Student misconduct on buses is governed by the Disciplinary Code adopted by the Forest City Regional School District. The following rules and regulations pertain to the Disciplinary Code:

We "R" Ready, Respectful, and Responsible on the Bus

Ready: Walk directly to your seat, sit in your assigned seat, and sit with bookbag in front of you.
Respectful: Use kind/friendly language; keep hands, feet, and objects to yourself; maintain personal space; and use a Conversation Voice (Level 2) while riding.
Responsible: Stay seated at all times, facing forward; keep belongings with you at all times, school issued technology remains away; recognize, refuse, and report any safety/issues/concerns to the bus driver or trusted school adult; and, keep the bus clean.

- Students should arrive at the designated bus stop **5 minutes early**. Students should use care when approaching the bus stop; remain off the roadway while awaiting the arrival of the bus and wait for the bus to come to a complete stop before boarding.
- The student is only to ride the bus which is assigned. They should board and depart only at the assigned stop. A student wishing to board or depart the bus at an alternative stop must have **written permission** from their parent/caregiver and **verification/approval** from the Transportation Director and the other parent/caregiver prior to the date of the proposed change.
- If the student is wishing to board or depart an alternative bus with another student, **written permission** from BOTH parents or caregivers must be provided and **verification/approval** from the Transportation Director prior to the date of the proposed change.
- In collaboration with administration, drivers will determine appropriate seating assignments based on the pickup sequence, the age of the student and behavioral concerns. **Bus drivers are permitted to change seating assignments as needed during the school year, in collaboration with administration.** Students are expected to remain in their assigned seats while the bus is in motion.
- No live animals, reptiles or insects are permitted on the bus.
- Students can only transport personal possessions which are necessary for their educational programs; i.e., books, gym clothing, musical instruments, etc. Whenever possible, these items should be in an appropriate bag or case. Students are responsible for the control of all such items. At no time should personal possessions be left in the aisle or be unattended.
- When it is necessary to cross the road after getting off the bus or in order to board the bus, the student should cross no less than ten (10) feet in front of the bus and be sure to look both ways to make sure no traffic is approaching.
- Once a student has boarded a bus, they should proceed immediately to their seat.
- Students will not be discharged at any point between school and the regular drop while en route to school.
- All other school rules and regulations as outlined in the student handbook are in effect during the transportation of students.

Responses to bus infractions will be at the discretion of building Principal or designee and may include:

- Reteach/Bus Buddies intervention
- Recess/lunch detention
- Bus Suspension
- Restitution
- Permanent removal from the bus

BUS BOARDING

3:15 p.m. Private transportation, and car pick-up will be dismissed with teacher supervision.

3:15 p.m. All bus students will be dismissed to board the buses.

PARENT/CAREGIVER RESPONSIBILITIES

The safety of your children is our number one priority. The following safety guidelines are for parent/caregiver awareness.

Parents/Caregivers:

- Are encouraged to utilize school issued transportation.
- Are encouraged to walk with their children to and from bus stops (required PK-3).
- Must ensure that their children arrive at their morning stop five minutes before scheduled pick up.
- Are responsible for their children's safety and well-being on the way to and from and while at the bus stops.
- Are responsible for the proper conduct of their children on the way to and from and while at the bus stop.
- Are responsible for their children's conduct, along with district personnel while their children are on the school bus.
- Are expected to cooperate with school personnel regarding the effective and safe transport of their children.
- Are encouraged to contact the school district Transportation Department when they observe unsafe conditions.

**** District transportation providers will not drop off a student at their stop without a caregiver visible at the end of the school day for students in grades PK- 3.***

**** Advanced written permission from the parent/caregiver is required if a fourth grade or older family member will be responsible for getting a PK-3 grade child off of the bus.***

VIDEO CAMERAS ON SCHOOL BUSES

The School Bus is an extension of the classroom. Although the prime responsibility for a student's conduct rests with the parents/caregivers and the administrator of the school, the School Bus Driver is responsible for the health, safety, and welfare of each passenger while in transit.

The School Bus Driver has the same type of responsibility for the student as the classroom teacher. Student behavior on the School Bus and driver's management of that behavior are the two key elements to a safe and enjoyable bus ride. The video camera on the School Bus is but an aid to monitor bus discipline. It does not replace the discipline policy, the authority of the driver, or the responsibility of the school officials. The basic safe riding rules must be carried out. There will be zero tolerance for violence on the School Bus.

Observance of the procedures established by the district will ensure safety, prompt arrivals and departure of buses and proper attitudes by students. Violations of these rules may result in the suspension of bus riding privileges or other sanctions. All students shall receive information on appropriate School Bus riding practices. They shall also be advised of the possible responses to behaviors occurring on the bus. All students will be notified that they are subject to being videotaped on the School Bus at any time. Notification to parents will be made through the school district. All school buses are equipped with audio and video recording devices.

Staff and students are prohibited from tampering or otherwise interfering with video camera equipment. The videotape is to augment the driver complaint system. If the videotape is to be used, the driver, supervisors, school administrators, students, and parents/caregivers will be contacted as necessary. Parents/Caregivers may only review that area of the videotape which directly pertains to their child's discipline. The videotape may be used as evidence in that meeting.

CAFETERIA SERVICES

CAFETERIA
Board Policy 808

The Forest City Regional School District Cafeteria serves breakfast and lunch daily, meeting all requirements established for the National School Lunch and School Breakfast Programs. Cafeteria personnel should immediately be made aware of any student concerns about lunches received. Efforts will be made to ensure that all food received is nutritious and properly prepared. Students choosing to do so may bring their own lunches to school.

The Community Eligibility Provision is available to all schools participating in the National School Lunch and School Breakfast Programs. All enrolled students of the Forest City Regional School District are eligible to receive a nutritious breakfast and lunch each

school day at no cost to households. Students will be able to participate in these meal programs without paying a cost per meal or submitting an application.

What about snack milk or a la carte items?
Snack milk and a la carte items are not included in this provision. Students must have money on their prepay meal account before purchasing these items,

BREAKFAST
The Forest City Regional School District operates a "Breakfast Program." All students wishing to have breakfast at school must arrive by 8:20 a.m..

BREAKFAST SCHEDULE
PK - 8:45 - 9:15 a.m.
K & 1 8:15 - 8:30 a.m. in the Cafeteria
2-6 8:15 - 8:30 a.m. "Grab & Go" in classrooms

LUNCH SCHEDULE
K & 1 - 11:05 - 11:35 am
2 & 3 - 11:40-12:10 pm
PK - 12:20 - 12:50 pm
4, 5 & 6 - 12:30-1:00 pm.

SNACK TIME
Snack time is available to students in grades Pre-K to 4. Students may purchase milk from the Cafeteria to consume during snack time. Purchases will be made from the student's prepaid account (see **Point of Sale System**).

While we recognize and support family choice in what is sent to school for snack or lunch from home, please remember that healthy items are encouraged to support student focus and learning while at school. For lunch/snack, the following items are not permitted:

- Soda in any container
- Energy drinks in any container
- Candy as the only item in a meal/snack

POINT OF SALE SYSTEM
Students are required to make food service purchases such as snack milk or "extras" through an individual prepaid account. Money may be placed on the student's account via cash or check, in an envelope with the student's name on it, or online. Please note there is a convenience fee charged by the food service payment company when paying online. Parents may make payments or check on food service accounts through **schoolcafe.com** or by calling the Food Service Director at (570) 785-2412.

To check accounts or make online payments through **schoolcafe.com** parents must register online with their student's ID number and their own username and password. Usernames and passwords are permanent. The same one will be used each year throughout a child's career at Forest City Regional School District.

COSTS

Snack Milk	$0.50	Lactaid	$0.75

MENU CHANGE

If the need arises to change the menu from what was previously published, information can be obtained by calling **(570)785-2412** or under "Cafeteria - Menu - Menu Changes" on the district website.

ALTERNATE HOUSEHOLD INCOME FORM

Forest City Regional School District does not process "Free-Reduced Price Meal Applications" under the Community Eligibility Provision (CEP) for free meals, however, to determine eligibility to receive additional benefits beyond free meals for your child and school, please complete and return the "Alternate Household Income Form".

FOOD SERVICE ACCOUNT REFUND FORM

Upon graduation or withdrawal from the district families may have the balance of their child's food service account refunded, donated, or transferred to another student. Forms can be found on the district website under "Cafeteria-Documents and Forms" or at the Elementary Office.

BIRTHDAY CELEBRATIONS

Students at FCR Elementary are recognized on their birthday within their homeroom class. Families also have the opportunity to purchase affordable birthday baskets for their child's class (must be purchased for all students) to participate in a celebration. Birthday Baskets are available upon request from the Food Service Department. All items are Smart Snack approved.

Please note, in order to protect the safety and well-being of our students, **home cooked food or store-bought food items are not permitted.**

Birthday Basket forms can be found on the district website under "Cafeteria – Birthday Baskets for Birthday Parties" or at the Elementary Office. Orders and payments must be received by the Food Service Department 1 week prior to the date desired. You can also call the Elementary Office to request a birthday celebration form.

OUTSIDE BIRTHDAY CELEBRATIONS:
If you are hosting a birthday celebration for your child outside of school and would like invitations to be distributed at school, we are only able to do so if all students in the classroom will be invited. If you are inviting select students, please distribute invites on your own.

WELLNESS POLICY
Board Policy 246. The Forest City Regional School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The District is committed to providing a school environment that promotes student wellness, proper nutrition, and regular physical activity as part of the total learning experience.

The content of this policy is based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations.

NON-SOLD COMPETITIVE FOODS
Non-sold competitive foods include but are not limited to foods and beverages offered at classroom or grade level parties and celebrations, or as classroom snacks. If the offered competitive foods do not meet or exceed the Smart Snacks in School Nutrition standards, the following standards shall apply:

1. Rewards and Incentives - Foods and beverages shall not be used as a reward or incentive in district schools unless the reward is an activity that promotes a positive nutrition message (e.g. guest chef, field trip to a farm, or farmers market, etc.)
2. Shared snacks are not permitted in District schools.
3. Classroom Parties and Celebrations
    a. To help prevent food safety and allergy concerns in our classrooms only non-food items are permitted for classroom parties.

MANAGEMENT OF FOOD ALLERGIES IN DISTRICT SCHOOLS
Board Policy 209.1. The District is committed to providing a safe and healthy environment for students with severe or life-threatening food allergies. The focus of food allergy management shall be on prevention, education, awareness, communication and emergency response.

Prior to enrollment in the district or immediately after diagnosis of a food allergy, appropriate medical plans of care such as an Emergency Care Plan, an Individualized Healthcare Plan (IHP), a Section 504 Service Agreement and/or an Individualized Education Plan (IEP) shall be developed for each student identified with a food allergy. Plans shall be developed by the school nurse, in collaboration with the school counselor, student's healthcare provider, the student's parents/caregivers, district or school nutrition staff, the student, and any other appropriate persons. Information or copies of the different components of a student's medical plans of care shall be provided to

appropriate personnel who may be involved in implementation of the medical plans of care.

The District must provide reasonable accommodations, substitutions or modifications for students with disabling dietary needs. The student's physician shall determine and document if the student has a disabling dietary need. Students who fall under this provision must have a written medical statement signed by a licensed physician, which shall be included with the student's IHP. The medical statement must identify: the student's special dietary disability and an explanation of why the disability restricts the student's diet, the food(s) to be omitted from the student's diet, and the food or choice of foods that must be provided as a substitute.

CODE OF CONDUCT

The Forest City Regional Elementary Code of Conduct is meant to implement the Forest City Regional School District's Code of Conduct in an elementary friendly manner. We firmly believe all students can learn and be respectful once taught what is expected of them. As a result, the Forest City Regional Elementary School uses a school-wide positive behavior support system which we refer to as SW-PBIS.

SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONs & SUPPORTS (SW-PBIS) and Social Emotional Learning (SEL)

School-Wide Positive Behavioral Interventions & Supports is a proactive approach to discipline that emphasizes prevention, instruction on social skills, and data-based decision making to reduce behavior and improve academic performance. It is based on the idea that students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback, and encouragement.

Forest City Regional Elementary School's School-Wide PBIS framework has been recognized for implementing with fidelity at the Tier 1 and 2 levels since the 2018-2019 school year. Over the last three school years, our school was recognized each year for implementing with fidelity at Tier 1, Tier 2, and Tier 3 levels. Our motto is: We "R" Ready, Respectful & Responsible, which is also our three behavioral expectations. Each expectation is clearly defined for the following areas: hallways/stairwells, bathrooms, arrival, classrooms, related arts classes, bus, cafeteria, recess/playground, and technology.

The purpose of School-Wide Positive Behavioral Interventions & Supports is to establish a climate in which appropriate behavior is "the norm." Reteaching and recognition for meeting expectations are major components of our School-Wide Positive Behavioral Interventions & Supports program!

We are committed to a preventative discipline approach. Classroom behavioral expectations are formally taught at the beginning and mid-point of the school year and as needed throughout the year at various times. In addition, expectations are

immediately re-taught if students have difficulty with a particular expectation. Students are rewarded for consistently demonstrating the expected behaviors in several ways including, but not limited to, earning Pride Points, receiving a positive phone call home, exchanging Pride Points for items at our school store (Forester Trading Post), participating in Forester Fridays, and being chosen as the Outstanding Forester of the Month. Students who have received a major referral within the week will have a supplemental learning session (reteach of expectations or skill building) during the "Forester Friday" activity. Ability to participate in Mighty Forester Days/Forester Fridays may be lost if students receive one or more major referrals.

Social Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the attitudes, knowledge, and skills to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Decades of research have shown that children need social and emotional competence to succeed in school. Regardless of socio-economic factors, social-emotional competence leads to improved relationships and increased school connectedness, which all provide powerful support for academic success.

Both approaches (PBIS and SEL) share a commitment to improving both academic and behavioral outcomes for students through explicitly teaching desired behaviors. Both approaches view teachers as the primary change agents, value research-informed approaches, and promote student voice and engagement in the process. Research has documented when PBIS and SEL are combined, they have the greatest success in improving mental health and decreasing disruptive behaviors.

DESTRUCTION OF SCHOOL PROPERTY

Any student caught defacing, injuring, or destroying school property will be subject to disciplinary action, required to assume financial responsibility and referred to the proper authorities in compliance with Section 777 of the Pennsylvania State School Code which reads as follows:

Section 777 Defacing, Injuring or Destroying Property Used for School Purposes: Penalty.

If any person shall willfully or maliciously break into, enter, deface, or write, mark or place obscene or improper matter upon any public school building, or other building used for school purposes, or other purposes provided for in this act, or any outhouse used in connection wherewith; or shall deface, injure, damage or destroy any school furniture, books, paper, maps, charts, apparatus, or other property contained in any public school building, or other building used and occupied for school purposes, or other purposes provided for in this act; or shall destroy, injure or damage any shade trees, shrubbery, fences or any other property of any kind, upon any public school grounds, or upon any public school playgrounds, such person shall be guilty of a misdemeanor, and upon conviction thereof shall be sentenced to pay a fine of not less than five ($5) and not

more than two hundred dollars ($200), or undergo an imprisonment in the county jail for a period not exceeding six months, either or both, at the discretion of the court.

CARE OF THE BUILDING

It is the obligation of every student to avoid damaging or defacing buildings, furniture, and books. If students are outspoken in their disapproval of such damage, they become a powerful influence among their fellow students and help save tax money for desirable additions and improvements.

Any damage is to be reported to the office immediately and those responsible for it will be held liable.

TECHNOLOGY/TEXTBOOKS

Textbooks and other supplemental materials including technological resources are furnished without cost to students and must be returned to their teacher at the conclusion of the course/school year. Students are financially responsible for all lost, stolen, or damaged technology/textbooks and materials. Charges for lost or destroyed technology (including chargers) or books are based on the original cost and age of the item. Parents/caregivers are responsible for payment. The cost of any school equipment or property which is lost or destroyed must be paid in full. Records will be detained if all obligations are not met. Student behavioral expectations, as it relates to technology, are outlined in our school-wide behavioral matrix and are taught at the beginning of the year, as well as throughout the year on an as-needed basis.

LEVELS OF SCHOOL DISCIPLINE

The following level system is utilized by administration or Discipline/Operation Support Team member(s) when disciplining students. A critical component involves staff conferencing with student(s) when a behavior occurs that does not meet the expectations. Responses to behavior will be directly related to the behavior as much as possible and are viewed as a learning opportunity for the student. After a thorough investigation of the severity of the behavior, the building administrator or their designee will determine the appropriate level of corrective action to be taken.

Grades PK-2
Minor Behaviors

Level 1 - Minor behaviors that are frequent and serious enough to disrupt the daily operation of the school and/or learning community. These are considered classroom managed behaviors. Minor behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors".

Responses to Behavior	Teacher Responsibility	Office Responsibility
1. Conference w/ student	X	
2. Reteach	X	
3. Reflection sheet	X	
4. In class time-out	X	
5. Apology/Restitution	X	

Level 2 - These minor behaviors occur after they were previously addressed at level one by the classroom teacher and a student/teacher conference has been attempted. All Level 2 behaviors should be electronically documented in Navigate360 , as well as the actions taken and result of the parent/caregiver communication. Minor behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors".

Responses to Behavior	Teacher Responsibility	Office Responsibility
1. Contact parent	X	
2. Reteach	X	
3. Referral to additional school supports	X	
4. Reflection sheet	X	
5. Apology/Restitution	X	X

Grades PK-2
Major Behaviors

Be advised that participation in extracurricular activities including sports and afterschool clubs is a privilege and repeated Major Behaviors at Level 3 &/or 4 may result in suspension or removal from these activities.

Level 3 - This can include when three (3) of the same documented minor infractions occur either consecutively or within a seven school day period, establishing a pattern. Administrative intervention is necessary at this level. A printout of the major referral form from Navigate360 is emailed to the parents/caregivers to review. Major behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors". A formal letter will be sent home for parent/caregiver acknowledgement for suspensions. The teacher and administrator may consider making a referral to the Student Assistance Team for all Level 3 offenses.

Responses to Behavior	Teacher Responsibility	Office Responsibility
1. Contact parent	X	X
2. Reteach	X	
3. Lunch reteach/detention		X
4. Student reflection	X	X
5. Referral to additional supports	X	X
6. Apology/Restitution	X	X

Level 4 - These are behaviors that are continued Level 3 behaviors or behaviors which include violating the Alcohol or Other Drugs policy, Terroristic Threats Policy, and/or the Weapons Policy. In addition, student behaviors that endanger the health, safety, or well-being of students/faculty, and are considered of malicious intent and/or impede the educational environment/process are also considered Level 4 Major Behaviors. Administrative intervention is mandatory at this level. A referral form is filled out in Navigate360 and a copy of the referral is emailed to the student's parent(s)/caregiver(s). A formal suspension letter from administration is also distributed to the family and placed in the students' permanent file. Major behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors". The administrator or designee will refer students violating the Alcohol or Other Drugs Policy to the Student Assistance Team and may consider this option for other Level 4 offenses.

Responses to Behavior	Teacher Responsibility	Office Responsibility
1. In-school suspension		X
2. Out of school suspension		X
3. Parent conference		X
4. Expulsion		X
5. Law enforcement involvement		X
6. Referral to additional supports		X

Grades 3-6
Minor Behaviors

Level 1 - Minor behaviors that are frequent and serious enough to disrupt the daily operation of the school and/or learning community. These are considered classroom managed behaviors. Minor behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors".

- **Common responses to behaviors/interventions for Level 1 minor offenses include but are not limited to**: reteaching, warning, teacher-student conference, in class time-out, formal apology/restitution, and parent contact.

Level 2 - These minor behaviors occur after they were previously addressed at level one by the classroom teacher and a student/teacher conference has been attempted. All Level 2 behaviors should be electronically documented in Navigate360, as well as the actions taken and result of the parent/caregiver communication. Minor behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors".

- **Common responses to behaviors/interventions for Level 2 minor offenses include but are not limited to:** recess reteach, referral to additional school supports, teacher contacting administrator to collaborate, investigation, parent contact, and/or formal apology/restitution.

Grades 3-6
Major Behaviors

Be advised that participation in extracurricular activities including sports and afterschool clubs is a privilege and repeated Major Behaviors at Level 3 &/or 4 may result in suspension or removal from these activities.

Level 3 - This can include when three (3) of the same documented minor infractions occur either consecutively or within a seven school day period, establishing a pattern. Administrative intervention is necessary at this level. A printout copy of the major referral form from Navigate360 is emailed to the parents/caregivers to review. In addition, student behaviors that endanger the health, safety, and well-being of students/faculty, and/or impede the educational environment/process are also considered Major Behaviors. Administrative intervention is necessary at this level. A referral form is filled out in Navigate360 and a copy of the referral is emailed to the student's parent(s)/caregiver(s). Major behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors".

- **Common responses to behaviors/interventions for Level 3 major offenses include but are not limited to:** teacher contacting administrator to collaborate, investigation, parent contact and conference, student reflection sheet, referral to additional school supports, formal apology/restitution, lunch detention, recess detention, morning detention, 1 or more after school detentions and/or in-school suspension(s). A formal letter will be sent home for parent/caregiver acknowledgement for suspensions. The teacher and administrator may consider making a referral to the Student Assistance Team for all Level 3 offenses.

Level 4 - These are behaviors that are continued Level 3 behaviors or behaviors which include violating the Alcohol or Other Drugs Policy, Terroristic Threats Policy, and/or the Weapons Policy. In addition, student behaviors that endanger the health, safety, or well-being of students/faculty, and are considered of malicious intent and/or impede the educational environment/process are also considered Level 4 Major Behaviors. Administrative intervention is mandatory at this level. A referral form is filled out in Navigate360 and a copy of the referral is emailed to the student's parent(s)/caregiver(s). A formal suspension letter from administration is also distributed to the family and placed in the students' permanent file. Major behaviors are outlined in the chart at the end of this section under "Description of Major/Minor Behaviors".

- **Common responses to behaviors/interventions for Level 4 major offenses include, but are not limited to:** teacher contacting administrator to collaborate, investigation, parent contact and conference, student reflection sheet, formal apology/restitution, referral to additional supports, involvement of law enforcement (SRO), or In-school suspension or Out of school suspension. If an out of school suspension occurs, a mandatory suspension re-entry meeting must occur with the parents/caregiver and other school staff/supports before the start of the school day of the student's return. The administrator or designee will

refer students violating the Alcohol or Other Drugs Policy to the Student Assistance Team and may consider this option for other Level 4 offenses. A possible referral to the Superintendent and/or the School Board for consideration of expulsion may occur. The building principal will refer students, when necessary, to the Superintendent for an extended suspension in-excess of ten (10) days and/or a possible expulsion hearing before the Board of Education.

DISCIPLINE GUIDELINES

- All detentions, suspensions and restitution will be at the discretion of the administrators or designee based on the findings of their investigation.
- There are additional policies pertaining to the discipline and treatment of IEP/504 students.
- Expulsions may result after repeated violations or a combination of offenses based on the findings of a formal hearing in front of the school board. A single offense, depending on its seriousness, may require expulsion.
- Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times. (Please refer to the Appendix for additional information)

Discipline of Students with Disabilities

Board Policy 113.1. The Board directs that the district shall comply with provisions of the Individuals with Disabilities Education Act (IDEA) and state and federal regulations when disciplining students with disabilities for violations of district policy and school rules and regulations.

Exclusion from School - Suspensions and Expulsions

Board Policy 233.

1. Exclusion from school may be based on a single incident or accumulation of several incidents. Chronic, habitual behavior could result in the exclusion of a student from school in the form of suspension or expulsion. Exclusion of school can occur in the following forms:
    a. Suspension - exclusion from school for a period of up to ten (10) school days.
    b. Expulsion - exclusion from school by School Board action for a period of over ten (10) days.
2. Students who are suspended or expelled will be informed of the reason(s) for the action and will be given an opportunity to discuss the behavior causing the action before the action becomes effective.
    a. A hearing is not required prior to a suspension of up to three (3) days.
    b. An informal hearing will be offered within five (5) school days to the student as well as the parent(s) or caregiver(s) when a student receives a suspension of four (4) or more days.
3. An administrator will telephone a parent or caregiver to inform or supply information requested by the parent or caregiver.

4. The parent(s) or caregiver(s) will also be notified by letter of the suspension. A copy of the disciplinary action will also be issued to the student for immediate delivery to a parent or caregiver.
5. A parent conference may be requested before the student is readmitted to the regular school program following a suspension.
6. Students who are suspended are not permitted to attend any school functions during or after school hours during the period of the suspension. Any suspended student who is on school property without permission of the administration is subject to prosecution under trespassing laws.
7. All student privileges are revoked when a student is suspended from school.
8. A suspension does not relieve a student from responsibility for any penalties previously incurred unless arranged by an administrator.
9. Students who are less than seventeen (17) years of age are still subject to the compulsory school attendance law even though expelled and must attend another school.

Reporting Crimes to the Law Enforcement
School principals, when notifying or reporting crimes to local law enforcement officials, shall ensure that copies of the special education and discipline records of the eligible student(s) are transmitted to the appropriate authorities only to the extent such transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

Manifestation Determination
A student with a disability whose behavior is found not to be a manifestation of their disability may be suspended or expelled pursuant to district procedures. During the period of suspension or expulsion, the student shall continue to receive FAPE.

If the student's behavior is found to be a manifestation of a disability, the IEP team shall conduct a Functional Behavior Assessment (FBA) and implement a Behavior Support Plan (BSP), if the IEP team had not conducted one before the behavior, or review and consider revising the BSP as necessary to address the behavior. If the behavior is found to be a manifestation of the child's disability, the student shall return to their placement from which they were removed unless the IEP team, including the parent/caregiver, agrees that a change in placement is appropriate for the student.

Request for a Hearing
The district may request that a hearing officer order removal of the disabled student to an alternative setting for forty-five (45) days where the district demonstrates in a hearing by substantial evidence that maintaining the disabled student's current placement is substantially likely to result in injury to the student or others.

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have

knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.

Weapons, Drugs, or Serious Bodily Injury
A student with a disability who carries a weapon to school or a school function may be removed from their current placement regardless of whether the weapons offense is a manifestation of a disability. The student may be placed in an appropriate interim alternative educational setting for no more than forty-five (45) school days.

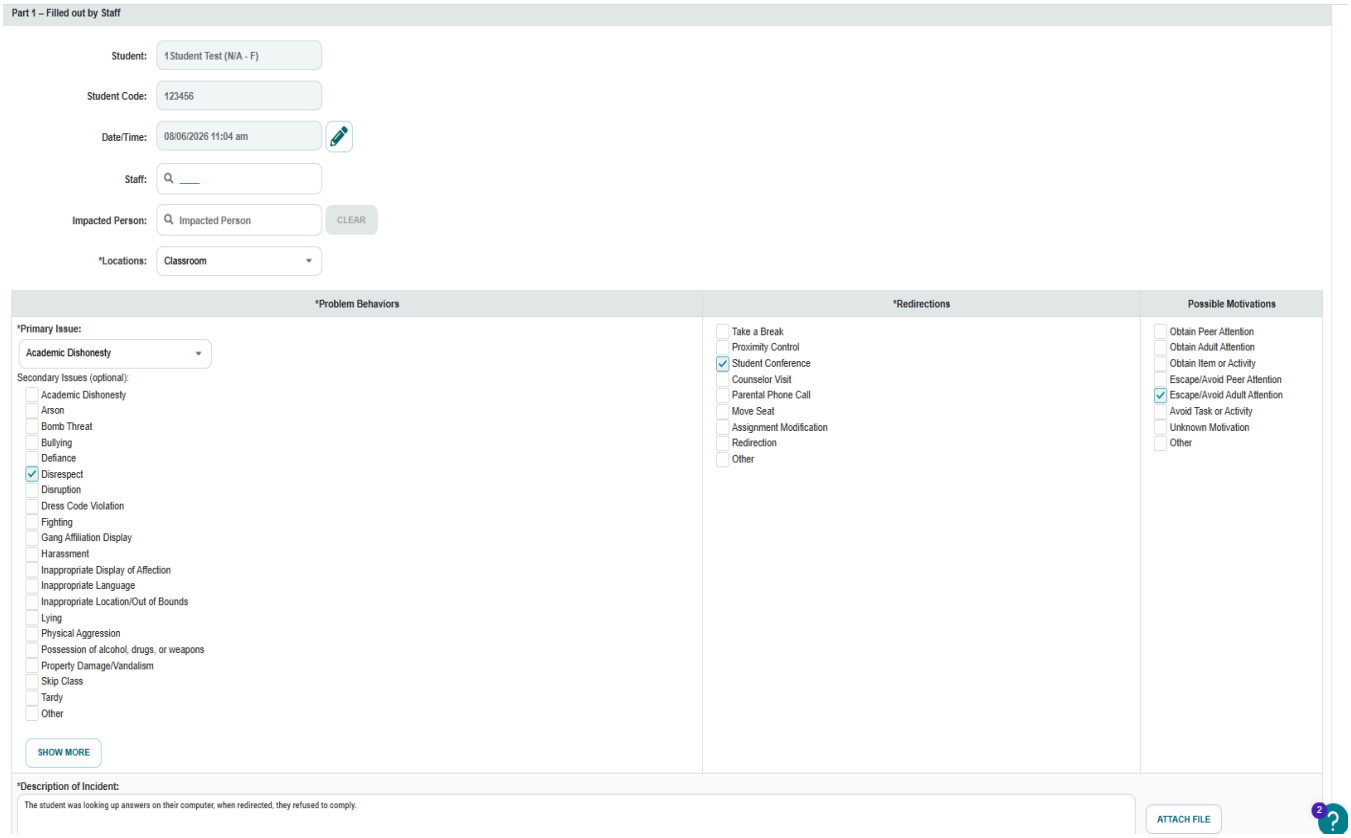
Board Policy 218.1. According to statute, a weapon shall be defined, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and any other tool, instrument or implement capable of inflicting serious bodily injury, including but not limited to, sparklers, fireworks, smoke or stink bombs, explosives, live ammunition, chains, including wallet chains, bracelets, or other devices which are potential items of violence, certain rings, pipes or tubes, look-alike firearms and weapons (toy guns, knives), and any item which could or would be a threat to the student themself or the school community.

A student with a disability who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from their current placement regardless of whether the drug offense is a manifestation of a disability. The student may be placed in an appropriate interim alternative educational setting for no more than forty-five (45) school days.

A student with a disability who knowingly inflicts serious bodily injury upon another person while at school, on school premises, or at a school function may be removed from their current placement regardless of whether the offense is a manifestation of a disability. The student may be placed in an appropriate interim alternative educational setting for no more than forty-five (45) school days.

Gum Chewing
Careless disposal of gum in drinking fountains, furniture, and floors presents sanitation and cleaning problems and costly repair. Therefore, gum is not permitted.

SAMPLE NAVIGATE360 REFERRAL FORM



Part 1 – Filled out by Staff

Student: 1 Student Test (N/A - F)

Student Code: 123456

Date/Time: 08/06/2026 11:04 am

Staff: ___

Impacted Person: Impacted Person CLEAR

*Locations: Classroom

*Problem Behaviors	*Redirections	Possible Motivations
*Primary Issue: Academic Dishonesty	Take a Break	Obtain Peer Attention
Secondary Issues (optional):	Proximity Control	Obtain Adult Attention
Academic Dishonesty	Student Conference	Obtain Item or Activity
Arson	Counselor Visit	Escape/Avoid Peer Attention
Bomb Threat	Parental Phone Call	Escape/Avoid Adult Attention
Bullying	Move Seat	Avoid Task or Activity
Defiance	Assignment Modification	Unknown Motivation
Disrespect	Redirection	Other
Disruption	Other	
Dress Code Violation		
Fighting		
Gang Affiliation Display		
Harassment		
Inappropriate Display of Affection		
Inappropriate Language		
Inappropriate Location/Out of Bounds		
Lying		
Physical Aggression		
Possession of alcohol, drugs, or weapons		
Property Damage/Vandalism		
Skip Class		
Tardy		
Other		
SHOW MORE		

*Description of Incident:

The student was looking up answers on their computer, when redirected, they refused to comply.

ATTACH FILE

DESCRIPTION OF BEHAVIORS

Staff-Managed Behaviors (Minors)

Behavior	Definition	Examples
Academic Dishonesty (Acad Dis)	Non-serious use (as defined by the school/district) of another person's work as their own, or engaging in unauthorized use of material, information, notes, study aids, devices, or communication during an academic exercise.	• Using a calculator when instructions say "No calculators." • Glancing at a peer's answers during an exam
Defiance /Insubordination/Non-compliance (m-Defiance)	Brief or low-intensity failure to follow directions or talking back after multiple attempts.	• Work refusal • Not transitioning • Not following rules • Intentional unpreparedness • Not following directives
Disrespect (m-Disrespect)	Low-intensity, rude or dismissive messages to adults or students.	• Name calling • Eye rolling • Untrue communication • Non-directed unintentional spitting towards adults/peers • Talking back • Lying
Disruption (m-Disruption)	Low-intensity interruption of class or school activities.	• Talking over others • Making loud noises • Wandering around and distracting others • Calling out • Throwing things
Dress Code Violation (m-Dress)	Clothing that is near, but not within, the school/district dress code guidelines.	*Consult the school/district dress code guidelines for examples.*
Gang Affiliation Display	Gesture, dress, and/or speech to show affiliation with a gang, and the behavior is managed by the referring staff member.	

Behavior	Definition	Examples
Inappropriate Display of Affection	Low-intensity, inappropriate (as defined by school/district), consensual verbal and/or physical gestures or contact of a sexual nature to another	Hugging or touching a classmate
Inappropriate Language (m-Inapp Lan)	Low-intensity harmful language.	• Saying "butt crack" at circle time • Swearing, but not directed at someone • Arguing • Threats • Sexual comments • Derogatory comments
Inappropriate Location	In an area outside of the classroom or activity boundaries (as defined by the school/staff), and the behavior is managed by the referring staff member.	• Not on the rug during circle time • Excessive time spent in the bathroom
Lying	Non-serious, untrue message which violates rules.	• Not answering truthfully about homework being complete • Not admitting to doing something inappropriate in class.
Other (m-Other)	Any staff-managed behavior not otherwise listed.	
Material/Property Misuse (mPrprty Misuse)	Low-intensity incorrect use of materials or property.	• Firing staples out of a stapler • Coloring on a desk • Tearing up papers
Physical Contact/Physical Aggression (m-Contact)	Non-serious, physical contact that violates school guidelines.	• Horseplay • Mutual play fighting • Nuisance behaviors (e.g. poking, touching)
Skip Class	Leaving or missing class without permission and the behavior is managed by the referring staff member.	

Behavior	Definition	Examples
Technology Violation (m-Tech)	Non-serious use of an electronic device that violates school guidelines.	• Cell phones during school day • Playing unapproved games on a school-issued tablet
Theft	In possession of, has passed on, or is responsible for non-serious removal of property that is not their own without permission.	Taking another person's materials, such as pencil or pen
Threatening Behavior	Low intensity behavior causing fear of injury or harm to people or property.	• Saying they want to fight someone • Saying "I'm not going to be your friend if you do that

Administrator-Managed Behaviors

Behavior	Definition	Examples
Abusive Language/ Inappropriate Language/Profanity (Inapp. Lan)	Harmful verbal messages.	• Name calling • Swearing at someone • Sexually explicit language • Racial comments • Use of words inappropriate way • Threats • Intimidation • Obscene gestures, pictures, and/or written notes *Disrespectful communication includes sustained or intense attacks based on race, religion, gender, age, ethnicity, nationality, disabilities, and/or personal matters.
Academic Dishonesty (Acad Dis)	Intentionally using another person's work as their own, or engaging in unauthorized use of material, information, notes, study aids, devices or digital tools.	• Cheating on a test • Plagiarism • Not citing sources • Unauthorized help

Behavior	Definition	Examples
Arson (Arson)	Plans to and/or participation in burning of property.	• Burning leaves on the playground • Playing with matches • Setting fire to property on purpose
Bomb Threat/False Alarm (Bomb)	A message of impending explosive materials on campus or near campus.	• Social media post • Prank phone call • Swatting • Graffiti message in a bathroom stall • Suggestion of threat
Bullying (Bullying)	Repeated, unwanted interactions in which there is a power imbalance.	• On-going teasing • Repeated taunting • Repeated name calling • Leaving someone out on purpose • Rumors • Written, verbal, electronic, physical
Defiance/ Insubordination/Non compliance (Defiance)	Refusal to follow directions or talking back.	• Shouting NO • Continued refusal to follow instruction after repeated attempts • Continued refusal after offers of support • Intentional unpreparedness • Leads to escalation and/or disruption of the learning environment and/or an unsafe situation
Disrespect (Disrespect)	Rude or dismissive messages to adults or students.	• Insults directed at others • Talking back • Lying • Spitting • Leads to escalation or disruption of learning environment and/or unsafe situation
Disruption (Disruption)	An interruption in a class or school activity.	• Sustained loud talking • Yelling • Screaming • Noise with materials • Horseplay or roughhousing • Sustained out-of-seat behavior • Talking when not permitted • Throwing objects
Dress Code Violation (Dress)	Clothing that does not fit within the school/district dress code guidelines.	*Consult the school/district dress code guidelines for examples.*

Behavior	Definition	Examples
Fighting (Fight)	Mutual participation in physical violence.	• Two students punching each other • A group of students kicking each other
Gang Affiliation Display (Gang Display)	Gesture, dress, and/or speech to show affiliation with a gang.	• Flashing a gang sign • Wearing prohibited colors to demonstrate gang affiliation
Harassment * (Harass)	Disrespectful messages in any format based on a protected class such as gender, ethnicity, sexual, race, religion, disability, physical characteristics, or other protected class. *These subtypes are based on documentation from the U.S. Office of Civil Rights.*	• Making fun on someone's accent • Racial slurs
Inappropriate Display of Affection (Inapp Affection)	Inappropriate (as defined by school/district), consensual verbal and/or physical gestures or contact of a sexual nature to another person.	• Kissing in the hallway • Public display of affection (PDA)
Inappropriate Location/Out of Bounds Area (Out Bounds)	In an area outside of the school or activity boundaries (as defined by school).	• Leaving school grounds during school hours • Wandering away during a field trip • Elopement • Skipping class
Lying (Lying)	An untrue message which violates rules.	• Forging a permission slip signature • Blaming another student for something they didn't do
Other Behavior (Other)	An administrator-managed behavior not otherwise listed.	

Behavior	Definition	Examples
Physical Aggression (PAgg)	Physical contact where injury may occur	• Hitting • Punching • Hitting with an object • Kicking • Hair pulling • Scratching • Maliciously throwing objects • Threat found to be substantiated
Property Damage/Vandalism (Prop Dam)	Destruction or disfigurement of property.	• Graffiti • Throwing food • Drawing on school property (e.g. desks, playground equipment)
Skip Class (Skip)	Leaving or missing class without permission.	Hanging out in the commons during class time
Tardy (Tardy)	Late (as defined by the school) to class or the start of the school day, and Tardy is not considered a staff managed behavior.	• Not in their seat when the bell rings • Arriving to class 15 minutes late without permission
Technology Violation * (Tech)	Inappropriate (as defined by school) use of an electronic device.	• Texting in class • Using a school tablet to play non-school games during a lesson • Inappropriate use of camera • Use of smart watch • Use of responses from digital tools as students' own work
Theft (Theft)	In possession of, has passed on, or is responsible for removing property that is not their own without permission.	• Taking another student's possessions • Taking school materials without permission
Threatening Behavior (Threat)	Causing fear of injury or harm to people or property.	• Social media post about hurting another student • Message in the bathroom about fighting another student • Saying they'll bring a weapon to school to hurt someone •

Behavior	Definition	Examples
Truancy (Truancy)	An unexcused absence for ½ day or more.	• Leaving at lunch and not coming back • Repeatedly skipping class
Use/Possession of Alcohol (Alcohol)	Possession or use of alcohol.	• Bringing beer to school • Showing up to a school dance drunk **Further definition can be found in the district Drug, Tobacco, and Alcohol Policy
Use/Possession of Combustibles (Combust)	Possession or use of substances or objects capable of setting fire to or burning something	• Matches • Lighters • Firecrackers • Gasoline • Lighter fluid
Use/Possession of Restricted Substances (Drugs)	Possession or use of drugs, medications, or other substances that are limited, controlled, or banned; misuse of allowed substances in an unapproved way.	• THC in a vape pen • Sharing anxiety medication • Huffing glue **Further definition can be found in the district Drug, Tobacco, and Alcohol Policy
Use/Possession of Tobacco/Nicotine (Tobacco)	Possession or use of tobacco or nicotine products.	• Cigarettes • Vape pens • Chewing tobacco **Further definition can be found in the district Drug, Tobacco, and Alcohol Policy
Use/Possession of Weapons * (Weapons)	Possession or use of knives, guns, or other objects readily capable of causing bodily harm.	• Bringing a toy gun to school pretending it's real • Switchblade • Any instrument that can be used to cause harm to an individual or item that is dangerous to the safety and welfare of the school

COMMUNICATION

With Administration

The Administration continues to welcome and respect parent involvement in school matters. In order to effectively manage the building on a daily basis and to avoid experiencing a frustrating waiting time, we ask that parents who wish to speak to an administrator contact the main office. Please indicate to the secretary whether you would prefer a phone call or meeting with an administrator, where you can be reached, and a brief statement as to the topic of your inquiry. We strive to return calls and schedule meetings as soon as possible at a time when we can effectively listen and respond to your thoughts.

With Employees

One of the keys to a successful year is having open communication between parents and the school. If a parent or caregiver wishes to speak to an employee, the parent should call the main office and leave a message. The parent should indicate to the secretary where the call can be returned and a brief statement as to the topic of the inquiry.

Concerns/Questions

When a parent/caregiver or student has a concern or question, it is district procedure that it should be resolved at the lowest possible level. The process typically would follow these steps, when there is a complaint.

1. Classroom Teacher
2. Building Administrator
3. District Office Administrator
4. School Board

COMPUTER AND INTERNET USE

ACCEPTABLE USE OF TECHNOLOGY

The Forest City Regional School District supports the use of computers, Internet and other network resources in the district's instructional and operational programs in order to support learning, teaching, and daily operations through interpersonal communications, collaboration, and access to information and research. For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of students. Students are responsible for acceptable use of technology as defined in Board Policy 815: Acceptable Use of Technology. All district students must complete the Forest City Regional School District Acceptable Use Policy Agreement for Computing and Internet Access.

Software/Programs

Neither students nor staff may copy programs on/from district equipment without specific licensing/copyright clearance. In the case of computers, software that was not purchased by the district may not be loaded on district owned computers.

Abuse of Technology
Damage to equipment includes sabotage of network and/or computer software. Students will be held liable for the full cost of repairs.

Any student found guilty of using technology facilities for non-approved purposes will lose access to that facility and face possible disciplinary action and prosecution under State and Federal law where applicable. A non-approved purpose is defined as any use that is not in keeping with the goals of the class project for which the student is using the facility and/or not in keeping with the access policy for that facility.

Use of Technology and Student Work
We understand that students may use digital tools to support learning and creativity. These resources can be helpful for exploring ideas, organizing thoughts, and gaining new understanding. However, it is essential that all submitted work reflects the student's own thinking, effort, and understanding. This includes all student work, graded or ungraded including on diagnostic tools like the CDT or iReady and standardized testing.

Using technology to assist learning is encouraged when used responsibly. However, submitting work that is copied or generated entirely by a digital tool, without meaningful personal input, is not considered original work and does not meet our learning expectations.

Work that does not reflect a student's own thinking may:

- Receive a reduced grade or no credit, and
- Result in disciplinary action in line with the school's academic honesty policy.

Our goal is to support students in becoming independent, confident learners who take pride in their own voice and ideas.

INTERNET USAGE
The Forest City Regional School District believes that technology is a tool to be used by students and staff for educational purposes, providing a vast array of information and resources enhancing scholarly research. The District has taken extensive precautions to filter out inappropriate programs found on the Internet, while fully recognizing that no blocking system is foolproof.

Students are to use the filtered Internet system of the Forest City Regional School District at all times. Any student device found not on the district network will be considered "malicious or inappropriate use of technology" and be subject to disciplinary action.

All students will have monitored access to electronic resources, which may include the Internet, unless parents request otherwise by notifying the building Principal, in writing, by the last Friday of September each year.

Internet Safety

The Forest City Regional School District believes that the internet can allow for a creative, collaborative, and learning environment in which our students can learn the skills needed in the 21st Century. As more projects gain online components or use online resources, the school district believes that it is necessary to inform the parents of Internet Safety. For parent/caregiver and student information, regarding Internet Policies, please visit our website: www.fcrsd.org

Lightspeed Software

Forest City Regional School District utilizes Lightspeed Systems Software on all student Chromebooks. This software allows FCR staff to:

1. Monitor live data from student screens during classroom sessions.
2. Regulate students to websites by utilizing Lightspeed Content Filter
3. Alert counseling staff of repeated violations of Content Filtering policy
4. Review student activity on their devices

DRESS CODE POLICY

The Forest City Regional School District has adopted the following school *Dress Code Policy* for Grades K4 through Grade 6. The dress code is mandatory and will be strictly enforced pursuant to the guidelines.

Dress Code

Board Policy 221. The educational atmosphere in the school is affected by what students wear. Appropriate clothing for students contributes to appropriate student behavior. Articles of clothing or jewelry which distract from the educational process or present a health or safety hazard are not permitted and are inappropriate in an educational setting. Students may be required to wear certain types of clothing while participating in physical education classes, extracurricular activities or other situations where special attire may be required to ensure the health or safety of the student. Students have the responsibility to keep themselves, their clothes and their hair clean.

These items are permitted:

- Shirts: shirts with collars (including golf style, button down) turtlenecks, and t-shirts (long or short sleeve), sweaters, and jerseys. All shirts must completely cover the torso
- Bottoms: jeans, khakis, dress pants, shorts, athletic pants or shorts, sweatpants, and skirts, all worn at the waistline, that do not expose undergarments, and extend to the tip of the student's middle finger when arms are extended and student is walking. Leggings are permitted as long as the student's top extends to the tip of the student's middle finger when arms are extended and the student is walking
- Closed toe shoes only: footwear must be worn at all times and fully attached to the foot.
- Zip-ups and hooded sweatshirts are permitted as long as they do not cover the head. Students' heads must be uncovered when they are inside the school building and throughout the instructional day. Students who do not follow this rule will lose the privilege of wearing a hooded sweatshirt in the school setting
- Functional hairbands/headbands (to keep hair away from face)

These items are not permitted:

- Shirts with straps that are less than 2 inches wide
- Shirts that expose any portion of the midsection
- Clothing or accessories that display sexually suggestive writing or images, obscene language, or which promote tobacco, alcohol products, illegal substances (including drug paraphernalia), weapons, violence, or statements of hate, prejudice, bigotry, or sexism. This includes suggestive printing on clothing that can be interpreted with a double meaning, uses disrespectful language or suggests gang affiliation or activities.
- Clothing that is sheer or see-through
- Outdoor jackets or coats while inside
- Bottoms: rips in jeans above the knee cap while standing, cargo style pants or shorts, yoga pants or leggings as pants if the top does not extend to the tip of the student's middle finger when arms are extended and the student is walking, pajamas, items not worn at the waist or showing undergarments, shorts/skirts not at the length stated above
- Shoes: flip-flops, open-toed shoes, slides, sandals, slippers
- At no time should any undergarments be shown (bras, bralette, underwear)
- Piercings: Pencils, open gauges, rods, or similar objects are not permitted
- Headwear: Hats, bandanas, scarves, sunglasses, hoods, visors, or any other headwear which covers a large portion of a student's head/face, *except* for those worn in accordance with religious beliefs and chronic health conditions

****Dress code violations will require a change of clothing; in some instances, they may require removal from class or removal from school. If proper clothing can't be found in school a parent or caregiver will be responsible for bringing proper clothing to school. Administrators reserve the right to determine appropriate attire and dress code compliance.****

Bags for Use During the School Day

Approved Bags

- School-Issued Laptop Bag:
    - Provided to each student in grades 2-6 by the school.
    - Sized appropriately to carry a laptop and essential school items.
    - Designed for easy inspection and safe storage.

- Home-Provided Bag (Optional):
    - Must be of similar shape and function to the school-issued bag.
    - Size limitations:
        - Width: 16 inches or less
        - Length: 18 inches or less
        - Thickness: 3 inches or less
- The bag must be structured and slim-fitting (i.e., no oversized totes or duffel bags).
    - Soft-sided bags are preferred for safe storage in classrooms.

Non-Compliant Bags

- Oversized backpacks or duffel bags
- Large tote bags or handbags
- Rolling bags (unless medically required with documentation)
- Bags with excessive bulk or multiple compartments that exceed size limits

Rationale for Limitations

- Safety: Allows for easy visibility of items to ensure school safety and eliminates tripping hazards.
- Security: Limits unauthorized storage or concealment of prohibited items.
- Uniformity: Supports a consistent and manageable classroom environment.
- Space: Promotes easier storage in cubbies, closets and classrooms.

Please note that the "Bags for Daily Use" policy applies only to bags used between classes during the school day. Students may bring a traditional bookbag to school.

DISMISSAL

CAR DROP-OFF/PICK-UP INFORMATION

- **Morning Drop-off** - Families who utilize the car drop off in the morning are permitted to drop students off from 8:15 a.m. to 8:25 a.m at the elementary main entrance. Any student who is planning to have breakfast at school must be dropped off by 8:20 a.m. For the safety of all involved, adults dropping children off in the morning may NOT leave their vehicles. In addition, there is only ONE lane of traffic in the parent drop off lane. Passing another vehicle in the drop off lane is prohibited.

****Reminder: If you arrive to school any time after 8:30 a.m., please park your vehicle at the main elementary entrance and walk your child in to the door to be signed in. . Parents/Caregivers are required to sign their child in any time after 8:30 a.m.****

- **Afternoon Pick-up** - Student pick-up will be at the elementary main entrance.
    - **Vehicles should begin to line up no earlier than 3:10 p.m. Drivers and passengers may NOT leave their vehicle during pick-up. Students will be walked to your vehicle by FCR staff beginning at 3:15 p.m.**
    - **Elementary students will not be permitted to walk home unless they are accompanied by an adult and have WRITTEN permission to do so from the student's parent/caregiver.**

ELECTRONIC DEVICES

Board Policy 237. The use of electronic devices is not permitted during the school day.

The term electronic devices includes all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the Internet. Examples of these electronic devices include, but shall not be limited to, radios, walkmans, CD players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital Assistants, cellular telephones, smartphones, tablets, and laptop computers, as well as any new technology developed with similar capabilities is not permitted during the school day.
With prior approval from the building administrator, volunteer firefighters and emergency personnel are provided a limited exception to Board Policy 237: Electronic Devices.

Students are prohibited from taking, storing, disseminating, transferring, viewing, or sharing obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

Cell Phones

All cell phones should be put away and out of sight during the school day (8:00 AM – 3:15 PM). Cell phones, earbuds, AirPods, iPads or Bluetooth headphones, and smart watches, are not permitted to be in use during the school day, for ANY reason.

Cell phones must be powered off, and stored inside computer bags or backpacks during the school day. Students will not have their cell phones in their possession for the duration of the school day.

Earphones that are wired and plug into the laptop, may be used if needed for course work.

During class, students may NOT use their phones as calculators, to check the time, music, read a book, check their grades or for any other reason. If there is a medical reason to use a cell phone, that will be allowed per a 504 or health plan.

A student who refuses to follow the direction of a teacher or administrator related to cell phone, earbuds, AirPods, iPad Bluetooth headphones, smart watch or other similar device will be considered insubordinate and will receive additional consequences.

- **First Offense** - The cell phone or electronic device is to be turned off and placed on the teacher's desk by the student and is to be picked up by the building administrator or designee. The student will receive a minor referral and the cell phone will be returned to the student at the end of the day.
- **Second Offense** - The cell phone is to be turned off and placed on the teacher's desk by the student and is to be picked up by the building administrator or designee. The cell phone will be released only to a parent/caregiver and a major referral will be submitted.
- **Third Offense** - The cell phone is to be turned off and placed on the teacher's desk by the student and is to be picked up by the building administrator or designee and a major referral will be submitted. The student will receive a 1-3 day in school suspension and the cell phone will be released only to a parent or caregiver. In addition, the student will no longer be permitted to have a cell phone on school district property.

A student who refuses to follow the direction of a teacher or administrator related to cell phone use will be considered defiant/insubordinate/non-compliant and appropriate actions will be taken. The administration, faculty, and staff assume no responsibility for electronic devices that may be lost, stolen, or damaged.

ELEMENTARY RELATED ARTS

Students will participate in daily related arts courses on a rotation which consist of the following:

Kindergarten - 3rd
Art
Computers
General Music (Music and Band Components)
Physical Education
Library & SEL Components

4th - 6th
Art
Computers
Chorus, Band or both
Physical Education
Library, SEL & Personal Dvlpmt.

EMERGENCY INFORMATION

Change of address, telephone number, or name should be completed through Infinite Campus, the District's Student Information System. If you are unable to update contact information through Infinite Campus, please call the elementary office to make changes. It is critical that we have up to date information in the event of an emergency. Directions for this can be found on the District website under the Technology Department link. A physical address must be provided; a post office box number will be considered insufficient.

Emergency School Closings, Flexible Instructional Days, Delays and Early Dismissals
School cancellations, delays, and early dismissals will be announced over local radio and television stations, as well as on our district webpage and Twitter account provided below. Additionally, our automated calling system will call with a recorded message with the essential information. **As school closings and delays can be unexpected, parents should make standing arrangements for their children in the event of a closing, delay or flexible instructional day.**. Please do not call the main district number for early dismissal information. Breakfast and lunch will be served on pre-planned early dismissals.

Local Television Channels
WNEP - 16, WBRE -28
School Website - fcrsd.org

Local Radio Stations
WKRZ - 98.5 FM, WICK - 104.9
Twitter - @FCRSD

FLEXIBLE INSTRUCTION DAYS

The Forest City Regional School District is approved by the Pennsylvania Department of Education to use up to five Flexible Instructional Days throughout the school year. In the event of a school closure, an asynchronous learning day may be implemented. Teachers will provide students with learning activities and will be available virtually during office hours (9:30-10:30 & 12:30-1:30) to offer assistance as needed.

Emergency Lockdown
With security at the forefront, the Forest City Regional Elementary School will practice emergency lockdown drills throughout the school year. These drills will help faculty, staff, and students to respond to situations in a quick, appropriate manner to maintain their health and safety.

Evacuation and Weather Preparedness Drills
Evacuation drills are conducted regularly throughout the school year. Evacuation drill routes are posted in each room. Students are taught the expectations for every safety drill; and therefore, are fully expected to demonstrate those expectations and proceed quickly, quietly and in an orderly fashion.

Weather Preparedness Drills are conducted in cooperation with the state and National Weather Services. These drills increase students' knowledge of what they are to do in a weather emergency. Students are expected to fully cooperate with instructions during these drills and when safety expectations are taught. Students will always be expected in a weather emergency, drill or in reality, to remain absolutely silent, as communication is critical in one of these situations.

HEALTH SERVICES

The Health Room of the Forest City Regional School District is staffed by a certified school nurse in accordance with the following objectives:

1. To organize and administer programs in preventative health.
2. To respond to the outbreak of disease or general illness within the school population.
3. To provide initial emergency care and make appropriate referrals to community resources.
4. To assist in the identification and education of children with disabilities.
5. To adjust individual school programs to meet the needs of children with health related or medical problems.
6. To maintain comprehensive health records for all students.

All students in the Forest City Regional School District will have yearly documentation of their height and weight and vision testing. Hearing screenings will be completed in grades K-3rd, 7th, and 11th. Scoliosis screening will be completed in grades 6 and 7.

Physical and dental exams are required upon original entry and in the following grades: Physical Exam—6th and 11th; Dental—3rd and 7th.

SCHOOL NURSE

- A full-time nurse is available for emergency health care. For non-emergencies, students must secure permission from their teacher before visiting the nurse.
- The school nurse is the only member of the school staff who can excuse a student from school during the day because of illness or injury.
- Illnesses or injuries that occur during the school day should be reported by the student immediately to their teacher and to the school nurse.
- On-going health care for student illness or injury is the responsibility of the student's personal physician.
- The school nurse maintains health records for each student. Parents or caregivers are responsible for notifying the school nurse, in writing, of medical needs that may affect a student while in school. Parents or caregivers are expected to update this information annually or when the student's needs change. In accordance with School code section 14-1409, to the extent necessary to protect the health and safety of a student, staff members will be notified of health conditions which may adversely affect student learning or present a danger to the students. Medical information will only be disclosed by the School Health Office to school staff to the extent necessary to ensure the health and safety of a student. Unless it presents a threat to a student's health, medical information may remain confidential with the school nurse only, upon the written request of a parent or caregiver.
- Student vision, hearing, height, and weight screenings will be administered by the school nurse each school year without parental consent. Parents will be notified if results are below normal as defined by the Pennsylvania Department of Health.
- Physical examinations are given in Kindergarten and Grade 6.
- Dental examinations are completed in Kindergarten and Grade 3.
- Students are encouraged to consult with the school nurse about health concerns and interests.

**The CDC encourages students and staff to stay home when they are sick. This includes staying home from school for 24 hours after they no longer have a fever (temperature of 100F or above) or signs of a fever without the use of fever reducing medications. If you are UNSURE of whether or not to send your child, our school nurse can assist with making a determination, please reach out to her prior for clarification.

IMMUNIZATIONS AND COMMUNICABLE DISEASES

Board Policy 203. In order to safeguard the school community from the spread of certain communicable diseases, the District practices align with Board Policy 203: Immunizations and Communicable Diseases.

All students shall be immunized against specific diseases in accordance with state law and regulations unless specifically exempt for religious or medical reasons. A certificate of immunization shall be maintained as part of the health record for each student, as required by the Pennsylvania Department of Health.

The following immunizations are required for all district students:

1. Tetanus, Diphtheria and acellular pertussis (four doses with one dose on or after the fourth birthday)
2. Polio (four doses with one dose on or after the fourth birthday and at least six months after the previous dose given; A fourth dose is not necessary if the third dose was administered at age four or older and at least six months after the previous dose.)
3. Measles, mumps, rubella (two doses; usually given as MMR)
4. Hepatitis B (three doses)
5. Varicella or Chickenpox (two doses or evidence of immunity)
6. For first day of 7th grade or entry in any succeeding year:
    a. One Dose-Tetanus, diphtheria, acellular pertussis (Tdap)
    b. One Dose-Meningococcal conjugate vaccine (MCV)

7. For first day of 12th grade:
    a. One Dose-Meningococcal conjugate vaccine (MCV)—If one dose was given at 16 years of age or older, that shall count as the twelfth grade dose.

Students who have not been immunized in accordance with state regulations shall not be admitted to or permitted to attend district schools unless exempted for medical or religious reasons or provisionally admitted by the Superintendent or designee after beginning a multiple dose vaccine series and submitting proof of immunization or a medical certificate on or before the fifth school day of admittance.

MEDICATION

Board Policy 210 and 210.1. Students may not carry any form of prescription or non-prescription, over-the-counter medicine with them on school property. It is recommended that prescription and non-prescription medicines be administered at home whenever possible. However, the district recognizes that some students would be unable to attend school without receiving medication during the school day. Therefore, the district will permit the administration of prescription and non-prescription medication only under the following conditions:

1. Completion of the *Permission to Administer Medication* Form. This form may be found in the Appendix.
2. Parent or caregivers must bring the completed *Permission to Administer Medication* form and all prescription and non-prescription drugs to the school nurse. All prescription medication must be delivered in its original pharmacy packaging and be marked with: the name, address, telephone and federal DEA number of the pharmacy, the student's name, date, name of drug, prescription number, name of physician and directions for administration. All non-prescription medication must be submitted in and remain in the original container (i.e. Tylenol, Ibuprofen, cough drops/syrup, etc.).

3. Students may not transport medication at any time unless they have written permission to carry (i.e. inhaler, Epipen). Students carrying such medication must provide a written doctor's order for the medication and it must state that the student has permission to carry the medication.
4. The District will incur NO liability for use of unauthorized drugs.

Medications and Field Trips

If, in order to maintain sufficient health to participate in a school sponsored field trip, a student must be given medication, then the following procedure shall be adhered to:

1. Administration
    a. Whenever possible, parents shall be requested to administer the medication at home.
    b. All medications whether prescription or non-prescription that are to be dispensed during school hours or during a student's participation in a school sponsored field trip must be accompanied by a written authorization signed by the physician/provider and parent/caregiver and follow all requirements of this policy.
    c. Medications must be provided to the school in the original container with student name, dosage, etc.
    d. If prescribed medication must be administered, procedures under Delegation of Responsibility must be followed.
2. Delegation of Responsibility

During a day that a student would be participating in a field trip off of school grounds, medication will be dispensed as follows:

a. By the nurse, at the regularly scheduled time, if the student is in the building either prior to or after the field trip;
b. By the parent, at the designated time, if they are a chaperone for the field trip;
c. By self- administration by the student (epinephrine and inhalers only) in the presence of a teacher in the absence of a nurse, health assistant, parent or administering teacher;
d. The timing of the administration of the medications may be adjusted for the day with written consent of the physician, so the student receives their medication prior to or upon return from the field trip; or
e. The medication may be held for the day only with written authorization from the physician and parent.
f. The medication, and written directions and authorization for administration will be given to the school nurse prior to the field trip. The authorization will include the name of the student, date of the trip, time of the trip, dosage, name of the medication, and time to be administered.

STUDENT INJURY

In the event of a student being injured, every effort will be made to contact the parent by phone. If the parent/caregiver cannot be reached, then authorized persons may make whatever arrangements might be deemed necessary for transportation of the student to a hospital or available physician.

LICE POLICY

On the first day of each school year and the first day of school immediately following holiday breaks, the school nurse will inspect all elementary students for lice. At any time during the school year, the school nurse may inspect any student for lice as the need arises.

Upon inspection, if live lice are identified, the following procedures will be implemented:

- The child will be removed from the classroom and sent to the health office.
- The parent/caregiver will be called to come and pick up the child. It will be the responsibility of the parent/caregiver to transport that child home before the end of the school day. The child will not be allowed to ride the school bus home.
- The school nurse will instruct the parent/caregiver regarding the proper treatment to eliminate the nits or lice. Written instructions will be provided for the parent or caregiver.

In order to be readmitted to school, the following procedures must be followed:

- On the first day returning to school, an appointment will need to be made and the school nurse will come to meet the student and parent/caregiver when they arrive at the elementary entrance. The school nurse will immediately inspect the child for nits/lice. If live lice are visible, the child will be sent home with the parent/caregiver until all lice are removed, (it is NOT the responsibility of the school nurse to remove any nits or lice that are found.) The child will not be permitted to ride the school bus until notified by the school nurse.
- Parents/caregivers are encouraged to contact the school nurse regarding diagnosis, treatment, and progress of any particular case.
- All lice must be removed before a child is readmitted to school.

HEALTH AWARENESS PROGRAM

As part of our Health Awareness Program, the Forest City Regional School District homepage has a link to the Pennsylvania Department of Health. This link is designed to help answer any concerns you may have as a parent when it comes to the health of your child.

This website provides helpful information on health topics from A to Z. Some examples include: Asthma, Diabetes, Drug & Alcohol, Ear Infection, Flu, Food Safety,

Immunizations, Lyme Disease, Measles, MRSA, Mumps, Pink Eye, and Staph Infections, just to name a few.
To access this information simply go to http://www.fcrsd.org and click on the links box, which is located at the top right side of the page.

Information About Emergency Epinephrine

In accordance with the Pennsylvania Public School Code provisions on "School Access to Emergency Epinephrine" and Board Policy 210.1, the Forest City Regional School District maintains a stock supply of epinephrine auto-injectors in each school building (stock epinephrine auto-injectors). An auto-injector prefilled with epinephrine is the drug of choice used for the emergency treatment of severe allergic reactions (anaphylaxis) to insect stings or bites, foods, drugs, and other allergens. If your child has been diagnosed with an allergy or health condition that requires use of epinephrine, it is still your responsibility to provide your child's prescribed medication to the school nurse.

The law and Board Policy 210.1 give trained school employees the authority to administer epinephrine to any student whom they believe in good faith is experiencing anaphylaxis. In the event that a student who does not have epinephrine is experiencing an anaphylactic reaction, a trained school employee may use the stock epinephrine auto-injector in accordance with the standing order issued by the school physician or provide the student with a stock epinephrine auto-injector for self-administration.

By law, the Forest City Regional School District is required to notify parents/caregivers of their ability to exempt their children from emergency administration of stock epinephrine auto- injectors.

Please complete the attached form (Permission to Administer Stock Epinephrine for Emergency First Aid) and return it to your child's school regarding:

- Administering a stock epinephrine auto-injector to your child if they are believed to be experiencing a life-threatening allergic reaction (anaphylaxis); or

- Providing a stock epinephrine auto-injector for self-administration if your child is authorized to self-administer.

Your choice is valid for the 2026-2027 school year. If you change your mind after submitting the attached form, you must submit a written request notifying the school nurse that your prior choice is to be revoked. If you have questions or concerns, please contact Mrs. Rusnak at 570.785.2415.

HOMEROOM ASSIGNMENTS

The Forest City Regional Elementary School wants all students to succeed. The staff provides an excellent education for our students throughout the school year. Every consideration is provided to meet the students' needs. With this in mind, the professional staff at Forest City Regional Elementary School makes every effort to group students appropriately from year to year. Many hours are spent on this very important and essential task. The process is student-centered and utilizes multiple data sources collected throughout the school year to ensure that each student is placed in the optimal environment for success. Formal parent requests for specific teachers will NOT be considered.

Grade 6 Move Up Program

The Grade 6 Recognition Program encompasses a variety of talents and accomplishments. The three students with the top academic cumulative average (based on core academic classes) for the entire sixth grade year will be honored during the 6th grade end of year ceremony. Averages will be based on the trimester report card grades for ELA, math, and science/social studies throughout all three trimesters of the sixth grade year. Should the overall average for the year yield a decimal result, that decimal percentage will be taken into account in determining the top three academic honors.

Each student in the class will receive a certificate of completion to recognize the fact that all children contributed in some way to their class as they completed their elementary schooling.

For honor roll status, a student must have an 88% cumulative average in core academic classes for the sixth grade year. Any student that scores a "Needs Improvement (NI)" for two or more trimesters in the same related arts class is not eligible for honor roll designation in the sixth grade awards ceremony program or top 3 recognition.

During the program, students are also recognized for growth and achievement, perfect attendance, and participation in other events/activities throughout the year. Students must achieve specific criteria in order to receive these awards.

- Perfect attendance: Students who have not missed more than one (1) total school day for any reason throughout their sixth grade year will be recognized for Perfect Attendance. Students missing portions of the school day equating to greater than one (1) total school day will not be considered for perfect attendance, this includes arriving late or leaving early for ANY reason.
- Academic Performance: Students who meet the following criteria will be recognized for their outstanding academic performance:

- Cumulative average of 88% or better in fourth, fifth and the first two trimesters of sixth grade, without rounding.
- They must also achieve the advanced level in reading or math on the PSSA in fourth and fifth grades. These are prestigious awards that undergo rigorous standards, thus it is a great honor for a student to achieve them.

- Growth/Improvement: Students will be recognized for their growth and improvement (academic, social, behavioral, emotional) based on administrator/teacher/staff recommendation.

LAW ENFORCEMENT OFFICIALS

It shall be the policy of Forest City Regional School District to maintain a reasonable and cooperative atmosphere between the school system and the law enforcement agencies. Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers may be necessary within their respective jurisdictions. The school district's administrators shall, at all times, be responsible to protect and guarantee the rights of the students.

LIBRARY

The library contains books, periodicals, newspapers, Internet-connected computers, and other sources of reference necessary for reports and class projects, as well as for enjoyment. Library regulations are designed to enable the library to function effectively and provide the best possible service for the greatest number of people, and to assist students in developing good study habits for lifelong learning.

Students are responsible for all borrowed materials. Students will be charged for damaged or missing items. For any further information, please feel free to contact the Elementary Office at 570.785.2483.

PARENT CONFERENCES

Parent conferences will be held after the first and second trimesters. Conference dates and times are available on the board approved district calendar. Additionally, parents are encouraged to request a conference with faculty members whenever they have a concern about a student's progress.

PARENT/TEACHER ORGANIZATION

The PTO is a Parent and Teacher Organization that plays an active role in our school. Many activities are sponsored for the students (and their parents) throughout the school year. All money raised though PTO fundraisers is used to support the Parent/Teacher Organization's various activities.

Meeting dates and times will be shared with families once they have been established.

Officers for 2026-2027

Co-Chairpersons: Mrs. Michelle Graziano & Mrs. Ann Diehl
Treasurer: Mrs. Megan Chadwick
Secretary/Corresponding: Mr. Joshua Faatz

PRE-KINDERGARTEN PROGRAM (K4)

Forest City Regional School District offers a research and literacy-based Pre-Kindergarten (K4) program for all children within the district who are four years old as of September 1, 2026. We currently have three classroom teachers with full day sessions. There are also three paraprofessionals to assist the classroom teachers. Children are transported to school from their home or local daycare center on a separate bus with seat belts, and child-sized seats. All students receive breakfast, a hot lunch and snack every day.

In the Pre-Kindergarten (K4) program, children are participating in many lessons that are hands-on and minds on. They also are given many opportunities throughout the day to engage in discovery learning through play and learning centers. We encourage exploration and curiosity as they navigate through an environment set up for learning and creativity. The teachers plan lessons that are developmentally appropriate, which means they are achievable and challenging, for each student. The curriculum focuses on the whole child and promotes each child's physical, intellectual, emotional and social wellbeing and growth. The classroom environment is positive, warm, safe and enriched with literacy and print. Enrolling your child in our Pre-Kindergarten (K4) program will be a positive and rewarding experience for your child.

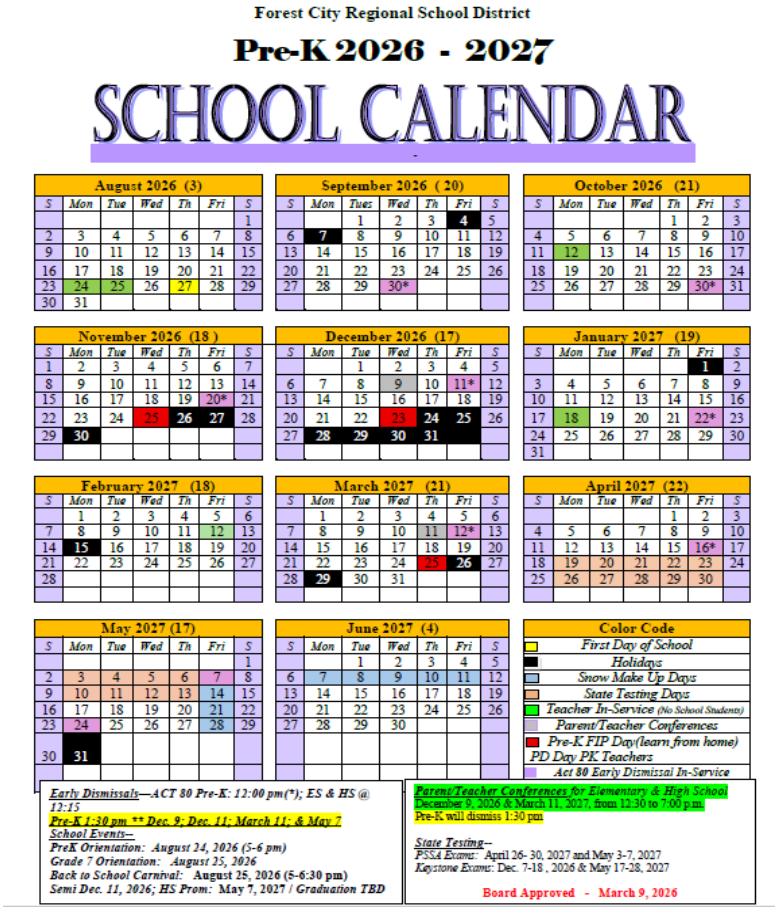
Throughout the school year there will be days (full or partial) when Pre-K students learn from home to allow for the professional development of Pre-K staff. These days are approved in accordance with the Flexible Instructional Plan approved yearly by Pre-K Counts/Office of Child Development and Early Learning (OCDEL). These days can be seen on the Pre-K calendar below. Please be aware that "unscheduled" flexible learning may also take place due to unsafe travel conditions or other events.

Pre-Kindergarten (K4) Engagement Requirements

- Eligible children must be 4 years of age on or before September 1st of the upcoming school year.
- Attendance policy is introduced to parents at orientation and Pre-Kindergarten (K4) Registration (per PA Pre-K Counts Guidelines, Educational Field Trips may NOT be granted to students in the program).
- Attendance is recorded on report cards.
- Parent/caregiver participation in conferences and communication
- Daily Response Journals for parent and teacher communication.
- Weekly newsletter

Pre-Kindergarten (K4) Transition Plan

- Pre-Kindergarten (K4) students go through the lunch line to carry their own trays from the beginning of the school year.
- The Pre-Kindergarten (K4) students take a tour to see the Kindergarten classrooms at the end of their Pre-K year. They get to meet each teacher and engage in an activity.
- In addition, PreKindergarten (K4) students will begin classroom lessons with their teachers covering Second Step's unit 5 "Transitioning to Kindergarten".
- A "Ready for School" packet is given to students to work on over the summer to prepare them for Kindergarten.
- Work sampling assessment results are passed on to the Kindergarten teachers.



Forest City Regional School District

Pre-K 2026 - 2027

SCHOOL CALENDAR

August 2026 (3)						
S	Mon	Tue	Wed	Th	Fri	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026 (20)						
S	Mon	Tues	Wed	Th	Fri	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30*			

October 2026 (21)						
S	Mon	Tue	Wed	Th	Fri	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30*	31

November 2026 (18)						
S	Mon	Tue	Wed	Th	Fri	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20*	21
22	23	24	25	26	27	28
29	30					

December 2026 (17)						
S	Mon	Tue	Wed	Th	Fri	S
		1	2	3	4	5
6	7	8	9	10	11*	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027 (19)						
S	Mon	Tue	Wed	Th	Fri	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22*	23
24	25	26	27	28	29	30
31						

February 2027 (18)						
S	Mon	Tue	Wed	Th	Fri	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027 (21)						
S	Mon	Tue	Wed	Th	Fri	S
	1	2	3	4	5	6
7	8	9	10	11	12*	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027 (22)						
S	Mon	Tue	Wed	Th	Fri	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16*	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027 (17)						
S	Mon	Tue	Wed	Th	Fri	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027 (4)						
S	Mon	Tue	Wed	Th	Fri	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Color Code
First Day of School
Holidays
Snow Make Up Days
State Testing Days
Teacher In-Service (No School Students)
Parent/Teacher Conferences
Pre-K FIP Day(learn from home) PD Day PK Teachers
Act 80 Early Dismissal In-Service

Early Dismissals—ACT 80 Pre-K: 12:00 pm(*); ES & HS @ 12:15
Pre-K 1:30 pm ** Dec. 9; Dec. 11; March 11; & May 7
School Events--
PreK Orientation: August 24, 2026 (5-6 pm)
Grade 7 Orientation: August 25, 2026
Back to School Carnival: August 25, 2026 (5-6:30 pm)
Semi Dec. 11, 2026; HS Prom: May 7, 2027 / Graduation TBD

Parent/Teacher Conferences for Elementary & High School December 9, 2026 & March 11, 2027, from 12:30 to 7:00 p.m.
Pre-K will dismiss 1:30 pm

State Testing--
PSSA Exams: April 26- 30, 2027 and May 3-7, 2027
Keystone Exams: Dec. 7-18 , 2026 & May 17-28, 2027

Board Approved - March 9, 2026

PROGRESS REPORTS

Board Policy 212. Student progress reports are typically sent home at the midpoint of each trimester. Both positive and negative reports can be sent home. Parents of students in grades 3 through 6 are encouraged to monitor their child's progress through our district Student Information System, Infinite Campus. Access to the portal and directions for use can be found on our district website.

PSYCHOLOGICAL SERVICES

A school Psychologist is available to provide assessment and consultation regarding academic, functional, and behavioral supports needed for pupils.

RECESS/OUTDOOR ACTIVITIES

Weather permitting, students have outdoor recess daily. Always dress your child for outdoor recess. Students must abide by the playground expectations. A child who is not dressed appropriately for outdoor recess may be kept indoors.

Outdoor recess guidelines:

- **60 degrees and warmer: short sleeves and shorts are okay. Provide a jacket in case of rain or windy weather.**
- **50-60 degrees: consider long sleeves or a jacket/sweatshirt for your child**
- **40-50 degrees: long sleeves and pants should be worn as well as a winter coat**
- **25-40 degrees: winter jacket, hat and gloves should be worn, especially if there is precipitation**
- **<25 degrees: BUNDLE UP! If the "Real Feel" temperature is less than 25 degrees, teacher discretion will be used for outdoor recess, but students should be prepared to be outside.**

When the weather is less than 40 degrees, the student **must** wear a winter jacket in order to participate in outdoor activities.. A hooded sweatshirt or light jacket worn during the school day is not considered appropriate as an outdoor coat. If you are in need of appropriate winter gear for your child, please contact the elementary school office or your child's teacher so we can help provide your child with the appropriate clothing they need.

SAFE SCHOOLS PLAN

With student safety as the preeminent concern of the district, the Forest City Regional Schools have developed a District-Wide Safe School Plan. This document may be viewed by members of the community at the district office.

In the event of an emergency, please keep school telephone lines open for emergency calls. Ask friends, parents, and neighbors **NOT TO PHONE THE SCHOOL**. Keep private cars out of the area of the school. Keep streets clear for emergency vehicles; police, ambulance, fire, etc.. Tune in to local radio and television stations for information on local disasters and check your email/phone for updates through Infinite Campus.

Pennsylvania School Code Section 12.2 (Student Responsibilities)

A. Student responsibilities include regular school attendance, conscientious effort in classroom work and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
B. No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
C. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.
D. It is the responsibility of the students to:
    a. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.
    b. Be willing to volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
    c. Dress and groom themselves so as to meet fair standards of safety and health and so as not to cause substantial disruption to the educational processes.
    d. Assume that until a rule is waived, altered, or repeated it is in full effect.
    e. Assist the school staff in operating a safe school for all students enrolled there
    f. Be aware of, and comply with state and local laws.
    g. Exercise proper care when using public facilities and equipment.
    h. Attend school daily, except when excused, and be on time at all classes and other school functions.
    i. Make all necessary arrangements for making up work when absent from school.
    j. Pursue and attempt to complete satisfactorily the courses of study prescribed by state and local school authorities.
    k. Avoid inaccuracies in student newspapers or publications and indecent or obscene language.

Safe School Environment
The Forest City School District strives to ensure that all students and adults are provided with a safe and effective environment in which to learn and work. This type of environment exists when distractions are kept to a minimum and behavior is orderly and is the responsibility of all members of the community. The school utilizes the services of District and building-level resources to meet this goal.

In an effort to provide students with a safe and secure school environment, the Forest City School District works collaboratively with the Susquehanna County District Attorney's Office and the Forest City Police Department adding another layer of security in the district by employing a School Resource Officer. The Forest City Regional School District School Resource Officer (SRO) works cooperatively with the district in an effort to promote positive relations between youth and law enforcement, be visible within the school community, attend and participate in school functions, build working relationships with the school's staff, students and parent groups.

Professional staff and Support staff supervise the interiors of the buildings. Special attention is devoted to entrances and corridors leading to and from exterior areas and it is required that all entering guests provide proper identification and register in the main office. Specific instructions are provided upon registration. School and District policies govern all visitors as well as our student population and municipal and state codes are enforced.

In order to create and maintain an orderly environment within the schools, students and guests are required to adhere to the rules and regulations as set forth in the Student Handbook and to abide by the decisions of the administration in disciplinary matters.

A safe school environment is essential to successful learning, and through the careful use of District resources and the monitoring of student, adult, and visitor behaviors, Forest City Regional School District provides its constituents with an effective and safe school.

Security Statement
For the safety of our staff, students, and visitors, as well as the protection of our property and equipment, security cameras are used in many Forest City Regional School District facilities and parking lots.

SCHOOL SECURITY POLICY FOR VISITORS

The Board welcomes and encourages visits to school by parents or caregivers or by other taxpayers of the community or interested educators. To insure order in the schools, it is necessary for the Board to establish guidelines governing such school visitations.

The School Code provides that the sole responsibility to make regular visits to the various schools of the District and to report to the Board concerning such visits is vested in the District Superintendent. Therefore, the District Superintendent has the authority and responsibility to implement these guidelines.

ALL entrances to the elementary building are **locked** at all times. When visiting, you will be buzzed into the main office and wait there for assistance from an Elementary Secretary. At no time will a visitor, student, or school employee prop a door open for any reason.

Admittance into the building will be by a bell system located on the left wall of the main entrance. Upon ringing the bell, visitors should state their name and purpose for the visit. Once you have been admitted, please sign in and you will be issued a visitor's badge. This includes anyone who is entering the building to pick up a child at the Health Office.

The District Superintendent or Building Principal shall have the authority to prohibit entry of any person to a school in this District unless or until all rules, procedures, and policies have been observed and followed.

- If the visitation is for a parent or teacher-initiated parent conference concerning the parent or caregiver's child, it must be scheduled in advance with the teacher. Upon arrival at school, a person visiting school for this purpose must proceed to the desk, sign in and receive a visitor's badge. Visitors will be escorted to their destination.
- All visitors must wear the provided ID badge/sticker while in the building.
- Unauthorized visitors who are in the hallway; that is, those who have not followed the above procedures and do not have a badge, will be immediately referred to the respective office.
- If the visitation is for any other purpose, arrangements must be made in advance through the office of the Building Principal.
- No visitor may confer with a student in school, other than a student of whom they are the parent or caregiver, without prior permission of the Building Principal.
- No visitor shall be allowed to photograph or videotape any person or any part of any building or to tape record any conversation of any kind without prior approval by the Building Principal and the District Superintendent.

Visitation of classrooms by persons other than school employees while a class is in progress invariably leads to disruption of the learning process. Accordingly, such visitations are not encouraged. Such visitations may be specifically approved subject to the following additional guidelines:

1. Where the classroom teacher of a student requests that a parent or caregiver be allowed to observe a class for a specified period and approval is obtained from the Building Principal, Special Education Supervisor, or District Superintendent.
2. Where a specified period of observation by a recognized professional on behalf of the parent or caregiver is approved by the District Superintendent as a necessary part of the evaluation or re- evaluation of an exceptional or thought to be exceptional student.
3. Parents who wish to volunteer within the school and school related activities must meet the following requirements:
    a. A letter of interest addressed to the Superintendent
    b. Clearances:

The necessary clearances include Act 34 (State Police Background Check), Act 151 (Child Abuse Background Check), and Act 24 (Arrest/Conviction Report).

STUDENT SUPPORTS

DISTRICT SUPPORT TEAM

The Forest City Regional School District strives to provide an educational environment that is safe and supportive for our students and staff. It is within our Guiding Beliefs not only to focus on, but support "Every Child, Every Need, Every Day." In order to fully support our students' academic development and to improve student learning and outcomes, it is imperative that we prioritize psychological safety, social and emotional learning, and mental wellness and behavioral health K-12. With the support of our collaborating mental health agency, Friendship House, we aim to provide promotion and prevention services, early intervention and targeted support within a multi-tiered system framework that integrates Positive Behavioral Interventions and Supports, Social Emotional Learning, and School Mental Health. Through this interconnected systems framework, the District Support Team plans to address the unmet social, emotional, and behavioral needs of our students by providing equitable access and support, aligning resources and systems, and offering appropriate training and professional development.

District Support Team Members:
FCRSD School Counselors: Kelsey Bryer, Sarah Carney, & Juliann Lionetti
FCRSD Administration: Michael Zack, Cynthia Weiss, Michael Coleman
FCRSD School Psychologist: Justin Stevens, Dean of Students: Jason Pantzar
Collaborating Mental Health Agency: Friendship House -Nicole Hughes, MT

STUDENT MENTAL HEALTH CRISIS

In the event of a student mental health crisis, a school counselor will conduct a preliminary assessment to determine the severity of the crisis and recommendations for any next steps. If an outside crisis evaluation is recommended, the counselor will work with the parent/caregiver to determine which outside location works best for them & fax necessary paperwork to the agency the family chooses to use.

A re-entry meeting MUST occur after a student undergoes a crisis evaluation and is returning to school. This meeting will consist of the student, their counselor, the principal or dean, the parent/caregiver, and any other necessary staff members to ensure a smooth and safe transition back to school. As part of this re-entry meeting, a team member will make a referral to our SAP program.

In the event that the school makes a recommendation for an outside crisis evaluation and the recommendation is not followed through with, the school will make a report to childline, in compliance with Act 126.

HEALTH AND WELLNESS

Too Good for Drugs is an evidence-based substance use and violence prevention curriculum delivered in grades K-3 designed to mitigate the risk factors linked to behaviors and build protection within the child to resist behaviors. There are 4 lessons per grade level and each lesson is 30 minutes in length.

Botvin LifeSkills curriculum is delivered to all students in grades 4th-6th by Mrs. Zawisky, our SEL teacher. Botvin LifeSkills is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health.

SUICIDE PREVENTION

Pursuant to section 1526 of the Pennsylvania Public School Code, 24 P.S. §15-1526, the Pennsylvania Department of Education developed Administrative Regulations to be considered when creating and implementing district-specific policies and procedures. The FCR District Support Team will refer to these regulations and as recommended, reference the Substance Abuse and Mental Health Services Administration's (SAMHSA) Preventing Suicide: A Toolkit for Schools, which outlines a multifaceted approach to school-based suicide prevention with the following six (6) components:

1. Protocols for helping students at risk of suicide
2. Protocols for responding to suicide death
3. Staff education and training

4. Parent education
5. Student education
6. Screening

Per Act 71 of 2014, Pennsylvania schools must provide education and awareness programming for all students. Options for student education on suicide prevention and awareness may include programs, curricula/classroom lessons, and or awareness activities. Section 1526 of the School Code does not mandate a specific curriculum or program be used; however, each school's policy must include protocols for administering youth suicide awareness and prevention to staff and students.

As noted, the district teaches and builds protective factors within our students through their SEL curriculum, Second Step, and the health and wellness programs identified in the above section. At the PK-8 level, Second Step, with supplemental material from Aevidum will meet our students' educational suicide-prevention needs. FCRSD has implemented and utilizes their School Safety Plan, which includes suicide intervention and postvention procedures.

ANTI-BULLYING PROGRAM

Board Policy 249. The Administration, faculty, and staff of the Forest City Regional School District is committed to providing our students with a safe, caring, supportive, and bully-free environment. The District has implemented the Second Step Social Emotional Learning curriculum which includes a Bullying Prevention Unit. Second Step's Bullying Prevention Unit teaches Kindergarten–Grade 6 students how to recognize, report, and refuse bullying.

1. Students can make self-referrals or refer a friend for help by connecting with a trusted adult in the building or making an anonymous referral online using the bullying report form found on the district's website.
2. Referrals/concerns are addressed by a member of the District Support Team or designee.
3. Any student, parent/caregiver, grandparent, and/or community member can report bullying or alleged bullying anonymously through a link on our district website. If you would like to make a referral, please log onto our website at www.fcrsd.org and click on the bullying referral form. Once the referral is filled out, click submit.

ELEMENTARY STUDENT ASSISTANCE PROGRAM (ESAP) and Request for Assistance (RFA)

Board Policy 236. In Pennsylvania, every school district is required to have a plan for identifying and assisting students who experience "barriers to learning". The Secretary of Education has established the Student Assistance Program (ESAP) as a system for assisting parents and school personnel in removing these barriers. At FCRES, there is one process to help identify students who may need additional academic,

social-emotional, and behavioral supports. This process is referred to as "RFA" or Request for Assistance.

Parents, caregivers, community, faculty/staff members, and peers are strongly encouraged to submit a Request for Assistance (RFA) referral online. This confidential referral form is available on the Forest City Regional Website: www.fcrsd.org, click on the ES RFA icon, complete the form, and press submit.

One branch of the RFA process is our elementary SAP team. The team is made up of school and agency staff and is available to help families access school and community services for students in need. The elementary student assistance (SAP) team does not diagnose, treat, or refer students for treatment, but rather provide families with information to help them make choices that will help students succeed in school.

If you have any questions or concerns related to a RFA/SAP referral, please contact the elementary school counselors.

ENGLISH LANGUAGE LEARNERS (ELLs)

The education of students whose dominant language is not English and/or are English Language Learners is the responsibility of every school district/charter school in the Commonwealth. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school district/charter school provide a program for every student who is Limited English Proficient (LEP) or an English Language Learner (ELL).

The Forest City Regional School District must administer a Home Language Survey (HLS) to all students as required by the Office for Civil Rights (OCR). The results of that survey must be retained in the student's permanent folder. For those students whose primary language is other than English (PHLOTE), the district must also determine the student's English language proficiency. Then, ESL instruction at the appropriate level must be provided for the limited English proficient student with local/state funds.

After it is determined that the student is in need of ESL instruction or bilingual education, the student's English language and native language proficiency must be determined for appropriate instructional placement. Students must also be assessed for achievement and for program exit.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

The Forest City Regional Elementary School has implemented a multi-tiered system of support in grades K through 6. This includes weekly 30-minute periods where students receive enrichment or intervention activities based on their individual needs. This process is designed to maximize students' ability to grow by addressing academic difficulties or enhancing them. During this time, students may NOT be with their grade level teacher or class and may receive intervention or enrichment from another staff member. Information regarding child placement will be provided throughout the year.

UNIVERSAL SCREENING

Universal social, emotional, and behavioral (SEB) screening is increasingly being recognized as a foundational component of a comprehensive, multi-tiered system of school-based supports. Universal SEB screening offers an evidenced-based and proactive method for monitoring universal (tier 1) supports and facilitating early identification of those students who may be at-risk for significant SEB problems.

School mental health screening is defined as the use of a systematic tool or process to identify the strengths and needs of students. Universal screening is conducted for all students for some indicator of wellbeing or risk, not just students identified as being at risk for or already displaying mental health concerns.

Universal screening for all students:

- Supports a multi-tiered system of supports (MTSS)
- Informs prevention and early intervention strategies
- Identifies concerns specific to certain grades or classrooms
- Identifies students with highest well-being
- Identifies students at risk for a mental illness or harm to self or others
- Improves access to mental health supports
- Assesses effectiveness of SEB T1 curriculum

FCRES will be utilizing the Strengths and Difficulties Questionnaire (SDQ) as a universal screener. The SDQ is a brief behavioral screening questionnaire to be completed by classroom teachers (and in some instances, parents/caregivers) to assess positive and negative "psychological attributes across emotional, behavioral, and social dimensions. There are five subscales: emotional symptoms, conduct problems, hyperactivity-inattention, peer relations, and prosocial behavior, with five questions each." https://www.sdqinfo.org/

With this screener, the FCRSD will seek PASSIVE consent for each assessment window (fall/winter and spring), meaning parents will have to sign an **opt out** form in order for their child to not be screened. All parent(s)/caregiver(s) will receive their children's scores. Parent(s)/caregiver(s) of children whose scores are flagged for Tier 2 or 3 will be notified in writing what the recommended plans for intervention or support will be. A child will not start a recommended school counseling intervention or support without

ACTIVE parental consent (return of a signed permission form to participate), Other recommendations for support through our PBIS framework (such as check-in check-out or Bus Buddies) may allow for PASSIVE consent.

More information regarding the District's policy on screening/surveys can be found within Policy 235: Student Rights/Surveys.

SCHOOL COUNSELING SERVICES

Board Policy 112. A school counseling program is an integral part of the instructional program of district schools. School Counselors focus their efforts on designing and implementing school counseling programs that promote academic, career and social-emotional success for all students. School Counselors:

1. Deliver instruction that proactively enhances awareness of mental health, promotes positive, healthy behaviors and relationships, positive decision-making skills, and problem-solving skills while seeking to remove the stigma associated with mental health issues.
2. Provide students with appraisal and advisement regarding their academic, career, and social-emotional needs to enable students to benefit from the offerings of the instructional program.
3. Provide short-term counseling and crisis intervention focused on mental health or situational concerns such as grief or difficult transitions.
4. Provide referrals for long-term support as needed.
5. Identify academic, social-emotional, and physical needs.
6. Advocate for students at student-focused meetings.
7. Act as a systems change agent to improve equity and access, achievement, and opportunities for all students.

Services provided by the School Counselor can include both direct and indirect services. Direct services include instruction, appraisal, advisement, and short-term counseling (individual and small group, both of which will require parent permission if recommended as an intervention). Indirect services include consultation, collaboration, and referrals to ensure appropriate supports are recommended to families and students in need.

The mission of the Forest City Regional K-12 School Counseling Department is to create and promote a comprehensive school counseling program guided by the ASCA National Model to foster students' social/emotional, academic, and career development by:

- Designing data-driven, proactive and preventive programming that is developmentally and culturally affirming to all students' needs;
- Collaborating and consulting with all educational partners (administration, faculty and staff, parents, community, and post-secondary entities) to advocate for systemic change that promotes equity and inclusion amongst all student groups;

- Empowering students to take ownership and self-advocate to obtain their post-secondary goals.

For more information regarding the School Counselor and the importance of confidentiality, please review the Confidentiality Guidelines found in the Appendix. As a general role, School Counselors maintain confidentiality with students, unless one of the following exceptions apply:

1. Someone wants to hurt the student
2. The student wants to hurt someone
3. The student wants to hurt themself

Updated program information can also be found on the school's website.

SPECIAL EDUCATION SERVICES (CHILD FIND)

Annual Public Notice of Special Education Services and Programs, Services for Gifted, Homeless, Migrant Students and Services for Protected Handicapped Students.

To Parents who reside in the Forest City Regional School District.

El contenido de esta nota se ha escrito en inglés. Si usted no entiende esta nota, debe contactar el distrito escolar (vea los contactos) y solicitar una explicación.

The content of this notice has been written in English. If a person does not understand any of this notice, they should contact the Forest City Regional School District Department of Special Education and request an explanation.

Notice to Parents-Child Find

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts (SDs), intermediate units (IUs) and charter schools (CSs) are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973, McKinney-Vento Homeless Assistance Act, Education for Homeless Youth 42USCA 11431.

For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout the school district, intermediate unit, and charter school of the child identification activities and of the procedures followed to

ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit, and charter school shall publish written information in the handbook and on the web site. Children ages three through twenty-one can be eligible for special education programs and services, including youth incarcerated in adult facilities and/or residential/detention facilities, homeless and migrant children, wards of the state, and private school students.

If parents believe that the child may be eligible for special education, the parent should contact the Forest City Regional School District Department of Special Education at (570)785.2444.

Children ages three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need Special Education and related services. Developmental delay is defined as a child who is less than the age of beginners and at least 3 years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas. (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information you may contact Colleen Penzone, NEIU Early Intervention Supervisor at (570)876.9255.

Evaluation Process

Each school district, intermediate unit, and charter school has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school in which your child attends.

Parents of children ages birth through five, may request an evaluation through Early Intervention.

Consent

School entities cannot proceed with an evaluation or reevaluation, or with the initial provision of Special Education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website, www.Pattan.net.

Once written parental consent is obtained, the district will proceed with the evaluation process at public expense. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

Program Development

Once the evaluation process is completed, a team of qualified professionals and parents determine whether the child is eligible. If the child is eligible, the Individualized Education Program team meets, develops the program, and determines the educational placement. Once the IEP Team develops the program and determines the educational placement, school district staff, intermediate unit staff, or charter school staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Confidentiality of Information

The SDs, IUs, and CS's maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA).

The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information. Uninterrupted Scholars Act, which became law in January 2013, allows a district to disclose education records of a student to an agency caseworker or representative from the state or a local child welfare agency or to a tribal authority if that person is determined to have a right to access and the agency/tribal authority is legally responsible for the student's care and protection.

Annual Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the District receives a request for access. Parents or eligible students should submit to the school Principal a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The Right to Request Amendment of the student's education records in the event that the parent or eligible student believes that the records are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. If a parent or eligible student believes that an educational record is inaccurate or misleading, they should write to the school Principal and clearly identify the part of the record they want changed and specify why it should be changed. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

According to FERPA, directory information about students may be released by the district without parental consent, provided annual notification has been given and the school does not have written denial to release directory information on file. Schools do use discretion when they receive requests for directory information and will not release such information if it is the building administrator's judgment that releasing such information would not be in the best interest of the student.

Examples of general directory information include: name, address, telephone listing, date and place of birth, photographs, participation in officially recognized activities and sports, field of study, weight and height of athletes, enrollment status and grade level, degrees and awards received, dates of attendance, most recent school attended.

This information will be made available to qualified agencies upon request. Qualified agencies include, but are not limited to: colleges and universities, scholarship providers, trade and technical schools, and potential employers.

In addition, Federal Every Student Succeeds Act provides that all branches of the military have access to three directory information categories: name, address, and telephone listing, unless parents have advised the school that they do not want their student's information disclosed without prior written consent.

Parents have the right to have directory information withheld upon written request. If you prefer to deny release of your student's directory information, please indicate so on the Student Handbook Acknowledgement Form.

For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA).

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child, contact Mrs. Michelle Lesjack, Special Education Director, at (570)785.2444.

For preschool age children, information, screenings and evaluations requested may be obtained by contacting Colleen Penzone at the Northeastern Educational Intermediate Unit at (570)876.9255.

Forest City Regional Elementary School Handbook Addendum

PUBLIC HEALTH AND SAFETY PRECAUTIONS

In the event of a public health emergency, Forest City Regional School District will follow all guidance and recommendations set forth by the Center for Disease Control and Prevention, the Pennsylvania Department of Health, the Pennsylvania Department of Education, and local government agencies.

APPENDIX/BOARD POLICIES

CHILDREN'S HEALTH INSURANCE PROGRAM (CHIP)



High-quality health care coverage from CHIP helps keep kids strong

CHIP COVERS

- Routine check-ups
- Prescriptions
- Hospitalization
- Dental
- Eye Care
- Eyeglasses
- Behavioral care
- Specialty care
- More

CHIP covers uninsured kids up to age 19 in Pennsylvania. It doesn't matter why your kids don't have health coverage right now; CHIP may be able to help. Most kids receive CHIP for free. Others can get the same benefits at a low cost.

CHIP is brought to you by leading health insurance companies who offer quality, comprehensive coverage.

There is no limit on income. If your income is below CHIP guidelines, your child may be enrolled in Medical Assistance.

APPLY/RENEW
CHIPcoversPAkids.com • 800-986-KIDS

chip Pennsylvania's Children's Health Insurance Program
We Cover All Kids.

The possession or use of tobacco, drug substances or paraphernalia, including alcohol or any chemical or medication not listed or approved by the school health office, on school property or while involved in a school-related activity is forbidden. In addition to school buildings, this restriction extends to school, buses, school grounds, field trips sponsored by the school, or any activity related to the school. This would include any activity for which the school is responsible, whether on or off school grounds.

The Principal has the right to issue citations with the district magistrate when a student is found smoking, using drugs, alcohol or any other chemical inside the building or on the school campus. In addition, any student found in violation of the Drug, Tobacco, and Alcohol Policy will automatically be referred to the Elementary Student Assistance Program (ESAP).

Students violating this policy will be subjected to the guidelines outlined in the Forest City Regional School District Discipline Policy.

TOBACCO PRODUCTS AND VAPING

Board Policy 222. The Forest City Regional School District recognizes that tobacco and vaping products present a health and safety hazard that can have serious consequence for both users and nonusers and the safety and environment of the schools.

State law defines tobacco as any cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product; as well as spit tobacco, also known as smokeless, dip, chew, snuff, and any other spit tobacco product in any form. Lighted or unlighted cigarette, cigar and pipe; other lighted smoking product; vapor sticks and smokeless tobacco in any form.

Tobacco use includes chewable tobacco products, snuff and smoking by inhaling, exhaling, burning, or carrying any lighted cigarette, cigar, pipe, or other device which contains tobacco or other smoke or vapor producing products such as an e-cigarette, vape, JUUL, or any product containing nicotine such as Nico water. This also would include possession of a lighter.

All students are prohibited from possession, use, or sale of tobacco at any time in all school facilities, whether owned, rented or leased, and in all vehicles that the school district owns, leases, rents, contracts for or controls. Additionally, the possession, use or sale of tobacco products at school-sponsored activities that are held off school property are strictly prohibited.

The administration may report incidents of possession, use or sale of tobacco by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations,

The administration shall notify the parent/caregiver of any student directly involved in an incident involving possession, use or sale of tobacco immediately, as soon as practicable.
A student convicted of possessing or using tobacco in violation of this policy may be fined up to fifty dollars ($50) plus court costs or admitted to alternative adjudication in lieu of imposition of a fine. Students in violation of the district tobacco policy will be subject to disciplinary action.

CONTROLLED SUBSTANCES AND PARAPHERNALIA

The Forest City Regional School District recognizes that the abuse of drugs and alcohol is a serious problem with legal, physical, and social implications for the whole school community. The District will strive to prevent abuse of such substances. Board Policy 227: Controlled Substances and Paraphernalia provides additional information.

Controlled substances shall include those prohibited by federal and state law, prescription or non-prescription medications, except those for which permission for use in school has been granted, look-alike drugs, alcoholic beverages, anabolic steroids, volatile solvents or inhalants, such as but not limited to glue and aerosol products, herbal or chemical products containing synthetic cannabinoids known as K2 or Spice (irrespective of the legality of synthetic cannabinoids under Pennsylvania law), and substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws.

Under federal law drug paraphernalia is defined as any equipment, product or material of any kind which is primarily intended or designed for use in manufacturing, compounding, converting, concealing, producing, processing, preparing, injecting, ingesting, inhaling, or otherwise introducing a controlled substance into the human body.

The administration prohibits students from using, possessing, distributing, and being under the influence of any controlled substances and from possessing or distributing drug paraphernalia during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.

If based on the student's behavior, medical symptoms, vital signs, or other observable factors, the building Principal or designee has reasonable suspicion that the student is under the influence of a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.

Violation of this policy will result in suspension from school and exclusion from all school activities. Students in violation of this policy will be reported to civil authorities for appropriate legal action. In addition, a formal Board hearing may be held which may result in the student's expulsion from the Forest City Regional School District.

Students seeking self-help and/or students seeking help for a friend will be guaranteed that strict confidentiality will be maintained to the extent permitted and required by law regarding the problem and the source of information.

EVERY STUDENT SUCCEEDS ACT (ESSA)

President Obama signed the Every Student Succeeds Act into law on December 10, 2015.

Complaint Resolution Process for Federal Programs of the Every Student Succeeds Act (2015)

Introduction

The No Child Left Behind Act of 2001 (NCLB) legislation requires Local Educational Agencies (LEAs) to adopt written procedures for "receiving and resolving any complaint alleging violations of the law in the administration of programs." In accordance with this legislative requirement, the **Forest City Regional 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 statement that the district has violated a requirement of federal statute or regulations which apply to programs under the Every Child Succeeds Act (2015).
- The facts on which the statement is based.
- Information on any discussions, meetings or correspondence with PDE or the district regarding the complaint.

Complaint Resolution Procedures

1. **Referral** – Complaints against the Forest City Regional School District must be filed in writing with the Forest City Regional Elementary School Principal.
2. **Acknowledgement** – The Elementary Principal will acknowledge receipt of the complaint in writing and inform the Federal Programs Coordinator and Superintendent.
3. **Investigation** – The Elementary Principal will thoroughly investigate the complaint and attempt to resolve it informally. If the problem cannot be resolved informally, it will be referred to the Federal Programs Coordinator.
4. **Opportunity to Present Evidence** – At the Federal Programs Coordinator's discretion, the complainant (or a representative) may provide evidence. Such a presentation may include the opportunity for each side to question parties to the dispute and any of their witnesses.

5. **Report and Recommended Resolution** – Once the Federal Programs Coordinator has finished the investigation and the taking of evidence, they 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 Federal Programs Coordinator will issue the report to all parties of the complaint, along with the Elementary Principal and the Superintendent.

6. **Follow-up** – The Federal Programs Coordinator will ensure that the resolution of the complaint or appeal is implemented.
7. **Time Limit** – The period between Forest City Regional School District's receipt of a complaint and its resolution shall not exceed sixty (60) calendar days.
8. **Right to Appeal** – In appropriate cases, the complainant may appeal the recommended resolution to the Chief of the Division of Federal Programs, Pennsylvania Department of Education.

Filing a Complaint

Complaints should be dated and filed in writing with the Forest City Regional Elementary School Principal.

GRADING POLICY

The Forest City Regional Elementary School's grading policy is the vehicle by which students, parents, and teachers are made aware of the student's progress in their schoolwork.

REPORT CARDS

Board Policy 212. The Forest City Regional Elementary School has developed Standards Based Report Cards in grades Kindergarten through 3. The report card reflects the Pennsylvania State Academic Standards, which are benchmark measures that define what students should know and be able to do at specific grade levels. They are the basis for curriculum and instruction. Parents are periodically notified of the student's progress. This notification takes the form of a report card, which is distributed after the conclusion of every trimester. Additionally, parents with children in grades PK through 12 are now able to access their child's portal on the Forest City Regional School District Parent Portal website:
https://forestcitypa.infinitecampus.org/campus/portal/students/forestcity.jsp
Users of the portal will have access to their child's current information as well as view their grades for students in grades 3-6; users can also view or print draft versions of their report cards and transcripts. However, if a parent does not have a computer or internet access, they may contact the Elementary School Office to make arrangements to receive a printed progress report.

To gain access to the Portal, the user (student and/or parents/caregivers) must submit their email addresses to the Elementary School Office. After email addresses are added, we will send home a letter with instructions on how to create your own account at home. Please refer to the website for more information.

HAZING POLICY

Purpose
Board Policy 247. 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.

Definitions
For purposes of this policy, **hazing** is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student or causes willful destruction or removal of public or private property for the purpose of initiation or membership in or affiliation with any organization recognized by the Board.

Endanger the physical health shall include but not be limited to any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, alcoholic beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety of the individual.

Endanger the mental health shall include any activity that would subject an individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

Authority
The Board does not condone any form of initiation or harassment, known as hazing, as part of any school-sponsored student activity. No student, coach, sponsor, volunteer or district employee shall plan, direct, encourage, assist or engage in any hazing activity. [1][2][3][4]

The Board directs that no administrator, coach, sponsor, volunteer or district employee shall permit, condone or tolerate any form of hazing.

The district will investigate all complaints of hazing and will administer appropriate discipline to any individual who violates this policy.

The Board encourages students who have been subjected to hazing to promptly report such incidents to the building Principal.

Delegation of Responsibility
District administrators shall promptly investigate all complaints of hazing and administer appropriate discipline to any individual who violates this policy.

Students, administrators, coaches, sponsors, volunteers, and district employees shall be alert to incidents of hazing and shall report such conduct to the building Principal.

The district shall annually inform students, parents/caregivers, coaches, sponsors, volunteers and district staff that hazing of district students is prohibited, by means of distribution of written policy, publication in handbooks, or verbal instructions by the coach or sponsor at the start of the season or program

Guidelines
Complaint Procedure

- When a student believes that they have been subject to hazing, the student shall promptly report the incident, orally or in writing, to the building Principal.
- The principal shall conduct a timely, impartial, thorough, and comprehensive investigation of the alleged hazing.

HOMELESSNESS-MCKINNEY-VENTO ACT

Board Policy 251. The Forest City Regional School District recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students. The Forest City Regional School District shall take all steps possible to identify homeless children within the district, ensure enrollment and eliminate any barriers that may prevent their attendance and education in compliance with federal and state law and regulations.
Homelessness is defined as any individual lacking a fixed, regular and nighttime residence which includes:

- Sharing the house of other persons due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks or camping grounds due to a lack of alternative or adequate accommodations
- Living in emergency, transitional or domestic violence shelters
- A primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations for human beings
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
- Migratory children living in conditions described in previous examples.

Unaccompanied youth refers to a homeless child or youth who is not in physical custody of a parent/guardian unless court placed.

Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless or unaccompanied youth.

Enrollment

As required by law, the district must make placement determination on the basis of the best interest of the homeless child or unaccompanied youth. This includes:

- In accordance with the student's best interest, continue to enroll the student in his/her school or origin (the school that the student attended when permanently housed or was last enrolled) while he/she remains homeless or until the end of the academic year
- Enroll the child or unaccompanied youth in any public school that non-homeless students who live in the attendance area in which the child is actually living are eligible to attend.

The selected school shall **immediately enroll** the student and begin instruction, even if the student is unable to produce records normally required for enrollment per district policy.

If the student's grade level is unable to be determined due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's placement.

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parents/guardians shall be provided with a written explanation of the district's decision, their right to appeal and the procedures to use for the appeal.

Services

Homeless or unaccompanied youth shall be provided the same services comparable to those offered to other district students including, but not limited to, transportation, nutrition programs, vocational programs, technical education, preschool programs, ESL programs, programs for students with disabilities and gifted students.

Transportation

The district shall provide transportation for homeless or unaccompanied youth students to their school of origin or the school they choose to attend within the district. If the school of origin is outside the district boundaries or in another district but will attend

their school of origin in this district, the districts shall agree upon a method to apportion the responsibility and costs of transportation.

Dispute Resolution Process

The following procedures shall govern the resolution of disputes regarding enrollment, school selection, homeless status and complaints of non-compliance with legal requirements pertaining to the education of homeless students:

- The parent/guardian or unaccompanied youth shall be referred to the district's liaison for homeless students.
- The liaison shall ensure that the child or unaccompanied youth is immediately enrolled, explaining the dispute resolution process.
- Parents/guardians will be provided with Procedural Safeguards Notice form, which explains the complaint process and their right to appeal the school's decision.
- Complaints can be made in writing or verbally over the phone.
- Appeals should be directed to the McKinney-Vento Regional Coordinator or the Pennsylvania State Coordinator. Their information can be found at: https://directory.center-school.org/homeless/liaison

For more information please contact the Forest City Regional School District, Homeless Liaison, Darlene Hamlyn at dhamlyn@fcrsd.org or 570.785.2469.

HOMEWORK POLICY

Purpose of Policy

Board Policy 130. The purpose of this policy is to promote a district-wide, consistent approach in utilizing homework in the instructional process. Guided by professional literature, teacher's input, and a teacher/administrative review committee, this policy, along with supporting guidelines, is intended to focus on the responsibilities of the teachers, students, and parents in the meaningful, appropriate use of homework at various levels and for various disciplines throughout the system.

Philosophy

The Forest City Regional School District strongly believes that homework is an integral part of the educational program and should reflect student needs, capabilities and/or interests. Homework reinforces the school curriculum, complements program objectives, and relates to Pennsylvania's Academic Standards. It is essential since it provides opportunities for students: to prepare for, review, practice, apply, retain, reinforce independent work study skills; to effectively use school and community resources; and, to develop self-discipline. There is a direct correlation between academic success and completion of assignments.

The District defines homework as assignments to be completed at home. These assignments are an extension of the classroom learning environment, serve as independent practice, and can include (but are not limited to) computation and problem solving, projects, essays, researching, writing notes, studying, reports, journal responses, lab reports and the reading of narrative and informational text.

Although all homework is not graded for accuracy, teachers have discretion in the amount of points that can be assigned for the completion of any homework assignment. Teachers have this same discretion in awarding points or credit for long term projects that students are to complete at home. Teachers will make students aware of the amount of points or credit attached to long term projects at the time these assignments are made.

Students may make up homework they have not completed as a result of excused absences. Teachers will use their discretion in setting a reasonable amount of time for students to complete this make-up homework. Homework is not to be used as a punishment for student misconduct.

Homework Time Guidelines

Homework time guidelines for various grade levels include the following approximate ranges:

Grades K5-2:	10-20 minutes per day
Grades 3-4:	45 minutes per day
Grades 5-6:	Maximum of 1 hour per day

NOTE: These time guidelines are averages of the maximum time students may be required to spend on homework each night. On some nights, the time necessary for completion of homework may be less. On other nights, students will need to spend some additional time on homework.

This would be the situation when major projects are assigned. In general, teachers make this type of assignment to be completed over a lengthy time period. Teachers would expect that students would complete parts of the assignment on nights when they have fewer assignments from other classes.

Teacher Responsibilities

1. Assign homework consistent with District policy and guidelines.
2. Inform students of short and long term goals of assignments.
3. Notify parents when the failure to complete homework assignments has a negative impact on student grades.
4. Establish well-defined responses to behavior in alignment with the School Wide Positive Behavior Intervention and Supports program for not completing assignments and share plan with the building administrator, parents, and students.

5. Provide students with adequate directions including the purpose and procedures for each assignment.
6. Provide procedures for students to complete missed assignments.
7. Provide feedback related to students' completion of assignments.
8. Inform and/or involve the Librarian and/or Technology Coordinator regarding assignments that require research and collection of data.
9. Routinely collaborate with teaching teams/departments through meetings, calendars, homework hotline, and written and electronic correspondence in order to coordinate overall student homework load and test administration.

Student Responsibilities

1. Become familiar with the District homework philosophy, guidelines, and expectations.
2. Manage time to complete assignments.
3. Complete missed assignments as required by the teacher.
4. Ask for further explanation if original directions are not completely understood or if help in the completion of the assignment is required.
5. Utilize agenda books when provided.

Parent Responsibilities

1. Become familiar with the District homework philosophy, guidelines, and expectations.
2. Provide feedback to the school regarding problems related to homework progress, difficulty, and time spent.
3. Provide an appropriate work environment and the time necessary for completion of assignments.
4. Encourage and support children to fulfill their homework responsibilities.

HONOR ROLL

In Grades 4, 5, and 6 to achieve honor roll status, a student must achieve an 88% or better overall average (without rounding) in the following subjects – English/Language Arts, Mathematics, Science and Social Studies. In addition, a grade of at least 80% or "Developing (D)" is required in all other subject areas; including Art, Music, Personal Development(SEL/Library), Physical Education, and Computers.

In addition to the honor roll, students in grades 4, 5, and 6 can achieve **Distinguished Honor Roll status if they obtain** a 93% average or better overall average (without rounding) in the following subjects – English/Language Arts, Mathematics, Science and Social Studies. In addition, a grade of at least 80% or "Developing (D)" is required in all other subject areas; including Art, Music, Personal Development(SEL/Library), Physical Education, and Computers.

IMMUNIZATION POLICY

Immunization Guidelines

All students shall be immunized against specific diseases in accordance with state law and regulations, unless specifically exempt for religious or medical reasons.

A certificate of immunization shall be maintained as part of the health record for each student, as required by the Pennsylvania Department of Health.[2]

A student who has not been immunized in accordance with state regulations shall not be admitted to or permitted to attend district schools, unless exempted for medical or religious reasons or provisionally admitted by the Superintendent.[3][4][5][6][2]

A student shall be exempt from immunization requirements whose parent/caregiver objects in writing to such immunization on religious grounds or whose physician certifies that the student's physical condition contraindicates immunization.[3][4][5][6]

Monitoring of immunization requirements shall be the responsibility of the Superintendent or designee and the head nurse.[3]

The Superintendent or designee shall:

1. Annually review state standards for immunization and direct the responsible district personnel accordingly.
2. Ensure that parents/caregivers are informed prior to a student's admission to school of the requirements for immunization, the requisite proof of immunization, exemption available for religious or medical reasons, and means by which such exemptions may be claimed.[3][5][6][2][7][8]
3. Investigate and recommend to the Board district-sponsored programs of immunization that may be warranted to safeguard the health of the school community. Such a program shall be subject to Board approval and may be conducted in cooperation with local health agencies.

The Superintendent or designee shall report immunization data on the required form to the Department of Health by October 15 of each year.[9]

Communicable Diseases

The Board authorizes that students who have been diagnosed by a physician or are suspected of having a disease by the school nurse shall be excluded from school for the period indicated by regulations of the Department of Health for certain specified diseases and infectious conditions.[10][11][12]

The school nurse shall report the presence of suspected communicable diseases to the appropriate local health authority, as required by the Department of Health.[13][14][15]

The Superintendent or designee shall direct that health guidelines and universal precautions designed to minimize the transmission of communicable diseases be implemented in district schools.

Instruction regarding prevention of communicable and life-threatening diseases shall be provided by the schools in the educational program for all levels, in accordance with state regulations.[16]

Parents/Caregivers shall be informed of and be provided opportunities during school hours to review all curriculum materials used in instruction relative to communicable and life-threatening diseases.[17][16][18]

Health Records

A comprehensive health record shall be maintained for each student enrolled in the district. The record shall include the results of required tests, measurements, screenings, regular and special examinations, and medical questionnaires.[19][20]

All health records shall be confidential, and their contents shall be divulged only when necessary for the health of the student or to a physician at the written request of the parent/caregiver.[21]

INTEGRATED PEST MANAGEMENT POLICY

The Forest City Regional School District uses an Integrated Pest Management (IPM) approach for managing insects, rodents and weeds. Our goal is to protect every person from pesticide exposure by using an IPM approach to pest management. Our IPM approach focuses on making the school building and grounds an unfavorable habitat for these pests by removing food and water sources and eliminating their hiding and breeding places. We accomplish this through routine cleaning and maintenance. We routinely monitor the school building and grounds to detect any pests that are present. The pest monitoring team consists of our building maintenance, office and teaching staff, and includes our students. Pest sightings are reported to our IPM coordinator who evaluates the "pest problem" and determines the appropriate pest management techniques to address the problem. The techniques can include increased sanitation, modifying storage practices, sealing entry points, physically removing the pest, etc.

From time to time, it may be necessary to use pesticides registered by the Environmental Protection Agency to manage a pest problem. A pesticide will only be used when necessary, and will not be routinely applied. When a pesticide is necessary, the school will try to use the least toxic product that is effective. Applications will be made

only when unauthorized persons do not have access to the area(s) being treated. Notices will be posted in these areas 72 hours prior to application and for two days following the application.

Parents or caregivers of students enrolled in the school may request prior notification of specific pesticide applications made at the school. To receive notification, you must be placed on the school's notification registry. If you would like to be placed on this registry, please notify the district in writing. Please include your email address if you would like to be notified electronically.

If a pesticide application must be made to control an emergency pest problem, notice will be provided by telephone to any parent or caregiver who has registered such notification in writing. Exemptions to this notification include disinfectants and antimicrobial products, self-containerized baits placed in areas not accessible to students; gel type baits placed in cracks, crevices or voids, and swimming pool maintenance chemicals.

Each year the district will prepare a new notification registry. If you have any questions, please contact John Reeder, IPM Coordinator, at (570)785-2424.

SEARCH AND SEIZURE POLICY

Purpose

Board Policy 226. The Board acknowledges the need to respect the rights of students to be free from unreasonable searches and seizures while fulfilling the district's interest in protecting and preserving the health, safety and welfare of the school population, enforcing rules of conduct, and maintaining an appropriate atmosphere conducive to learning.

Authority

School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, without a warrant, when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.[1][2][9][10]

The district has a compelling interest in protecting and preserving the health, safety and welfare of the school population, which under certain circumstances may warrant general or random searches of students and their lockers, vehicles or other belongings without individualized suspicion, for the purpose of finding or preventing entry onto

school property of controlled substances, weapons or other dangerous materials.[5][6][7]

Delegation of Responsibility

The Board authorizes the administration to conduct searches of students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions in accordance with the standards set forth in this policy.

The Superintendent or designee, in consultation with the district solicitor, shall develop guidelines and procedures to implement this policy, and shall ensure that school staff who are involved in carrying out searches or determining when searches will be conducted receive appropriate periodic training about such procedures and currently applicable legal standards.[2]

Students, parents/caregivers and staff shall be notified at least annually, or more often if deemed appropriate by the administration, about the standards and procedures in effect pursuant to this policy.

Guidelines

Individualized Suspicion Searches

Students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, may be searched without a warrant when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.[2]

In determining whether reasonable suspicion exists, the Principal or designee always should be able to articulate what is being looked for, and why it is thought to be located in the particular place to be searched. The scope of a search should be limited to the place or places the item sought is believed to be.

Examination by school staff of text messages, call logs, files, images or other data contained in a student's mobile telephone or other electronic device, without the student's consent, normally constitutes a search that must be justified by reasonable suspicion that material in violation of law, district policy or school rules, or evidence of such a violation, is contained in the particular files, directories or other data locations being examined in the device.

Random or General Searches Without Individualized Suspicion
Under certain circumstances, random or general searches of students and their belongings, including student lockers or vehicles parked on school property, may be conducted during the school day or upon entry into school buildings or school activities, in the absence of suspicion focused on a particular student or students, for the purpose of finding or preventing entry onto school property or activities of controlled substances, weapons or other dangerous materials. Such searches normally will be conducted in a minimally intrusive manner using screening methods such as dogs or other animals trained to detect controlled substances, explosives or other harmful materials by smell, as well as metal detectors and other technology. When such screening methods provide a reasonable suspicion that particular students, items or places possess or contain controlled substances, weapons or other dangerous material, screening may be followed by physical searches of those particular students, items or places on an individualized basis.

Random or general searches for weapons may be conducted when there are circumstances, information or events tending to indicate increased likelihood that students may be armed or headed for physical confrontation because of community strife or tensions, or as a continuation or escalation of a prior incident, in or out of school, which threatens to spill over into school, into a school-sponsored activity, or into other times and places that students are under school supervision.

Random or general searches for controlled substances may be conducted when there are circumstances, events or information tending to indicate significant drug use, possession or trafficking among students in school.

Random or general searches not based on individualized suspicion must be approved in advance by the Superintendent or designee, in consultation with the district solicitor. Coordination with law enforcement officials will be accomplished as provided in the memorandum of understanding with the applicable law enforcement agency.[8]

Searches Upon Consent
Searches may be conducted at any time, with or without reasonable suspicion, if the student has given knowing and voluntary consent specific to the place to be searched.

The administration may establish rules and procedures governing certain privileges enjoyed by students, such as the privilege of parking a vehicle on school grounds, that make the student's consent to random searches or inspections a condition of access to the privilege.[6]

Searches by or at the Request of Law Enforcement Officials
The legal standards governing searches initiated by school officials are less strict than the standards applicable to law enforcement authorities in many situations. When searches of students, student belongings, vehicles or lockers are conducted by or at the

request of law enforcement officials, with or without the involvement of school staff, law enforcement officials are solely responsible for ensuring that a warrant has been issued or that the circumstances otherwise permit the search to be lawfully conducted in accordance with the standards applicable to law enforcement actions. School staff will not interfere with or obstruct searches initiated by law enforcement, but may assist when law enforcement officials have requested such assistance and have represented that a warrant has been issued or that they otherwise have proper authority for a lawful search.[8]

Locker Inspections and Searches

Lockers are assigned to or otherwise made available to students as a convenience for the safe storage of books, clothing, school materials and limited personal property, and to facilitate movement between classes and activities and to and from school. Such lockers are and shall remain the property of the school district, and to the extent students have any expectation of privacy of lockers at all, it is very limited.

No student may place or keep in a locker any substance or object that is prohibited by law, Board policy or school rules, or that constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself. Students are required to ensure that their lockers do not contain spoiled food items or beverages, or soiled clothing which may attract pests, create odors or cause unhealthy conditions. A student locker may be opened and inspected for cleanliness, with or without the consent of the student, whenever there are odors, pests or other indications that a locker contains spoiled food, soiled clothing in need of laundering or similarly unhealthy matter.

Students are exclusively responsible for locking their assigned lockers to ensure the security of their personal belongings and school property entrusted to them. Students are permitted to secure their assigned lockers only with locks provided by the district, or if the district does not provide locks, personal combination locks for which the combination has been provided to designated school staff.

Prior to an individual locker search or inspection, the student to whom the locker is assigned shall be notified and be given a reasonable opportunity to be present. However, when there is 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 notice to the student.

The Principal or a designated staff person shall be present whenever a student locker is inspected for cleanliness or is searched. The Principal or designee shall maintain written records of all occasions when a locker is searched or inspected. Such records shall include the reason(s) for the search, persons present, objects found and their disposition.

Searches Involving Removal of Clothing or Examination Beneath Clothing

Searches of students involving the removal of undergarments or examination beneath undergarments are subject to stricter standards than are required to justify other searches of a student's person or belongings. Such searches are permitted only when the basis for suspicion establishes either:

1. That the reasons for believing that the items being searched for are concealed specifically inside undergarments are stronger reasons than grounds that would support only a more general reasonable suspicion that the student is in possession of the items or has them somewhere on the student's person; or,
2. That the quantity or nature of the items being sought present a higher level of danger to the school population than other kinds of contraband.

Searches involving the removal of or examination beneath any clothing of a student, other than jackets, coats or other outerwear, shall be conducted only by a staff person of the same gender as the student, with at least one (1) other staff person of the same gender present as a witness, and in a location ensuring privacy from observation by persons not involved in the search or of the opposite sex.

Searches involving the removal of undergarments or examination beneath undergarments will be conducted only after consultation with the district solicitor.

Handling and Disposal of Items Found in the Course of Searches

Any items or material found during a search or inspection, the student's possession of which is in violation of law, district policies or school rules, or otherwise is evidence of such a violation, may be confiscated, and may be used as evidence in student discipline proceedings or a criminal investigation, even if such items or material were not the original objective of the search or inspection.

The Principal shall be responsible to ensure that confiscated items or material are properly inventoried and secured until the conclusion of disciplinary action, if any, and are then properly disposed of if not appropriate to be returned to the student. Items or materials that are evidence of a criminal offense, or that are not lawful for ordinary citizens to possess will be promptly turned over to proper law enforcement authorities for custody or disposal.

STUDENT CODE OF CONDUCT

Purpose
The Board finds that student conduct is closely related to learning. An effective educational program requires a safe and orderly school environment.

Authority
The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in the school district during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities.[1][2][3][4][5]

The Board shall adopt a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, sex, color, religion, sexual orientation, national origin or handicap/disability. Each student must adhere to Board policies and the Code of Student Conduct governing student discipline.[6][2][3][4][5][7]

The Board prohibits the use of corporal punishment by district staff to discipline students for violations of Board policies and district rules and regulations.[8]

Any student disciplined by a district employee shall have the right to notice of the infraction.[9]

Suspensions and expulsions shall be carried out in accordance with Board policy.[9]

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[10][11][5][12][13][14]

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

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[15][16]
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the

expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility
The Superintendent or designee shall ensure that reasonable and necessary rules and regulations are developed to implement Board policy governing student conduct.

The Superintendent or designee shall publish and distribute to all staff, students and parents/caregivers the rules and regulations for student behavior contained in the Code of Student Conduct, the sanctions that may be imposed for violations of those rules, and a listing of students' rights and responsibilities. A copy of the Code of Student Conduct shall be available in each school library and school office and may be printed in the student handbooks.[2][7]

The building Principal shall have the authority to assign discipline to students, subject to the policies, rules and regulations of the district and to the student's due process right to notice, hearing, and appeal.[17][18]

Teaching staff and other district employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are within the jurisdiction of this Board, and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.[17]

Reasonable force may be used by teachers and school authorities under any of the following circumstances: to quell a disturbance, obtain possession of weapons or other dangerous objects, for the purpose of self-defense, and for the protection of persons or property.[8]

Referral to Law Enforcement and Reporting Requirements
For reporting purposes, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[19][20][21]
The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed by students on school property, at any

school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[22][20][19][24][25][14]

The Superintendent or designee shall notify the parent/caregiver of any student directly involved in an incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/caregiver whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/caregiver.[20][26][14]

In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the Office for Safe Schools on the required form.[19][27][28][14][29][30]

The Superintendent shall report to the Board the methods of discipline imposed by administrators and incidences of student misconduct, in the degree of specificity required by the Board.

ACT 30 OF 1995

Act 30 of Special Session #1 of 1995 (PA Legislature) requires the court, through the juvenile probation department, to provide the building Principal of any school with information concerning the adjudication of an enrolled child. Such reports would include a list of descriptions of delinquent acts committed by the child, disposition of the case, probation or treatment reports, prior delinquent history, the supervision plan for the student, or any other information deemed necessary. The Principal is required to share this information with the child's teacher or with the Principal of another school to which the child may transfer. Any such information must be maintained separately from the child's official school record. For more information, contact the building Principal.

PROCEDURES REGARDING ARREST WARRANTS

If a warrant for the arrest of a student has been issued, and a constable or other law enforcement official has been sent to locate that student to execute the warrant, the student may be removed from school grounds so as to not cause unnecessary delay to the issuing authority. The school will attempt, as a courtesy, to contact the parent or caregiver to notify them of the student's status. The school cannot hold the student or refuse removal of the student from the premises.

Forest City Regional Elementary School

100 Susquehanna St., Forest City, PA 18421
Phone - (570) 785-2483
www.fcrsd.org
Mr. Michael Zack, Principal

August 25, 2026
Dear Parents and Caregivers,

The Forest City Regional Elementary School receives Federal Title I funding to assist students in meeting state achievement standards. Throughout the school year, we will provide you with important information about our school-wide Title I program.

The purpose of this letter is to inform you about your right to request information about the qualifications of the classroom teachers working with your child. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in the Every Student Succeeds Act (ESSA). These regulations allow you to learn more about your child's teachers' training and credentials. At any time you may request:

- Whether the teacher met state qualifications and certifications requirements for the grade level and subject they are 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.

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 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, or Purpose of the test
    - Source of the requirement (if applicable),
    - Amount of time it takes students to complete the test, and
    - Time and formatting of disseminating results.

The faculty and staff assigned to the Forest City Regional Elementary School are highly qualified and appropriately certified professional educators. You will be contacted if your child is taught for more than four consecutive weeks by a teacher who does not meet the Pennsylvania State requirements. Please feel free to contact me if you have any questions at (570)785-2483 or email me at mzack@fcrsd.org.

Sincerely,
Mr. Michael Zack

TERRORISTIC THREATS/ACTS POLICY

The Board of Education recognizes the danger that terroristic threats and acts by students' presents to the safety and welfare of district students, staff, and community. The Board acknowledges the need for an immediate and effective response to a situation involving such a threat or act.

The threat, suggestion of threat, or use of violence to frighten people such as to bring alarm to the student body, school faculty and staff, and/or the administration during the school day, during any activity associated with the school, or during any business of the school district is considered a terroristic threat. Students will face criminal charges, suspension from school, and expulsion under Act 26, The Safe School Act.

UNLAWFUL HARASSMENT POLICY

Purpose

Board Policy 248. The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment in any form is not tolerated.

Authority

The Board prohibits all forms of unlawful harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.[1][5][6]

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.

Definitions

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, sex, age, disability, sexual orientation or religion when such conduct:[5]

1. Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
3. Otherwise adversely affects an individual's learning 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:[7]

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
2. Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
3. Such conduct deprives a student of educational aid, benefits, services or treatment.
4. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.

Examples of conduct that may constitute sexual harassment include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendoes; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably interfering with a student's ability to work or learn or creates an intimidating, hostile or offensive learning or working environment.

Delegation of Responsibility

In order to maintain an educational environment that discourages and prohibits unlawful harassment, the Board designates the Superintendent as the district's Compliance Officer.[4]

The Compliance Officer shall publish and disseminate this policy and the complaint procedure at least annually to students, parents/caregivers, employees, independent contractors, vendors, and the public. The publication shall include the position, office address and telephone number of the Compliance Officer.

The administration shall be responsible to provide training for students and employees regarding all aspects of unlawful harassment.

Each staff member shall be responsible to maintain an educational environment free from all forms of unlawful harassment.

Each student shall be responsible to respect the rights of their fellow students and district employees and to ensure an atmosphere free from all forms of unlawful harassment.

The building Principal or designee shall be responsible to complete the following duties when receiving a complaint of unlawful harassment:

1. Inform the student or third party of the right to file a complaint and the complaint procedure.
2. Inform the complainant that s/he may be accompanied by a parent/caregiver during all steps of the complaint procedure.
3. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
4. Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.

Guidelines

Complaint Procedure – Student/Third Party

- **Step 1 – Reporting**

A student or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building Principal or a district employee.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building Principal.

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

The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable.

- **Step 2 – Investigation**

Upon receiving a complaint of unlawful harassment, the building Principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building Principal to investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

- **Step 3 – Investigative Report**

The building principal shall prepare and submit a written report to the Compliance Officer within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of

whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition of the complaint.

- **Step 4 – District Action**

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant.

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and district procedures, applicable collective bargaining agreements, and state and federal laws, and may include educational activities and/or counseling services.

If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.

Appeal Procedure

1. If the complainant is not satisfied with a finding of no violation of the policy or with the recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.
2. The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.
3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the building Principal who conducted the initial investigation.
4. The Compliance Officer may confirm, refuse or modify any finding or corrective action as part of the appeal procedure.

WEAPONS POLICY

Board Policy 218.1. Carrying, bringing, using, or possessing any dangerous or deadly weapon in any school building, on school grounds, in any school vehicle or at any school sponsored activity is prohibited. The intent of this paragraph includes transporting students to school, school sponsored activities or possessing a weapon while walking to or from school or school sponsored activities. A weapon is an instrument of any kind that can be used to cause harm to an individual. While not inclusive, weapons include handguns, rifles, shotguns, B.B. gun, spring gun, air gun, slingshot, bludgeons or clubs, brass knuckles, or artificial knuckles, dangerous chemicals, razors or any instrument that in the judgment of the administration could be used as a weapon or mistaken for one.

Therefore, imitation weapons are included. According to Act 26, violation of this policy shall require that the student involved be immediately suspended, law enforcement officials be notified, and that the Board of Education consider expulsion from school. Exceptions to this policy can be made on a case-by- case basis due to mitigating circumstances.

ADDENDUM TO POLICY 222 TOBACCO and VAPING

Purpose

The Board recognizes that tobacco and vaping products, including the product marketed as Juul and other electronic cigarettes, present a health and safety hazard that can have serious consequence for users, nonusers and the school environment. The purpose of this policy is to prohibit student possession, use, purchase and sale of tobacco and vaping products, including Juuls and other electronic cigarettes.

Definition

State law defines the term tobacco product to broadly encompass not only tobacco but also vaping products including Juuls and other electronic cigarettes (e-cigarettes). Tobacco products, for purposes of this policy and in accordance with state law, shall be defined to include the following:[1][2]

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.
2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
3. Any product containing, made or derived from either:
    1. Tobacco, whether in its natural or synthetic form; or
    2. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The term tobacco product does not include the following:[1][2]

1. A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic

purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled. NOTE: *This exception shall be governed by Board policy relating to Medications.*[3]

2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act. NOTE: *Guidance issued by the PA Department of Health directs schools to prohibit possession of any form of medical marijuana by students at any time on school property or during any school activities on school property. This exception shall be governed by Board policy relating to Controlled Substances/Paraphernalia.*[4]

Authority

The Board prohibits possession, use, purchase or sale of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, regardless of whether such products contain tobacco or nicotine, by or to students at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[1][2][5]

The Board prohibits student possession or use of products marketed and sold as tobacco cessation products or for other therapeutic purposes, except as authorized in the Board's Medication policy.[3]

The Board prohibits student possession of any form of medical marijuana at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[4]

The Board authorizes the confiscation and disposal of products prohibited by this policy.

This policy shall apply to all employees, students, visitors, guests, and/or users of school district facilities.

Delegation of Responsibility

The Superintendent or designee shall notify students, parents/caregivers and staff about the Board's tobacco and vaping products policy by publishing information in student handbooks, parental newsletters, posters, and by other efficient methods, such as posted notices, signs and on the district website.[2]

The District shall notify students, parents/caregivers and staff about the Board's tobacco and vaping products policy via the Board approved student handbooks and the District website at www.fcrsd.org under Boarddocs, District Policies.

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

Reporting

Parental Report –

The Superintendent or designee shall notify the parent/caregiver of any student directly involved in an incident involving possession, use, purchase or sale of a tobacco or vaping product, including a Juul or other e-cigarette, immediately, as soon as practicable. The Superintendent or designee shall inform the parent/caregiver whether the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/caregiver.[6][7][8]

Office for Safe Schools Report -

The Superintendent shall annually, by July 31, report all incidents of possession, use or sale of tobacco and vaping products, including Juuls or other e-cigarettes, by students to the Office for Safe Schools on the required form.[8][9]

Law Enforcement Incident Report –

The Superintendent or designee may report incidents of possession, use or sale of tobacco and vaping products, including Juuls or other e-cigarettes, by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the school police, School Resource Officer (SRO) or to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.**[1][2]**[6][8][9][10][11]

Guidelines

A student who violates this policy shall be subject to prosecution initiated by the district and, if convicted, shall be required to pay a fine for the benefit of the district, plus

court costs. In lieu of the imposition of a fine, the court may admit the student to an adjudication alternative.[2]

Tampering with devices installed to detect use of tobacco or vaping products shall be deemed a violation of this policy and subject to disciplinary action.[12]

Students with Disabilities

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[8][13][14][15][16][17]

The School Counselor and Confidentiality

(Adopted 1974; reviewed and reaffirmed 1980; revised 1986, 1993, 1999, 2002, 2008, 2014, 2018)

American School Counselor Association (ASCA) Position

School counselors recognize their primary obligation regarding confidentiality is to the student but balance that obligation with an understanding of the family or guardians' legal and inherent rights to be the guiding voice in their children's lives (ASCA, 2016).

The Rationale

ASCA and its members affirm their belief in the student's right to be treated with respect and dignity (ASCA, 2016, A.1.a). It is the school counselors' responsibility to fully respect the right to privacy of those with whom they enter a counseling relationship and to provide an atmosphere of trust and confidence (Lazovsky, 2008; ASCA, A.2.).

A school counselor, who is in a counseling relationship with a student, has an ethical and legal obligation to keep information contained within that relationship. Confidentiality is the ethical and legal term ascribed to the information communicated within the counseling relationship, and it must be maintained unless keeping that information confidential leads to foreseeable harm. "Serious and foreseeable harm is different for each minor in the school setting and is determined by students' developmental and chronological age, the setting, parental rights and the nature of harm" (ASCA, 2016, A.2.e).

Exceptions to confidentiality exist, and students should be informed when situations arise in which school counselors have a responsibility to disclose information obtained in counseling relationships to others to protect students, themselves or other individuals. Privileged communication between a school counselor and a student is a legal term granting protection to information shared in a counseling relationship only if said privilege is granted by federal or state statue. If privilege applies it can provide additional safeguards to confidential information.

The School Counselor's Role

The role of the school counselor regarding confidentiality is:

- To support the students' right to privacy and protect confidential information received from students, the family, guardians and staff members
- To explain the meaning and limits of confidentiality to students in developmentally appropriate terms
- To provide appropriate disclosure and informed consent regarding the counseling relationship and confidentiality
- To inform students and the family of the limits to confidentiality when:
  - the student poses a danger to self or others
  - there is a court-ordered disclosure
  - consulting with other professionals, such as colleagues, supervisors, treatment teams and other support personnel, in support of the student
  - privileged communication is not granted by state laws and local guidelines (e.g., school board policies)
  - the student participates in group counseling
  - substance use and treatment are concerns (CFR 42, Part 2; 2017)
- To keep personal notes separate from educational records and not disclose their contents except when privacy exceptions exist
- To seek guidance from supervisors and appropriate legal advice when their records are subpoenaed
- To communicate highly sensitive student information via face-to-face contact or phone call and not by e-mail or inserting into the educational record
- To request to a court of law that a student's anonymity be used if records are subpoenaed
- To be aware of federal, state and local security standards related to electronic communication, software programs and stored data

- To advocate for security-level protocols within student information systems allowing only certain staff members access to confidential information
- To assert their belief that information shared by students is confidential and should not be revealed without the student's consent
- To adhere to all school board policy and federal and state laws protecting student records, health information and special services (i.e., HIPAA, FERPA, IDEA)

Summary

The counseling relationship between students and their school counselor requires an atmosphere of trust and confidence. Students must trust the school counselor to be able to enter into a meaningful and honest dialogue with the school counselor (Iyer & Baxter-MacGregor, 2010). However, students should be informed that exceptions to confidentiality exist in which school counselors must inform others of information they obtained in the counseling relationship to prevent serious and foreseeable harm to students themselves or others and if it is legally required.

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Forest City Regional Elementary School

100 Susquehanna St., Forest City, PA 18421
Phone - (570) 785-2483
www.fcrsd.org
Mr. Michael Zack, Principal

Title I School - Parent/Caregiver - Student Compact for the 2026-2027 School Year

The Forest City Regional Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA), agree that this compact outlines how the students, parents, and the entire school staff will share the responsibility for improved student academic achievement and the means by which the students, parents, and school staff will build and develop partnerships that will help children achieve the state's high academic standards.

School Responsibilities: The Forest City Regional Elementary School will:

1. Provide high-quality curriculum and instruction in a safe, inclusive, positive, supportive and effective learning environment that enables all children to meet the Pennsylvania Core and Academic Achievement Standards. This program will include best practices in education, will be delivered by highly qualified teachers and instructional aides, and ensure every student access to quality learning experiences.
2. Treat each child with dignity and respect.
3. Strive to meet the individual needs of all students.
4. Address the importance of ongoing communication between teachers and parents by:
    a. holding parent teacher conferences twice annually (December and March);
    b. providing parents with reports on their children's progress at the conclusion of each trimester;
    c. providing parents with reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities;
    d. 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 (ESSA, Section 1116(d)(1-2)) to support participation, as appropriate, in decisions related to your child's education and engagement in educational and extracurricular programming.
5. For parents of students in grade levels that are assessed by the PSSA, provide each parent with an individual student report of their student's performance on the State assessments in mathematics, English/language arts and science.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.
9. Provide information to parents of participating students in an understandable and uniform format.

Michael Zack _____ 8/20/26 _____
Principal Signature Date

Parent and/or Caregiver Responsibilities:

I/we, as parents and/or caregivers, understand that participation in my/our child's education will strengthen their student achievement and growth. Therefore, I/we will carry out the following responsibilities to the best of my/our ability:

1. Recognize the importance of regular daily attendance and partner with the school district to remove barriers to daily attendance.
2. Volunteer for in-school activities when possible.
3. Support my child's learning by having my child complete all homework, read to me daily, or by reading independently.
4. Participate, as appropriate, in decisions relating to my child's education and positive use of extracurricular time.
5. Stay informed about my child's education, read all notices from the school or the school district both received by our children or by mail, and, when appropriate, respond promptly to the school.
6. Participate in parent programs sponsored by the school and/or the district and serve, to the extent possible, on advisory groups that are established in the district and relate to my children's education.
7. Notify appropriate school personnel when there is an update to my contact information (phone, email, address).
8. Attend one PTO meeting or one Community Collaboration Committee meeting each school year (virtual attendance options are available).

_____ _____ _____

Parent and/or Caregiver Printed Name Parent and/or Caregiver Signature Date

Student Responsibilities: (ALL STUDENTS K-6 SHOULD SIGN/SYMBOL PER TITLE I REQUIREMENTS)

Foresters know that education is important. They are always Ready, Respectful, and Responsible. Therefore, _____agrees to carry out the following responsibilities to the best of their ability:

1. Be ready to get to school on time every day.
2. Complete my assignments and read or be read to everyday.
3. Be responsible by carrying out the teacher's instructions and ask for help when needed.
4. Do daily work that reflects my best effort.
5. Be respectful to all school members and to school property.

_____ _____ _____

Student Printed Name Student Signature Date

Parent/Caregiver/Student Handbook Acknowledgement Form

I have read and understand the Student Discipline Policy, the Parent Student Handbook and the Public Health and Safety Precautions Addendum to the handbook of the Forest City Regional Elementary School which is available at www.fcrsd.org.

I understand that the handbook is available online and that a copy will be provided to me upon request. I understand that it is my responsibility to review and discuss the handbook with my child during the first week of school.

_____	_____	_____
Student Signature(name)	Grade	Date
_____		_____
Parent/Caregiver Signature		Date

Notice and Acknowledgement of Audio/Video Surveillance on Buses and Video Surveillance on District Property

The Forest City Regional Board of Education recognizes the importance of a safe and orderly environment on school buses and has authorized the use of video and audio surveillance on school buses. These cameras record both what is said and done on buses. The cameras will be used to monitor student behavior and to maintain order on the school buses. Students and parents/caregivers are hereby notified that the content of the tapes may be used in a student disciplinary proceeding. The contents of the tapes are confidential student records and will be safeguarded. Tapes will be retained only if necessary by the administration. Parents may request to review the tapes of their child if the tapes are used in a disciplinary proceeding involving their child.

Video cameras are installed throughout the interior and exterior of the district grounds and facilities. The video footage is accessible only by District administrators or designees.

_____	_____	_____
Student Signature	Grade	Date
_____	_____	
Parent/Caregiver Signature	Date	

Parental Consent for Use and Release of Student Images/Information

In an effort to publicize the achievements of our students we may publish students' names, achievements, photographs or other images with newspapers, television, school district brochures, handbooks, programs, internet and online web pages and social media. These pictures and articles include, but are not limited to, Forester of the Month, PBIS reward days, events, activities, competitions/games, PTO sponsored events and special projects in the classroom or community.

The purpose of this form is to authorize or refuse consent for the Forest City Regional School District and those working under the direction of the District to take audio, video and photographic images of your child and to distribute said images to: school district and public newspapers, television programs, brochures, handbooks, programs, school district webpage and social media platforms, and in the student yearbook or memory book.

You may rescind or give your permission at any time with written notice to the building principal.

_____ I **DO allow** my child's image/name to be shared as described above.

_____ I **DO NOT allow** my child's image/name to be shared as described above. By selecting this option, I understand that my child's image may not be included in yearbooks/slideshows or other school publications.

*The request to withhold or release information will be in effect from the date this form is received by the school.

*Please be advised that prior to this date, information may have been released. In addition, please be aware that at public events like plays, concerts, games, etc., the District may have little to no control over images/recordings that are taken by other spectators and what is done with those images/recordings.

If you have a specific question or request regarding name, audio, video, or photographic images being shared please add a note below:

_____

_____

_____

_____ _____ _____

Student Printed Name Teacher Name Grade

_____ _____

Parent/Caregiver Signature Date

Medication Administration Consent & Physician Authorization

Student Name: _____Grade: _____ Date: _____

In accordance with school district policy, medication(s) should be given at home before and/or after school. However, when this is not possible, prior to receiving the medication at school, each student must provide the school nurse with a Medication Administration Consent form signed by the student's parent/caregiver and a Medication Order from a licensed physician. All medications must be in the original prescription packaging from the pharmacy. Each medication requires a separate form.

Parent/Caregiver Consent:
I give permission for my child, _____, to receive the following medication ordered by a licensed physician during the school day. I understand that the medications will be given by school health personnel according to my child's licensed prescriber's directions.

_____ _____ _____
Parent/Caregiver Printed Name Parent/Caregiver Signature Date
Phone Number: _____

Physician/Licensed Prescriber Medication Order

Patient Name: _____ Date: _____

Name of Medication:
_____
_____

Route and Dosage:
_____
_____

Time and Frequency of Administration & Duration/Discontinuation Date:
_____
_____

Directions/Conditions to Observe:
_____
_____

_____ _____
Physician/Prescriber Printed Name and Signature Date

Phone Number: _____

Permission to Administer Stock Epinephrine and First Aid

Student Name: _____ Grade: _____

I, _____, acknowledge that I have received a copy of Policy 210.1 on Epinephrine Auto-Injectors and this informational document. I have read and fully understand their content and by signing this form, I permit or refuse a trained school employee to administer a stock epinephrine auto-injector to my child in the event that they are believed to be experiencing a life-threatening allergic reaction (anaphylaxis); or to provide a stock epinephrine auto-injector for self-administration if my child is authorized to self-administer.

Check one choice below:

_____ Permission to administer stock epinephrine.

_____ Refusal to administer stock epinephrine.

_____ _____ _____

Child's Name Grade Teacher

_____ _____ _____

Parent/Caregiver Signature Date Phone Number

**This permission or refusal is valid for the 2026-2027 school year. If you change your mind after submitting this form, you must submit a written request notifying the school nurse of the change.

Please complete and return this form to the school nurse. The school nurse shall maintain the completed form in the student's health records file.

Verification

Exemptions will be verified by contacting the above-named parent/caregiver by phone:

_____ _____

School Nurse or Designee Signature Date

Health History Update

_____ _____ _____

Child's Name Grade Teacher

To ensure your child's health records are current, please complete this student update form.

Does your child have any allergies (including food allergies)? No _____ Yes_____

If yes, list allergy(s) and symptom(s) of allergic reaction:

Is medication required to treat the allergy? No _____ Yes _____

If medication is required, please list the name of the medication:

(All medication requires a medical order from your child's physician. Medication must be brought to the school by a parent/caregiver).

Please list your child's health condition(s) (if present):

This information will be held in confidence and disclosed to school personnel to the extent necessary to protect the health and safety of your child.

If you have any questions, please call the health office, (570)785-2415.

Parent / Caregiver Signature:

_____

Forest City Regional Elementary School

100 Susquehanna St., Forest City, PA 18421
Phone - (570) 785-2483
www.fcrsd.org
Mrs. Mary Lee Martines, Food Service Director

Birthday Basket Order Form

2026-27

Student Name (Print): _____

Homeroom: _____ Delivery Date: _____

Parent/Guardian: _____ Email: _____

Choices (Prepackaged)	Flavor (Circle Choice)	Number	Price	Total
Whole Grain Cookies	X		$1.00	
Frozen Sundae Cup	X		$1.00	
Luigi Sherbet	Raspberry or Orange		$1.00	
CheezIts	X		$0.75	
Goldfish Crackers	X		$0.75	
Scooby Doo Fruit Snacks	X		$0.75	
4 oz. Juice Carton	Apple or Orange		$0.50	

Total Payment Due $_____

Please forward order form and payment to cafeteria 1 week prior to delivery date.
For questions call Mary Lee Martines at 570-785-2412

2026-2027 ALTERNATE FAMILY INCOME FORM

Dear Parent/Guardian:

Schools receive federal and state funding (learning assistance programs, teacher incentives, etc.) based on the number of children from households that are at or below the federal poverty level. This Alternate Family Income Form provides your child's school a way to collect household income information. This information makes sure your child's school receives the full amount of federal and state funding and makes sure your child receives services they are entitled to **when free/reduced price meal applications are not collected.**

Only one (1) form per household should be filled out and returned to the elementary or high school office. If your household already receives SNAP, TANF, DC Medicaid please do not submit this form.

Part 1. Eligibility: Calculate your total household income. Find your household size on income chart 1 **or** 2 below. If your total household income is below the amount listed for your household size, check the box.

INCOME CHART 1
Effective from July 1, 2026, through June 30, 2027

CHECK BOX THAT APPLIES	HOUSEHOLD SIZE	How Often Payment is Received				
		ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY
	1	$20,748	1,729	865	798	399
	2	$28,132	2,345	1,173	1,082	541
	3	$35,516	2,960	1,480	1,366	683
	4	$42,900	3,575	1,788	1,650	825
	5	$50,284	4,191	2,096	1,934	967
	6	$57,668	4,806	2,403	2,218	1,109
	7	$65,052	5,421	2,711	2,502	1,251
	8	$72,436	6,037	3,019	2,786	1,393
	Each Add'l Member Add	+ $7,384	+$616	+$308	+$284	+$142

Income Chart 2

CHECK BOX THAT APPLIES	HOUSEHOLD SIZE	How Often Payment is Received				
		ANNUAL	MONTHLY	TWICE PER MONT H	EVERY TWO WEEKS	WEEKLY
	1	$29,526	2,461	1,231	1,136	568
	2	$40,034	3,337	1,669	1,540	770
	3	$50,542	4,212	2,106	1,944	972
	4	$61,050	5,088	2,544	2,349	1,175
	5	$71,558	5,964	2,982	2,753	1,377
	6	$82,066	6,839	3,420	3,157	1,579
	7	$92,574	7,715	3,858	3,561	1,781
	8	$103,082	8,591	4,296	3,965	1,983
1	Each Add'l Member Add	+$10,508	+$876	+$438	+$405	+$203

☐	Household Does Not Qualify

HOUSEHOLD is defined as all persons, including parents, children, grandparents, and all people related or unrelated who live in your home **and share living expenses**. If you are applying for a household with a foster child, you may include the foster child in the total size.

HOUSEHOLD INCOME is any taxable income each household member received before taxes. This includes wages, social security, pension, unemployment, welfare, child support, alimony, and any other cash income. If including foster child as part of the household, you must also include the foster child's personal income. Do not include foster payments as income.

Part 2. STUDENTS: Please fill in the following information for all children living with you that are attending school.

Student's Last Name	Students First Name	MI	Date of Birth	School	Grade

Part 3: Signature: I certify that all information on this application is true, and that all income is reported. I understand that the school will receive state and federal funds based on the information I provide. I understand if I purposely provide false information that I may be prosecuted. I understand my child's poverty status may be shared with programs/agencies as allowed by law.

Signature: _____ Print Name: _____

Date: _____ Phone: _____

Address: _____ City: _____ State: _____ Zip: _____

The Forest City Regional School District is an equal opportunity institution and will not discriminate on the basis of race, color, national origin, sex, age, and/or handicap in its activities, programs or employment practices as required by the Title VII, Title XI, Section 504, and the Age Discrimination Act. If you feel your rights were violated, please contact the Business Manager at 570.785.2406.

Forest City Regional
Pre-K Counts Handbook



2026-2027

Mr. Michael Zack, Elementary Principal

Mr. Jason Pantzar, Dean of Students

Mrs. Sarah Carney, PK-4 School Counselor

You may scan the QR code below to read the handbook electronically

Dear FCRES Pre-K Students and Families,

Welcome to an exciting new school year at Forest City Regional Elementary School! We are thrilled to welcome our newest Foresters and their families as you begin this wonderful journey with us. Starting school is a big milestone and we are honored to partner with you in helping your child grow, learn and thrive.

Our theme for the 2026-2027 school year is **"Foresters R Diving Deep Into Greatness!"** Throughout the year, our youngest learners will discover that greatness begins with curiosity, kindness and a willingness to try new things. Every day will bring new adventures as our students dive into stories, explore hands-on learning, build friendships and develop the confidence they need to become lifelong learners.

🌊 Dive Deep Into Learning

Our Pre-K Counts program provides a strong foundation through engaging, hands-on experiences that encourage children to explore, create, ask questions and discover the world around them. Through play-based learning, early literacy, mathematics, science, art, music and movement, we help children build the academic and developmental skills needed for future success.

⚓ Stay Anchored in Purpose

Our purpose is simple: **doing what is best for every child.** We believe children learn best when they feel safe, loved and supported. Our caring teachers and staff create nurturing classrooms where students are encouraged to take risks, solve problems, develop independence and celebrate their accomplishments. Through Positive Behavior Interventions and Supports (PBIS), Second Step social-emotional learning and daily Morning Meetings, we help children develop confidence, responsibility, kindness and respect for others.

🐠 Travel Together as One Forester Family

A child's first school experience is most successful when families and educators work together. We value the important role families play in their child's education and encourage open communication, participation in school events, family engagement activities and opportunities to celebrate your child's learning throughout the year. Together, we will build strong relationships that support every child's growth and success.

As we begin this exciting adventure together, remember that every child learns and grows at their own pace. We are committed to providing a joyful, supportive environment where children feel welcomed, encouraged and excited to come to school each day.

Thank you for trusting us with this important first step in your child's educational journey. We look forward to partnering with your family as we **Dive Deep Into Greatness!**

Yours in Forester Pride,

Mr. Zack

Michael Zack, Elementary Principal

What is Pre-K Counts?
The Pennsylvania Pre-K Counts Program provides a high quality, state funded Pre-K program for students under 5 years of age.

Who is eligible for the Pennsylvania Pre-K Counts Program?

- Children who are between age 4 and the entry age for Kindergarten
- Reside in the state of Pennsylvania
- Family earns up to 300% of the Federal Poverty Level

What is the Forest City Regional Pre-K Program?

The Forest City Regional Pre-K Program works with the Pennsylvania Pre-K Counts Program. Our program, geared toward 4 year old students, offers a high quality hands-on education that prepares children for reading and math and also teaches them the importance of paying attention, following directions and getting along with others. This will give your child a firm foundation for Kindergarten.

Our Curriculum

The Forest City Regional Elementary School uses the Houghton & Mifflin Early Learning Curriculum encompassing all subject areas through thematic units, Haggerty Phonemic Awareness, Second Step Social-Emotional Skills, Everyday Math, Handwriting Without Tears: Get Set for School, 100- Book Challenge Early Literacy Skills, & Fundations.

Our Assessments

Students who qualify for Pre-K Counts are assessed through an online Work Sampling System. This is a developmental checklist that measures a child's growth and development in areas such as language, mathematics, science, social studies, art and physical development and health. This checklist is done three times during the school year.

A Readiness Check throughout the year assesses colors and coloring, tracing and copying shapes, letters, numbers and writing names.

Students are also assessed on letter recognition, both capital and lowercase letters. A Math assessment focuses on counting, identifying numbers 0 to 10, shapes, one to one correspondence, sorting by color, shape and size as well as AB patterns. These assessments are used as the tools for report cards which are distributed by trimester.

In addition, informal observation and evaluation is used to measure students' growth and development. Parent-Teacher conferences are held twice a year to discuss each student's progress.

Our Learning Areas

Our learning areas consist of a literacy- based Pre-K Counts program, which means all aspects of the program will involve early reading skills, such as book handling, writing, listening, speaking, and recognizing letters and their sounds.

The children will be given time each day to develop socialization skills through free play in the classroom learning centers. The learning centers in our classrooms are kitchen area, art, listening, ABC, i-Pads, blocks, science, math, and sand/water tables.

Our program is well-balanced to meet every learner's needs, focusing on the student's interests and talents in the areas of music, science, art, cooking, kinesthetics, etc..We will have learning centers, outdoor time, story and circle times, rest time, small and large group instructions.

We encourage parent, family, and community involvement frequently in our classrooms. Home and community connections include: monthly family projects, field trips, and family involvement events such as Thanksgiving Dinner, Grandparent's Day, Holiday Extravaganza, & Pre-K graduation.

Enrollment Procedures:

Parents will be directed to a link on the district website to complete a Google Form with the information for their new pre-k student. The Elementary Office will contact parents with the date of their registration. At registration parents will need to provide current immunizations, proof of residency, the child's birth certificate and a copy of their previous year's income tax return showing their adjusted gross income.

Enrolling your child in our program does not guarantee your child will be approved for the Pennsylvania Pre-K Counts Program. Enrollment into the Pennsylvania Pre-K Counts program is unbiased and transparent and follows the program's statutory and regulatory requirements. The criteria for selection of Pre-K Counts acceptance is based on many factors which are outlined on the next page.

Parents will be notified via letter if their child was selected for the Pennsylvania Pre-K Counts Program. This doesn't mean your child will not be enrolled in the Forest City Regional Pre-K Program. Class sizes are based on the guidance from Pennsylvania Pre-K Counts which is 20 students to one teacher and one paraprofessional. At this time our program can accommodate 60 students.

Enrollment Timeline:

- February/March - Electronic registration form available for upcoming school year
- Spring - In-person registration, screening, and meet/greet
    - Parent/caregiver must provide all required documentation for registration
- Late Spring/Early Summer - Enrollment letters/calls sent to those who qualify for PK Counts spot when possible
- Late Summer - Classroom assignment letters and Pre-K information letters sent home
- August - Pre-K Orientation

Prioritization for Enrollment:

Pre-K Counts Program slots are distributed based on family income eligibility as well as prioritization factors listed below. Students who qualify based on income will then be prioritized based on the additional risk factors found on the next page. Pre-K Counts slots will also be prioritized for families who reside within the Forest City Regional School District.

2026 Federal Poverty Level Guidelines

Family Size	100% of Poverty Guidelines Early Head Start, Head Start	300% of Poverty Guidelines Pre-K Counts
1	$15,960	$47,880
2	$21,640	$64,920
3	$27,320	$81,960
4	$33,000	$99,000
5	$38,680	$116,040
6	$44,360	$133,080
7	$50,040	$150,120
8	$55,720	$167,160
Each additional	+$5,680 for each additional family member	+$17,040 for each additional family member

Additional Child Eligibility Risk Factor Criterion:

☐ **Behavioral Supports: A child who was referred to PA Pre-K Counts from an appropriately credentialed health or mental health practitioner who is not employed by the PA Pre-K Counts program; a child who is receiving mental health treatment. Additional verification beyond the interview is required.**
☐ **Child Protective Services: A child who is a foster child, a kinship care child or receiving Children and Youth services.**
☐ **Education Level of Guardian: Does not have a high school diploma or GED or post-secondary degree.**
☐ **English Language Learner: A child whose first language is not English and who is in the process of learning English is considered an English Language Learner.**
☐ **Individualized Education Plan (IEP): A child who is currently enrolled in the Preschool Early Intervention program with an active IEP. Verification would be a copy of the IEP or other source of documentation from the parent or Early Intervention provider.**
☐ **Incarcerated Parent: A child for whom one of the child's parents is currently in prison.**
☐ **Homeless: A child who lacks a fixed, regular, and adequate nighttime residence due to one of the following:** **A. Children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, or camping grounds due to lack of alternate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;** **B. Children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;** **C. Children who are living in cars, parks, public places, abandoned buildings, substandard housing, bus or train stations, or similar settings.**
☐ **Migrant (Non-Immigrant)/Seasonal Student: A migrant child has moved from one school district to another in order to accompany or to join a migrant parent or guardian, who is a migratory worker or migratory fisher, within the preceding 36 months, in order to obtain temporary or seasonal employment in qualifying agricultural or fishing work including agri-related businesses such as meat or vegetable processing, working in nurseries such as Christmas and evergreen trees farming.**
☐ **Teen Mother: A child whose mother was under the age of 18 when the child was born.**

Additional Enrollment Criteria:

- The parent/caregiver of a student who is not toilet trained must be willing/available to change the child 2-3 times, or as needed each school day. Families are also responsible for providing changes of clothing and any other necessary items.
- Enrollment in Pre-K at Forest City Regional is limited to students who reside within the boundaries of the Forest City Regional School District except in certain circumstances related to Pre-K Counts eligible students.

Attendance:

At FCRES, we want to support our students to provide them with the best opportunity to be successful. We can only do that when we work together with parents and caregivers to ensure their children are attending school each and every day! When students miss 10% or more of instructional days, regardless of whether they are excused or not, they are considered ***chronically absent*** according to state and federal guidelines.

Chronic absenteeism not only impacts our school performance profile and potentially funding, but is associated with decreased reading levels, overall academic performance, on-time graduation rates, and post-secondary enrollment as well as increased dropout rates. Therefore, we want to do everything we can to strengthen our partnership and improve your child's attendance!

As a focused effort to improve and maintain attendance, students with 90% or better attendance and improved attendance are recognized for their effort and commitment to school and learning following each trimester.

Board Policy 204: The Forest City Regional School District recognizes that attendance is an important factor in academic success and supports a comprehensive approach to identifying and addressing attendance issues. The entire educational process requires a continuity of instruction, classroom participation, and learning experiences in order to provide maximum educational benefit for every student.

Frequent absence from school disrupts the educational process. It is the shared responsibility of the District and the family to work collaboratively to remove barriers to daily attendance and to ensure that students understand the positive connection between daily attendance and student achievement. Students considered to be "at-risk" in regards to chronic absenteeism may be considered for tiered interventions targeting school connectedness and/or other areas to assist with improving attendance.

The attendance for Pre-K students is just as critical as any other grade level. As set by the Pre-K Counts Guidelines, Pre-K students may not miss more than 10% of the school year (18 days out of 180 school days). Any student who misses 10% or more of school days may forfeit their spot in the Pre-K Counts program.

Any time your child is absent, please email **esattendance@fcrsd.org** to report the absence or utilize the link on the District website, www.fcrsd.org. If your child is being seen by a practitioner of the healing arts, please provide a note from the practitioner when the student returns to school.

Request For Excused Absence For An Educational Field Trip

- Per the PA Pre-K Counts Guidelines, vacations/trips cannot be approved as excused absences. We realize that family trips are extremely important, however we strongly encourage you to take vacations and/or trips outside of school being in session.

Please remember that any absences, even approved or excused absences, disrupt your child's learning and count towards their chronic absenteeism rate.

Social, Emotional, and Behavioral Health/Supports

School-Wide PBIS:

- **What is School-Wide PBIS?**

  School-Wide Positive Behavioral Interventions & Supports is a proactive approach to discipline that emphasizes prevention, instruction on social skills and data-based decision making to reduce problem behavior and improve academic performance. PBIS aims to decrease behavioral infractions, showing annual improvement.

- **PBIS Expectations:**

  The Forest City Regional School District PBIS Motto is to Be Ready, Respectful and Responsible. Students are expected to maintain personal space, use appropriate voice level based on location, listen when others are speaking and keep your hands, feet and objects to yourself.

- **Recognition:**

  Students are rewarded for consistently demonstrating the expected behaviors in several ways including, but not limited to, earning Pride points, receiving a positive phone call home, exchanging Pride points for items at our school store (Forester Trading Post through PBIS apps), participation in our weekly Mighty Forester Fridays (MFDs), and being chosen as the Outstanding Forester of the Month.

Second Step Social Emotional Learning:

Second Step is a widely used social-emotional learning (SEL) curriculum designed for students from early childhood to high school. The program focuses on teaching important social and emotional skills to help students succeed academically and in life. The Second Step curriculum is typically organized into units, with each unit addressing specific aspects of social-emotional development.

The second step of the Second Step program often involves teaching skills related to empathy, communication, and problem-solving. Here are some key elements of the Second Step SEL program and how it promotes prosocial skills:

1. **Empathy Building:** Second Step emphasizes the development of empathy, helping students understand and share the feelings of others. This is crucial for fostering positive relationships and a sense of community.

2. **Communication Skills:** The program teaches effective communication skills, including active listening and expressing oneself clearly. These skills contribute to healthy social interactions and help students navigate conflicts constructively.

3. **Problem-Solving Techniques:** Second Step equips students with problem-solving strategies to handle conflicts and challenges in a constructive manner. This encourages prosocial behavior by promoting peaceful resolutions to issues.

4. **Emotion Management:** The program teaches students to identify and manage their emotions. By understanding and regulating their own emotions, students are better able to interact positively with others and contribute to a positive social environment.

5. **Respect and Cooperation:** Second Step emphasizes values such as respect, cooperation, and responsibility. Students learn the importance of treating others with kindness and working collaboratively towards common goals.

6. **Bullying Prevention:** The program addresses bullying prevention by teaching students how to recognize, report, and prevent bullying behavior. This contributes to the creation of a safe and inclusive school environment.

7. **Social Awareness:** Second Step helps students develop social awareness by increasing their understanding of diverse perspectives and backgrounds. This fosters a sense of inclusivity and tolerance.

Overall, the Second Step program plays a crucial role in promoting pro-social skills by providing students with the tools and knowledge they need to navigate social and emotional challenges. It aims to create a positive and supportive school climate that enhances students' overall well-being and success.

The Forest City Regional School District Pre-K Counts program recognizes the importance of positive behavior reinforcement and promoting prosocial behavior. Our PBIS framework and Social Emotional Learning curriculum support all Pre-K Counts students and greatly reduce the likelihood that a suspension or expulsion would be a consideration. In addition, staff members are aware of the OCDEL requirements related to suspension and expulsion.

Pre-K Counts Suspension/Expulsion/Discipline Guidelines

Forest City Regional School District is committed to supporting the social, emotional, and behavioral development of all students, especially our youngest learners. We recognize that behavior in early childhood is often a form of communication and that children learn self-regulation through consistent guidance, modeling, and support.

Expulsions or suspensions are considered a last resort for all Pre-K Counts students. The district will make every effort to address challenging behaviors using positive, developmentally appropriate strategies and in close collaboration with families and service providers.

Developmentally Appropriate vs. Inappropriate Behaviors in Pre-K

Understanding typical child development is essential when responding to student behaviors. The following are examples to help guide staff responses:

Examples of Developmentally Appropriate Behaviors (not cause for disciplinary removal):

- Tantrums, crying, or yelling when frustrated
- Difficulty taking turns or sharing
- Wandering during circle time or activities
- Using hands or objects to communicate needs (e.g., pushing, grabbing)
- Testing boundaries or adult limits

Examples of Developmentally Inappropriate Behaviors (may require further support or intervention):

- Repeated, targeted aggression (e.g., biting, hitting with intent to harm)
- Elopement from the classroom or school grounds
- Intentional destruction of property
- Behavior that poses a serious safety threat to self or others

These behaviors must be viewed through the lens of developmental expectations, context, and frequency before any disciplinary decision is made.

Discipline of Students with Disabilities

Board Policy 113.1. The Board directs that the district shall comply with provisions of the Individuals with Disabilities Education Act (IDEA) and state and federal regulations when disciplining students with disabilities for violations of district policy and school rules and regulations.

Exclusion from School - Suspensions and Expulsions

Board Policy 233.

1. Exclusion from school may be based on a single incident or accumulation of several incidents. Chronic, habitual behavior could result in the exclusion of a student from school in the form of suspension or expulsion. Exclusion of school can occur in the following forms:
    a. Suspension - exclusion from school for a period of up to ten (10) school days.
    b. Expulsion - exclusion from school by School Board action for a period of over ten (10) days.
2. Students who are suspended or expelled will be informed of the reason(s) for the action and will be given an opportunity to discuss the behavior causing the action before the action becomes effective.
    a. A hearing is not required prior to a suspension of up to three (3) days.
    b. An informal hearing will be offered within five (5) school days to the student as well as the parent(s) or caregiver(s) when a student receives a suspension of four (4) or more days.
3. An administrator will telephone a parent or caregiver to inform or supply information requested by the parent or caregiver.
4. The parent(s) or caregiver(s) will also be notified by letter of the suspension. A copy of the disciplinary action will also be issued to the student for immediate delivery to a parent or caregiver.
5. A parent conference may be requested before the student is readmitted to the regular school program following a suspension.
6. Students who are suspended are not permitted to attend any school functions during or after school hours during the period of the suspension. Any suspended student who is on school property without permission of the administration is subject to prosecution under trespassing laws.
7. All student privileges are revoked when a student is suspended from school.
8. A suspension does not relieve a student from responsibility for any penalties previously incurred unless arranged by an administrator.
9. Students who are less than seventeen (17) years of age are still subject to the compulsory school attendance law even though expelled and must attend another school

Family Involvement and Supportive Interventions

Family engagement is essential to supporting positive student behavior. The district will make intentional efforts to:

- Communicate regularly and transparently with families when behavior concerns arise
- Involve caregivers in the development of support plans and next steps
- Provide families with access to resources such as Early Intervention, behavioral health services, and parenting support
- Offer opportunities for collaborative meetings with teachers, administrators, and service providers

Families will be seen as partners in identifying needs, implementing interventions, and evaluating progress.

Behavioral Support Resources

When persistent or serious behavioral concerns arise, staff or families may initiate a "Request for Assistance" which includes:

- Referral to Early Intervention services or reevaluation
- Support from Infant and Early Childhood Mental Health Consultants (IECMHC)
  Consultation with the Preschool Program Specialist for guidance and approval on any proposed suspension or expulsion
- Development of individualized behavior support plans (Tier 3) focused on skill-building and student success

Additionally, the Second Step social-emotional curriculum and classroom strategies will be consistently used to teach expected behaviors, emotional regulation, and conflict resolution.

Suspension and Expulsion Guidelines

- All detentions, suspensions, and restitution will be at the discretion of the administrator or designee based on a thorough investigation and in accordance with district policy.
  Expulsions and suspensions for Pre-K Counts students must be reviewed with the Preschool Program Specialist prior to a decision being finalized.
- Suspensions must not exceed three days without a clear plan to address the behavior and prevent recurrence.
- Expulsion is only considered after all other appropriate interventions and supports have been exhausted and will follow a formal hearing process.
- A single offense may result in expulsion only if it involves serious, immediate safety threats and is reviewed by all appropriate stakeholders.
- Hazing activities of any kind are strictly prohibited and inconsistent with district values. (See Appendix for more.)

Transition Plan:

Pennsylvania Pre-K Counts Transition Plan

The Forest City Regional School District recognizes that successful transitions are critical to a child's academic, social, and emotional development. Our Pre-K Counts Transition Plan is designed to support children and families as they enter the Pre-K Counts program from home, child care, Head Start, or other early learning settings, as well as when they transition from Pre-K Counts into kindergarten. Through intentional communication, family engagement, collaboration with community partners, and developmentally appropriate transition activities, we strive to ensure that every child experiences a smooth and successful transition.

Transition into Pre-K Counts

The transition process begins during enrollment and registration. Families participate in an in-person registration process that includes completion of required enrollment documentation, collection of eligibility information, and developmental screening activities. These screening opportunities allow staff to begin learning about each child's strengths, needs, and interests while helping families become familiar with school personnel and procedures.

The District collaborates with local child care providers, Head Start programs, Early Intervention providers, and community agencies to support the transition of children entering the Pre-K Counts program. When appropriate, information is shared between programs to ensure continuity of services and to help staff prepare for individual student needs.

Prior to the start of school, families are invited to attend a Pre-K Orientation program. During orientation, children and families have the opportunity to:

- Meet Pre-K Counts teachers, paraprofessionals, and school staff.
- Visit classrooms and explore learning environments.
- Meet future classmates.
- Tour the school building.
- Learn arrival and dismissal procedures.
- Become familiar with school transportation expectations and school buses.
- Participate in developmentally appropriate activities designed to reduce anxiety and build excitement about school.

Families receive information before the school year begins regarding program expectations, daily schedules, attendance, transportation, family engagement opportunities, and strategies to help children prepare for school. Guidance is provided regarding items students should bring to school, establishing routines, encouraging independence with self-help skills, reading with children at home, and helping children develop social-emotional readiness for school success.

The District encourages families to become active partners in their child's education by participating in school events, family engagement activities, conferences, volunteer opportunities, and ongoing communication with school staff.

Transition Within the Pre-K Counts Program

Throughout the school year, teachers maintain ongoing communication with families regarding student growth, developmental progress, and school readiness skills. Families receive regular updates regarding classroom activities and opportunities to support learning at home.

When students receive services through Early Intervention, behavioral health providers, or other support agencies, school staff collaborate with families and service providers to ensure continuity of services and support successful transitions throughout the year.

Students experiencing additional transitions, including changes in family circumstances, housing, childcare settings, or school placement, may receive additional support from school personnel, school-based mental health providers, and community partners as needed.

Transition from Pre-K Counts to Kindergarten

Because the Pre-K Counts program is housed within Forest City Regional School District, students residing within the District are automatically transitioned into kindergarten without requiring families to complete additional registration paperwork.

Throughout the spring, Pre-K Counts staff and kindergarten teachers collaborate to ensure a smooth transition for students entering kindergarten. Staff communicate regarding student strengths, needs, learning styles, and school readiness skills to support continuity of instruction and services.

Prior to the end of the school year, Pre-K Counts students participate in a "Move-Up Day" experience during which they visit kindergarten classrooms, meet their future teacher, interact with current kindergarten students, and engage in developmentally appropriate activities. These experiences help reduce anxiety and build confidence as students prepare for the next stage of their educational journey.

Students and families also receive information and resources to support kindergarten readiness over the summer months. Suggested activities focus on literacy, numeracy, social-emotional development, independence, and school readiness skills.

To support continuity between grade levels, student work sampling portfolios, assessment information, progress reports, and other relevant educational records are shared with kindergarten teachers. Data collected through district assessment systems is utilized to monitor student growth and support instructional planning as students progress through the elementary grades.

For students transitioning to schools outside of Forest City Regional School District, staff will collaborate with receiving schools and families, when appropriate, to support a smooth transition and ensure continuity of educational services.

Through these coordinated transition activities, Forest City Regional School District seeks to ensure that every child and family feels welcomed, supported, and prepared as they enter Pre-K Counts and continue their educational journey into kindergarten and beyond.

Volunteers

The Forest City Regional Elementary School welcomes parents to take part in their child's education. One way to achieve this is for parents to volunteer in their child's classroom. Parents will need the following clearances to be eligible:

- PA State Police Clearance
- PA Child Abuse Clearance
- FBI Clearance
    1). If you have lived in the state of Pennsylvania for a minimum of ten (10) consecutive years, an FBI Waiver form is required.
    2). If you have not lived in the state of Pennsylvania for a minimum of ten (10) consecutive years you are required to obtain an FBI Fingerprint Clearance.

This information along with the links can be found on the districts website at:
https://www.fcrsd.org/contact_school/employee_volunteer_clearances

Forest City Regional School District

Pre-K 2026 - 2027

SCHOOL CALENDAR

August 2026 (3)						
S	Mon	Tue	Wed	Th	Fri	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026 (20)						
S	Mon	Tues	Wed	Th	Fri	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30*			

October 2026 (21)						
S	Mon	Tue	Wed	Th	Fri	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30*	31

November 2026 (18)						
S	Mon	Tue	Wed	Th	Fri	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20*	21
22	23	24	25	26	27	28
29	30					

December 2026 (17)						
S	Mon	Tue	Wed	Th	Fri	S
		1	2	3	4	5
6	7	8	9	10	11*	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027 (19)						
S	Mon	Tue	Wed	Th	Fri	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22*	23
24	25	26	27	28	29	30
31						

February 2027 (18)						
S	Mon	Tue	Wed	Th	Fri	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027 (21)						
S	Mon	Tue	Wed	Th	Fri	S
	1	2	3	4	5	6
7	8	9	10	11	12*	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027 (22)						
S	Mon	Tue	Wed	Th	Fri	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16*	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027 (17)						
S	Mon	Tue	Wed	Th	Fri	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027 (4)						
S	Mon	Tue	Wed	Th	Fri	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Color Code
First Day of School
Holidays
Snow Make Up Days
State Testing Days
Teacher In-Service (No School Students)
Parent/Teacher Conferences
Pre-K FIP Day(learn from home)
PD Day PK Teachers
Act 80 Early Dismissal In-Service

Early Dismissals—ACT 80 Pre-K: 12:00 pm(*); ES & HS @ 12:15
*Pre-K 1:30 pm ** Dec. 9; Dec. 11; March 11; & May 7*
School Events--
PreK Orientation: August 24, 2026 (5-6 pm)
Grade 7 Orientation: August 25, 2026
Back to School Carnival: **August 25, 2026 (5-6:30 pm)**
Semi Dec. 11, 2026; HS Prom: **May 7, 2027 / Graduation TBD**

Parent/Teacher Conferences for Elementary & High School
December 9, 2026 & March 11, 2027, from 12:30 to 7:00 p.m.
Pre-K will dismiss 1:30 pm

State Testing--
PSSA Exams: April 26- 30, 2027 and May 3-7, 2027
Keystone Exams: Dec. 7-18 , 2026 & May 17-28, 2027

Board Approved - March 9, 2026

Forest City Regional Elementary School

100 Susquehanna St., Forest City, PA 18421
Phone - (570) 785-2483
www.fcrsd.org
Mr. Michael Zack, Principal

Pre-K Counts Family Handbook Acknowledgment

(please return to your child's teacher on the first day of school)

By signing below…

- **I acknowledge that I have received and reviewed the 2026-2027 *Forest City Regional Pre-K Counts Family Handbook* in its digital format.**
- **I understand the policies, procedures, and expectations outlined within, including the requirements for maintaining eligibility in the Pre-K Counts program.**
- **I agree to work collaboratively with the school to support my child's growth and success, including adhering to attendance guidelines, participation expectations, and other program requirements described in the handbook.**

Please reach out to Mr. Zack (mzack@fcrsd.org) should you have any questions regarding the Pre-K Counts Handbook or program guidelines.

Parent/Caregiver Name: _____

Child's Name: _____

Parent/Caregiver Signature: _____

Date: _____

Forest City Regional High School



2026 - 2027

Student/Parent Handbook

Grades 7-12

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NOTICE OF NON-DISCRIMINATION

The Forest City Regional School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, sex, age, or disability in its educational programs, activities or employment practices as required by Title VI, Title IX, and Section 504.
For information regarding civil rights or grievance procedures, or for information regarding services, activities, and facilities that are accessible to and usable by handicapped persons, please contact Michelle Gogolski, Business Manager, 100 Susquehanna Street, Forest City, PA 18421, by phone at (570)785-2406 or at mgogolski@fcrsd.org.

Annual Notification of Rights under FERPA
The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request amendment of the student's education records in the event that the parent or eligible student believes that the records are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. If a parent or eligible student believes that an educational record is inaccurate or misleading, he or she should write to the school principal and clearly identify the part of the record they want changed and specify why it should be changed. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the school board; a person or company with whom the District has contracted to perform a special task (such as attorney, auditor, medical consultant, or therapist); a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

According to FERPA, directory information about students may be released by the district without parental consent, provided annual notification has been given and the school does not have written denial to release directory information on file. Schools do use discretion when they receive requests for directory information and will not release such information if it is the building administrator's judgment that releasing such information would not be in the best interest of the student.

Examples of general directory information include: name, address, telephone listing, date and place of birth, photographs, participation in officially recognized activities and sports, field of study, weight and height of athletes, enrollment status and grade level, degrees and awards received, dates of attendance, most recent school attended.

This information will be made available to qualified agencies upon request. Qualified agencies include, but are not limited to: colleges and universities, scholarship providers, trade and technical schools, and potential employers.

In addition, Federal Every Student Succeeds Act provides that all branches of the military have access to three directory information categories: name, address, and telephone listing, unless parents have advised the school that they do not want their student's information disclosed without prior written consent.

Parents have the right to have directory information withheld upon written request. If you prefer to deny release of your student's directory information, please indicate so on the Student Handbook Acknowledgement Form.

Special Education Services (Child Find)
Annual Public Notice of Special Education Services and Programs, Services for Gifted, Homeless, Migrant Students and Services for Protected Handicapped Students.
To Parents who reside in the Forest City Regional School District.
El contenido de esta nota se ha escrito en inglés. Si usted no entiende esta nota, debe contactar el distrito escolar (vea los contactos) y solicite una explicación.
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 Forest City Regional School District Department of Special Education and request an explanation.

Notice to Parents
According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts (SDs), intermediate units (IUs) and charter schools (CSs) are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973, McKinney-Vento Homeless Assistance Act, Education for Homeless Youth 42USCA 11431.

For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout the school district, intermediate unit, and charter school of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit, and charter school shall publish written information in the handbook and on the web site. Children ages three through twenty-one can be eligible for special education programs and services, including youth incarcerated in adult facilities and/or residential/detention facilities, homeless and migrant children, wards of the state, and private school students.

If parents believe that the child may be eligible for special education, the parent should contact the Forest City Regional School District Department of Special Education at (570) 785-2400.

Children age three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need Special Education and related services. Developmental delay is defined as a child who is less than the age of beginners and at least 3 years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas. (ii) The

child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information you may contact Colleen Penzone, NEIU Early Intervention Supervisor at (570) 876-9255.

Evaluation Process
Each school district, intermediate unit, and charter school has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school which your child attends. Parents of preschool age children, age three through five, may request an evaluation in writing by addressing a letter to Colleen Penzone, NEIU 19 Early Intervention Services at (570)876-9255 or cpenzone@iu19.org .

Consent
School entities cannot proceed with an evaluation or reevaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website, www.Pattan.net.
Once written parental consent is obtained, the district will proceed with the evaluation process at public expense. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

Program Development
Once the evaluation process is completed, a team of qualified professionals and parents determine whether the child is eligible. If the child is eligible, the individualized education program team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff, intermediate unit staff, or charter school staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Confidentiality of Information
The SDs, IUs, and CS's maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA).
The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information. Uninterrupted Scholars Act, which became law in January 2013, allows a district to disclose education records of a student to an agency caseworker or representative from the state or a local child welfare agency or to a tribal authority if that person is determined to have a right to access and the agency/tribal authority is legally responsible for the student's care and protection.

DISTRICT VISION STATEMENT
All Forest City Regional School District students will graduate prepared for post-secondary learning, career, and service.

DISTRICT MISSION STATEMENT
The Forest City Regional School District will challenge, empower, and inspire all students to GO BE GREAT by:

- Setting high academic standards
- Fostering critical thinking skills
- Creating opportunities for collaboration, communication, and innovation
- Promoting self-directed learning and personal goal setting
- Engaging in opportunities to care for others

GUIDING BELIEFS

- Every child can learn.
- Every child is entitled to an education that is designed to support their individual academic, social-emotional, and behavioral needs.
- Learning happens in a safe, supportive, and collaborative environment.
- We are a community of lifelong learners comprised of students, parents, teachers, paraprofessionals, administrators, and community.
- High expectations for ALL are an integral part of the learning process.
- The effort of our teachers and students makes all the difference and is the most valuable asset in our school district.
- Collaboration among students, families, teachers, administrators, and community members is essential for continuous improvement.
- Our shared leadership approach will maximize the professional growth of our educational team by empowering individuals and giving them an opportunity to lead in their areas of expertise.

ALMA MATER
Cherished by thy students ever,
Mem'ries sweet shall throng
'Round our hearts dear alma mater
We'll always sing this song.
Chorus
Lift the chorus, speed it onward
Loud her praises tell
Hail to thee our alma mater
Forest City, hail!
Backward never is our watchword
Conquer and prevail,
We'll go forth to add new glories
We'll try ne'er to fail.
Chorus

SCHOOL LOGO

The emblem, which appears on the front cover of this book, symbolizes the hopes and desires of Forest City Regional students. Each component of the emblem has its own meaning which then contributes to the final product. The four steps at the bottom symbolize a student's four years in high school. Each step is a greater size than the one preceding it, just as each succeeding year adds to the student's knowledge and broadens his/her experience. The columns depict the solidity of the knowledge acquired during the past years and the importance of this knowledge as the foundation of a student's future. The torch in the foreground burns with the energy and vigor of youth, burning with countless hopes. Behind the columns, the road of life stretches to the horizon reaching the sun, which is the brightness of eternity and the fulfillment of the student's education.

SAFE SCHOOL ENVIRONMENT

The Forest City School District strives to ensure that all students and adults are provided with a safe and effective environment in which to learn and work. This type of environment exists when distractions are kept to a minimum and behavior is orderly and is the responsibility of all members of the community. The school utilizes the services of District and building-level resources to meet this goal.

To provide students with a safe and secure school environment, the Forest City School District works collaboratively with the Susquehanna County District Attorney's Office and the Forest City Police Department adding another layer of security in the district by employing a School Police Officer. The Forest City Regional School District School Police Officer (SPO) works cooperatively with the district to promote positive relations between youth and law enforcement, be visible within the school community, attend and participate in school functions, build working relationships with the school's staff, students and parent groups.

Professional staff and Support staff supervise the interiors of the buildings. Special attention is devoted to entrances and corridors leading to and from exterior areas and it is required that all entering guests provide proper identification and register in the main office. Specific instructions are provided upon registration. School and District policies govern all visitors as well as our student population and municipal and state codes are enforced.

To create and maintain an orderly environment within the schools, students and guests are required to adhere to the rules and regulations as set forth in the Student Handbook and to abide by the decisions of the administration in disciplinary matters.

A safe school environment is essential to successful learning, and through the careful use of District resources and the monitoring of student, adult, and visitor behaviors, Forest City Regional School District provides its constituents with an effective and safe school.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a research-based, highly effective, framework for creating, teaching, and reinforcing students' social, emotional, and academic learning skills to improve and sustain academic achievement and mental and emotional well-being of all students. All school staff use the PBIS's framework and positive approach in all school settings. The goal of PBIS is to establish a predictable, consistent, and positive school culture for all students and staff. PBIS schools focus on prevention, intercede to correct individual student behavioral "miscues," and acknowledge students who model the expected behavior.

SECURITY STATEMENT

For the safety of our staff, students, and visitors, as well as the protection of our property and equipment, security cameras are used in many Forest City Regional School District facilities and parking lots.

VISITORS

All visitors, including parents, must report to the main office upon entering the building. Visitors may not be in the school building or on the school grounds unless they have permission from the administration. Visitors to the building must present a photo ID to the office staff upon entering the building. Any visitor who disrupts the school program or fails to obtain and display a visitor's pass will be directed to leave the premises. Students are not allowed to have a visitor in school or to bring an un-enrolled friend to school. Visitors who wish to speak with a teacher after dismissal must contact the administration prior to entering the building. This procedure is purely for the safety, security, and well-being of our staff and students.

Forest City Regional School District
Forest City Regional High School
100 Susquehanna Street Forest City, PA 18421
Phone (570)785-2400 Fax (570)785-3785

CONTACT INFORMATION

Title	Name	Administrative Assistant	Phone Number
Superintendent	Michael Coleman mcoleman@fcrssd.org	Jocelyn Finnerty jfinnerty@fcrsd.org	570-785-2403
Business Manager	Michelle Gogolski mgogolski@fcrsd.org	Kim Kuruts kkuruts@fcrsd.org	570-785-2405
Principal	Cynthia Weiss cweiss@fcrsd.org	Nicole Botjer nbotjer@fcrsd.org	570-785-2420
Director of Special Education	Michelle Lesjack mlesjack@fcrsd.org	Patricia Gardus pgardus@fcrsd.org	570-785-2408 570-785-2444
School Counselors	Kelsey Bryer (5-8) kbryer@fcrsd.org Juliann Lionetti (9-12) jlionetti@fcrsd.org	Darlene Hamlyn dhamlyn@fcrsd.org	570-785-2469
School Nurse	Ann Marie Rusnak arusnak@fcrsd.org	Kim Trotter ktrotter@fcrsd.org	570-785-2415
Cafeteria Manager	Mary Lee Martines mmartines@fcrsd.org		570-785-2412
Transportation Director	Jocelyn Finnerty jfinnerty@fcrsd.org		570-785-2407
Athletic Director	Brian Durkin bdurkin@fcrsd.org		570-785-2417
Technology Coordinator	Steve Glynn sglynn@fcrsd.org		570-785-2432
Technology Specialist	Paul McCormick pmccormick@fcrsd.org		570-785-2432
Maintenance Supervisor	John Reeder jreeder@fcrsd.org		570-785-2424
School Police Officer	Detective John Bradley jbradley@fcrsd.org		570-785-2420
Dean of Students	Daniel Nebzydoski dnebzydoski@fcrsd.org Jason Pantzar jpantzar@fcrsd.org	7-12 PK-8	570-785-2420

BOARD OF EDUCATION

Board Member	Representative District	Office
Mary Emmett	Forest City Region 8	Member
Christoper Stahl	Herrick Township	Vice President
Marissa McAndrew, ESQ	Union Dale	President
Bernice Lukus	Vandling	Member
Katherine Cruz	Forest City Region 9	Member
Danielle Pajka	Pleasant Mount II/III	Treasurer
Henry Nebzydoski, VMD	Pleasant Mount I	Member
Melissa Erdmann	Clinton Township Region I	Member
Eric Bennett	Forest City Region 7	Member

DISTRICT CALENDAR

Forest City Regional School District

2026 - 2027

SCHOOL CALENDAR

August 2026 (3)						
S	Mon	Tue	Wed	Th	Fri	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	*27	28	29
30	31					

September 2026 (20)						
S	Mon	Tues	Wed	Th	Fri	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026 (21)						
S	Mon	Tue	Wed	Th	Fri	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026 (18)						
S	Mon	Tue	Wed	Th	Fri	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026 (17)						
S	Mon	Tue	Wed	Th	Fri	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027 (19)						
S	Mon	Tue	Wed	Th	Fri	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027 (18)						
S	Mon	Tue	Wed	Th	Fri	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027 (21)						
S	Mon	Tue	Wed	Th	Fri	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027 (22)						
S	Mon	Tue	Wed	Th	Fri	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027 (17)						
S	Mon	Tue	Wed	Th	Fri	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027 (4)						
S	Mon	Tue	Wed	Th	Fri	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Color Code
First Day of School
Holidays
Snow Make Up Days
State Testing Days
Teacher In-Service (No School Students)
Parent/Teacher Conferences
Early Dismissal Holiday ***RED***
Act 80 *Early Dismissal In-Service*

Early Dismissals**--** ***(*) Elem & HS @ 12:15***

School Events--
PreK Orientation: August ____
Grade 7 Orientation: August 25, 2026
Back to School Carnival: **August 25, 2026**
Semi Dec. 11, 2026; HS Prom: **May 7, 2027 / *Graduation TBD***

Parent/Teacher Conferences *for Elementary & High School*
December 9, 2026 & March 11, 2027, from 12:30 to 7:00 p.m.

State Testing--
PSSA Exams: April 26- 30, 2027 and May 3-7, 2027
Keystone Exams: Dec. 7-18 , 2026 & May 17-28, 2027

Board Approved - March 9, 2026

Forest City Regional High School

100 Susquehanna St., Forest City, PA 18421
Phone - (570) 785-2420 www.fcrsd.org
Ms. Cynthia Weiss, Principal

Dear Students and Parents/Guardians,

Welcome to the 2026–2027 school year at Forest City Regional. I'm excited to begin another year filled with opportunity, tradition, and the unmistakable spirit of Forester Pride.

As we step into this new school year, we remain rooted in the values that have long defined our school community—respect, responsibility, and a commitment to excellence. At the same time, we embrace growth and change, knowing that progress is part of what makes us stronger, smarter, and better prepared for the world beyond our walls.

Our mission continues to be to challenge, empower, and inspire all students to GO BE GREAT by:

- Setting high academic standards
- Fostering critical thinking skills
- Creating opportunities for collaboration, communication, and innovation
- Promoting self-directed learning and personal goal setting
- Engaging in meaningful ways to care for others

At Forest City Regional High School, our faculty and staff are dedicated to creating an environment where tradition meets innovation—where students build on the traditions of the past while preparing to lead in the future. We want every student to feel inspired to rise to the challenge, grow with purpose, and GO BE GREAT—in the classroom, in the community, and beyond.

You'll find our school procedures, expectations, and guidelines in the student handbook, available on the school website. We encourage both students and families to review it and refer back to it throughout the year. Anyone who would like a printed copy may contact the high school office at 570-785-2420. We are always happy to answer any questions or address any concerns as we begin another school year together.

Sincerely,

Cynthia Weiss

STUDENT RESPONSIBILITIES
Under Title 22 section 12.2 of the PA Code, there are certain student rights and responsibilities afforded to all public school students in Pennsylvania.

Student responsibilities include the following:

1. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
2. No student has the right to interfere with the education of his/her fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
3. Students should express their ideas and opinions in a respectful manner.
4. It is the responsibility of the students to conform with the following:
    a) Be aware of all the rules and regulations for student behavior and conduct themselves in accord with them. Students should assume that, until a rule is waived, altered, or repealed in writing, it is in effect.
    b) Volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
    c) Dress and groom to meet fair standards of safety and health, and not to cause substantial disruption to the educational process.
    d) Assist the school staff in operating a safe school for all students enrolled therein.
    e) Comply with Commonwealth and local laws.
    f) Exercise proper care when using public facilities and equipment.
    g) Attend school daily and be on time for all classes and other school functions.
    h) Make up work when absent from school.
    i) Pursue and attempt to complete satisfactorily the courses of study prescribed by Commonwealth and local school authorities.
    j) Report accurately in student media.
    k) Not use obscene language in student media or on school premises.

The district's rules concerning student behavior and conduct apply whenever a student is in school, on school property or vehicles, at any school-sponsored activities, and/or utilizing District owned or maintained computer system websites, platforms or portals.

GENERAL SCHOOL RULES

1. Students must be in period 1 by 8:25 A.M.
2. Students are not allowed to leave school grounds once they arrive.
3. Students are not allowed in the building after dismissal unless they are under the supervision of a faculty member, advisor, or coach.
4. Students reporting late to school must report to the main office. Please refer to the attendance and discipline guidelines for specific information on consequences.
5. Students shall not mark or deface walls, desks, books, computers, or any other school area.
6. Students are not to use or display obscene language (oral or written) or physical gestures at any time.
7. Possession or smoking of tobacco or any related products, including the use of electronic cigarettes, vapes, or any other smoking devices, is strictly prohibited in a school building, bus, or on school property under the control of the school district.
8. Stealing and/or extorting are prohibited in school. Students found guilty may be suspended and local law enforcement may be contacted depending on the severity of the incident.
9. Fighting while in school will not be tolerated. Engaging or instigating a fight on school property or during any school activity will be punished in accordance with the school discipline policy.
10. Students are prohibited from unauthorized audio, video, or digital recording of any students, faculty, staff, or administration.

11. Students who cause a general disruption to the school environment may be subject to disciplinary action.

DEAN OF STUDENTS
The Dean of Students provides discipline support and collaborative problem solving to administration, faculty, and staff during designated times throughout the day. The Dean of Students works independently and in collaboration with the building principal to address student discipline and the application of the code of conduct including but not limited to dress code, hallway and lavatory behavior, disruptive behavior, and student safety concerns.

Facilitation of student discipline includes but is not limited to communication with the student and others involved, communication with parents and guardians regarding the referral and the consequence, and collaboration with the building principal.

FLAG SALUTE
Opening of school activities include the recitation of the Pledge of Allegiance. All students will be encouraged to participate in this patriotic activity. Students whose personal beliefs prohibit such actions are not required to participate in this activity but shall maintain a respectful attitude throughout the ceremony. Disruption or infringement upon the rights of others to participate in this ceremony, by any student, will result in disciplinary action.

ATTENDANCE
Board Policy 204

ATTENDANCE REGULATIONS
The Forest City Regional School District recognizes that attendance is an important factor in academic success and supports a comprehensive approach to identify and address attendance issues. The entire educational process requires a continuity of instruction, classroom participation, and learning experiences in order to provide maximum educational benefit for every student.

Frequent absence from school disrupts the educational process. It is the shared responsibility of the District and the family to work collaboratively to remove barriers to daily attendance and to ensure that students understand the positive connection between daily attendance and student achievement.

The Pennsylvania School Code provides the following reasons for excused absences from school: illness, quarantine, death in the immediate family, professional appointment, required court appearance, religious observance, and impassable roads.

The following guidelines and procedures will be adhered to in the Forest City Regional School District:

EXCUSED ABSENCES
In addition to submitting a written excuse upon return to school, parents are asked to call the school when their child is absent from school. If your child is absent and you have not called the school, you will receive an automated phone call by 11:00 A.M. indicating that your child did not attend homeroom.

A written note is required within three days of an absence. The note must clearly state the date of absence, purpose for absence, and the signature of the parent/guardian or practitioner of the healing arts. If the note is not received within three days of the absence, the absence will be coded as unexcused. The School Code limits the number of parent excused absences to ten (10) per year. All absences beyond the tenth require a written note from a practitioner of the healing arts. If a written note from a practitioner of the healing arts is not presented within three (3) days of the student's return to school, the absences will be coded as unexcused.

- First Notice: After five (5) parent excused days, the District will provide written notice to the parent or guardian.
- Second Notice: After eight (8) parent excused days the District will provide a second written notice with an invitation to attend a School Attendance Improvement Conference (SAIC). The purpose of the SAIC is to examine the student's absences in an effort to improve attendance. The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan (SAIP). The following individuals shall be invited to the SAIC: student, parent or guardian, other individuals identified by the parent/guardian who may be a resource, appropriate school personnel, and recommended service providers including but not limited to the County Children and Youth Truancy Liaison.

UNEXCUSED ABSENCES

Unexcused absences include but are not limited to: truancy, attendance at an unapproved community event or venue, shopping, oversleeping, car trouble, illegal employment, parent excused absences beyond the tenth day and unexcused early dismissals.

- First Notice: When a student has been absent for three (3) days during the current school year without a lawful excuse, the District will provide written notice to the parent or guardian within ten (10) days of the student's third unexcused absence.
- Second Notice: If the student incurs additional unexcused absences to a cumulative total of five (5) days after the issuance of the first notice the District will provide a second written notice with an invitation to attend a School Attendance Improvement Conference (SAIC).
- Third Notice: Students are considered to be habitually truant with six (6) or more unexcused absences during the current school year. If a student continues to accumulate unexcused absences after the SAIC, a third letter will be sent home via USPS requesting an additional SAIC to identify and eliminate barriers to school attendance. Failure to attend the SAIC will result in a formal referral to a school-based or community-based attendance improvement program and a truancy complaint to the district magistrate.

TRUANCY AND HABITUAL TRUANCY

Attending school regularly and providing legal excuses when absences occur are vitally important. All absence excuses must be turned in to the school within three (3) days of a student's return to school. When excuses are not turned in, or when invalid excuses are submitted, a student may be deemed truant. Current Pennsylvania Law defines a truant student as one who is of compulsory school age and has accumulated three (3) days of unexcused absence during the school year. Additionally, current law defines a habitually truant student as one of compulsory school age who has accumulated six (6) days or more of unexcused absence during the school year. Actions that will be taken for students defined as truant or habitually truant are found in Policy 204 and include a parent-staff meeting, the development of an Attendance Improvement Plan, referral to an Attendance Improvement Program, referral to Children and Youth and/or the issuance of a citation with the local District Justice. Additionally, unless a judge determines that it is in the student's best interest, habitually truant students will not be permitted to transfer to a cyber charter school during the school year.

CREDIT FOR ASSIGNMENTS DURING ABSENCE

The Forest City Regional School District recognizes the importance of regular student attendance with regard to the attainment of a quality education. Therefore, a procedure to encourage student attendance is in place. Upon the occasion of a student absence, a student will be given the opportunity to complete all course work that would have been completed during the time of absence. All students absent from classes for legal reasons, including suspensions, are required to make up all work and tests missed. It is the responsibility of the student to see their teachers to obtain the work and to obtain help, if needed, to make up the work. The opportunity to complete work missed shall be equal to the total number of days missed. Students who will be absent a minimum of three (3) consecutive school days may request homework from the counseling office. A

request for homework for students who will be absent 3 or more days should be made as soon as possible (preferably the first day) during the expected period of absence. Parents requesting homework should call the counseling office. Requested homework will be available to be picked up in the office after 3:00 P.M. on the day following the phoned parental request.

UNACCOUNTED ABSENCES

Children whose names are on the active membership roll, who are at any time in the school term, absent from school for 10 consecutive school days, shall be removed from the active membership roll (as an IMPROPER WITHDRAWAL) unless one of the following occurs:

1. The district has been provided with evidence that the absence may be legally excused; or
2. Compulsory attendance prosecution has been or is being pursued.

EXCUSED TARDINESS

If a student is late to school and immediately produces a written note from a practitioner of the healing arts, or a legal professional appointment, the lateness will be excused.

UNEXCUSED TARDINESS

Unexcused tardiness (three (3) or more) is not acceptable. In order to discourage such tardiness, students arriving late to school without an acceptable written excuse or who have exceeded the limit of allowable tardies will be subject to consequences.

EXCUSED EARLY DISMISSAL

Students requiring early dismissal from school must submit a written note to the main office prior to the start of the school day. The note must include the following: the student's name, the reason for the request, the date and time the student needs to be excused, and signature of the parent/guardian. All written notes will be verified with a phone call to the parent/guardian.

In the event of a family emergency, a telephone call will not be sufficient to have a child excused early. A parent or guardian must come to the school to sign out the student. Students are not permitted to walk home from school during the school day without permission from administration. Students who leave without permission are subject to the provisions of the discipline policy.

If the school nurse determines that a student is unable to participate in school for medical reasons, the parent/guardian will be contacted, and arrangements will be made for the student to be medically excused. If the school nurse recommends that a child remain in school and the parent/guardian decides to remove the child from school the absence will be coded as a parent excused absence. Accumulation of excessive parent excused absences will result in a School Attendance Improvement Conference and/or action through the district magistrate.

EARLY DISMISSALS/SCHOOL CLOSURES

In the event of a late start, early dismissal or school closing, an official announcement will be broadcast over local radio and television stations. Additionally, our automated calling system will call with a recorded message with the essential information. As school closings and delays can be unexpected, parents should make standing arrangements for their children in the event of a closing, delay, or early dismissal. Please do not call the main district number for early dismissal information. Breakfast and lunch will be served on pre-planned early dismissal days.

FLEXIBLE INSTRUCTION DAYS

The Forest City Regional School District is approved by the Pennsylvania Department of Education to use five Flexible Instruction Days throughout the school year. In the event of a school closure, an asynchronous

learning day may be implemented. Teachers will provide students with learning activities and will be available, virtually, to offer assistance as needed.

ABSENCES AND EXTRA-CURRICULAR ACTIVITIES
A student who is absent from school shall not be permitted to practice or participate in any extracurricular or school-related activity without permission of the building principal. Students must be signed in to school no later than 10:00 A.M. to participate in an extracurricular activity.

Once students arrive at school they must remain throughout the day.

Students absent five (5) or more days per marking period without a medical excuse will be ineligible to participate in extracurricular activities for the remainder of the marking period and will be required to meet with the building principal and athletic director.

SKIP DAYS
There shall be NO authorized skip days for any class. Skip days will be handled as any other truancies. In addition, classes or grades of students participating in a skip day will jeopardize their privilege of participating in school-sponsored activities.

EDUCATIONAL FIELD TRIPS
Students may be excused from school to participate in non-district sponsored educational trips. To be eligible under this policy, the student's parent/guardian must complete an Educational Field Trip Form prior to the trip. Approval will be based on student achievement, attendance, and teacher recommendations. If the student's achievement, attendance, and/or behavioral records are negative, the educational trip will not be approved by Administration and notification will be made to parents.

Failure to obtain pre-approval for an educational trip will result in absence for the trip being declared unexcused and, where appropriate, unlawful. No student may spend more than ten (10) school days on approved educational trips in any given school year. Students are expected to make up all schoolwork within the number of days equal to the days missed for the trip.

COLLEGE VISITATIONS
During the school year, seniors are permitted up to two (2) college visitations. Juniors are permitted one (1) visit. Upon returning to school, the student must provide printed documentation from the college/university attended. Failure to return with the necessary documentation may result in an unexcused absence.

PROMPTNESS TO CLASS
1. Students are required to arrive to class and be seated in their assigned area by the time designated for the beginning of class.
2. Students who may arrive late for class must obtain a note from the staff person who detained them. This note must be presented to the teacher upon late arrival.
3. Except in emergencies, students will report to class before visiting the nurse, counselor, office personnel or any other non-scheduled area. The teachers will issue a pass if leaving the class is judged to be necessary and/or appropriate.
4. Students who miss any class work for unexcused reasons may be given a failing grade for the missed work.
5. If a student fails to report to class during the scheduled class period and has not been excused from the class, the absence must be reported on a discipline referral.

CONDUCT IN CLASS
1. Students are expected to show respect for themselves and others.

2. Students are expected to come to class prepared and to pay close attention to lessons.
3. Students are expected to stay in assigned seats or work stations and to keep their work areas clean and neat.
4. Unless participating in authorized class discussion, students are expected to raise their hand for teacher permission before speaking.
5. At the end of a class period, students will leave their seats only when dismissed by their teacher. They will not leave on the bell.

PROCEDURE FOR LEAVING CLASS

1. Except in extreme emergencies, students must obtain permission from a teacher or other adult school authority before leaving class.
2. Any student leaving a class during the class period must fill out their hall pass. The student must fill out the destination, time leaving, and time returning.
3. Students leaving class to use the lavatory must use the lavatory nearest to their classroom or designated area.
4. Students should request permission to leave class early only for emergency reasons and should make a sincere effort not to disrupt the learning environment.
5. Students who, in the judgment of an administrator, have demonstrated a high frequency of emergency requests for leaving class may be required to present a note from a medical authority indicating a need for such frequent requests.
6. In order to leave class, students must leave their cellphone on the teacher's desk.

SCHOOL DISMISSAL PROCEDURES

1. Upon dismissal, all students, after visiting their lockers, will proceed immediately to their bus or after school activity.
2. Students scheduled for detention or any after school activity must visit their lockers following the last period and report directly to the area of the detention or other after school activity.
3. The walkways provided must be used when traveling to the bus loading area.
4. Loitering in the bus loading area is not permitted. Students are required to proceed immediately to their buses.
5. Parents or legal guardians may pick-up their child from school by following normal visitor sign-in procedures. The desk attendant will notify the office and the child will be summoned to the pick-up area. Other adults or acquaintances cannot pick up students unless the parents or guardians grant permission and this information is provided, in writing, to the main office.
6. All rules and regulations in effect within the school are also in effect on all school property and on the way to and from school.

STUDENT SCHEDULES

1. An individualized schedule is designed for each student.
2. Schedule changes may only occur during the first six (6) days of the school year.
3. Schedule changes are granted on rare occasions and are contingent upon administrative review of all factors.

REQUESTS FOR TEACHERS

The classroom placement of a student is the prerogative of the counselor, the teacher, and the principal. The individual needs of students are given priority. However, the final placement and assignment of students is the sole responsibility and within the sole discretion of the school principal.

BELL SCHEDULES

High School Regular Bell		
Breakfast	8:15	8:25
Pledge to the Flag	8:25	8:26
Period 1	8:26	9:11
Period 2	9:13	9:58
Period 3	10:00	10:45
Announcements/L & L List	10:45	10:51
Lunch and Learn 1	10:51	11:21
Flex	11:23	11:35
Lunch and Learn 2	11:37	12:07
Period 4	12:09	12:54
Period 5	12:56	1:41
Period 6	1:43	2:28
Period 7	2:30	3:15

High School -- 2 Hour Delay		
Breakfast	10:15	10:25
Pledge to the Flag	10:25	10:26
Period 1	10:26	10:54
Period 2	10:56	11:24
Period 3	11:26	11:54
Announcements/L & L List	11:54	12:00
Lunch and Learn 1	12:00	12:30
Flex	12:32	12:42
Lunch and Learn 2	12:44	1:14
Period 4	1:16	1:44
Period 5	1:46	2:14
Period 6	2:16	2:44
Period 7	2:46	3:15

High School -- 12:15 Dismissal		
Breakfast	8:15	8:25
Pledge to the Flag	8:25	8:26
Period 1	8:26	8:45
Period 2	8:47	9:06
Period 3	9:08	9:27
Period 4	9:29	9:48
Period 5	9:50	10:09
Announcements/L & L List	10:09	10:15
Lunch and Learn 1	10:15	10:45
Flex	10:47	11:01
Lunch and Learn 2	11:03	11:33
Period 6	11:35	11:54
Period 7	11:56	12:15

WEBSITE

A school district website has been established to help communicate a wide variety of school-related information. The website includes an E-mail directory of district employees, announcements, a school calendar, athletic information, and much more. Visit the website at http://www.fcrsd.org

PARENT PORTAL

The Forest City Regional Parent Portal is a gateway for students and parents/guardians to have access to current school and student information. This student information includes grades, attendance, and print versions of report cards and transcripts. To sign up for the parent portal, please contact Mr. Steven Glynn, Director of Technology, by phone in our high school technology department. Additionally, information related to the parent portal and its features will be available on our website under the technology tab.

GRADING

The Forest City School District believes that every student should be provided as many opportunities as possible to demonstrate achievement each marking period through formal and informal assessments. These assessments are what collectively contribute to the formation of a grade for each individual student.

Assessments should be made in multiple formats and may include homework, tests, quizzes, class work, lab work, final exams, project completion, paper and pencil activities, notebooks, portfolios, participation, and verbal presentations.

Various grade levels reflect student achievement differently, but all grades are based on the scale of 0 to 100.

The scale and designation of alpha and numeric is as follows:

90-100	A – Outstanding
80-89	B – Good
70-79	C – Satisfactory
65-69	D – Needs Improvement
0-64	F – Unsatisfactory – Failing

GRADE OF INCOMPLETE

Incomplete on a report card indicates the student has not completed sufficient work to receive a grade and the teacher or administration has granted an extension for the work to be completed. Any work that needs to be completed shall be handed in within two weeks (10 school days) after the Incomplete has been issued. If the work has not been handed in, the student will be given a 0 for the assignment, which will be included in the current grade average. An Incomplete will not be given the last quarter of the school year. Only a building administrator can extend an incomplete for medical reasons or extenuating circumstances.

PROGRESS REPORTS

Board Policy 212

Progress reports are issued mid-way between each report card. Progress reports are issued so that the student and the parent are aware of the current grade status of the child. Progress reports are posted to the Parent and Student Portal. Actual grades for work are reflected on the progress report. These reports allow the student time to improve their grade performance if they are doing poorly and inform the parent that a possible parent teacher conference may be needed.

REPORT CARDS

Board Policy 212

Report cards are issued four (4) times per school year. They include grades earned in each subject, teachers' comments, and daily absences. Report cards are posted to the Parent and Student Portal. At the request of the parent a copy of the report card will be mailed home.

RETENTION AND SUMMER SCHOOL

Forest City Regional High School students determined to need academic remediation may be recommended or required to complete a summer school educational program. Students who fail academic courses and/or fail to complete a summer school program may be retained for the upcoming school year. All high school students in grades 9-12 that fail a course during the school year are strongly encouraged to attend summer school so that they can maintain enough credits to graduate.

The following guidelines are in place for all 7^{th} and 8^{th} grade students:

a) Failing one core course- Student is recommended for summer school. Student will be promoted to the next grade.
b) Failing two core courses- Student is recommended to take two courses in summer school but is required to take and pass one course. If the student takes and passes at least one course, they will be promoted to the next grade. If the student does not attend summer school, the student may be retained for the upcoming year.
c) Failing three core courses- Student is required to take and pass two courses in summer school to be promoted to the next grade.
d) Failing four core courses or more-student will be retained for the upcoming school year.

PARENT CONFERENCE

Parent conferences are recommended not only when a student is academically in danger, but also whenever a question or concern arises. While we provide opportunities for parent conferences to occur on specific dates, parents are encouraged to request a conference when they have concerns. This arrangement will enable all the teachers, counselors, and administrators to be available to assist when appropriate. To arrange for a conference please contact the counseling office.

ACADEMIC INTEGRITY GUIDELINES

The Forest City Regional School District expects all students to work diligently both inside and outside the classroom to produce quality work and assignments. All students are expected to work on all assignments with integrity and demonstrate honest and ethical behavior when completing assignments, working with other students, and submitting assignments. Teachers will provide instructions and information to students on the proper and appropriate methods of providing citations and documentation so that students do not engage in cheating or plagiarism.

PLAGIARISM

Throughout your secondary education, you will be asked to write a variety of papers for your subject area classes. Many of these papers will require you to complete academic research prior to writing. Your teacher will familiarize you with the research guidelines of the Modern Language Association and/or the American Psychological Association (the two most used systems for documentation) in order to prepare you to give proper academic credit for your research sources.

Webster's New World Dictionary defines plagiarism as "the taking of any idea, writing, or creative work and passing it off as one's own". Your teachers will utilize class time to teach and review proper research techniques. Every effort will be made to present research writing as an ongoing educational process, especially in grades 7-12. However, when a student engages in what his or her instructor views as deliberate and willful plagiarism, that student is guilty of cheating and will be subject to academic discipline from the classroom teacher, the building administrator, or both.

At the college level and in the professional world, plagiarism is considered a serious offense and is often punished with severe academic and/or financial penalties. By following the instruction and research guidelines of your teachers closely, you will learn the proper techniques to avoid plagiarism, and you will be able to complete your research honestly. However, should you choose to deliberately and willfully pass off someone else's work as your own (in other words to cheat), you will face academic penalty.

Students may use digital tools to support learning and creativity. These resources can be helpful for exploring ideas, organizing thoughts, and gaining new understanding. However, it is essential that all submitted work reflects the student's own thinking, effort, and understanding.

Using technology to assist learning is encouraged when used responsibly. However, submitting work that is copied or generated entirely by a digital tool, without meaningful personal input, is not considered original work and does not meet our learning expectations.

Work that does not reflect a student's own thinking may be subject to academic discipline from the classroom teacher, the building administrator, or both.

Our goal is to support students in becoming independent, confident learners who take pride in their own voice and ideas.

CHEATING

Any student caught cheating will receive a 0% on that specific graded assignment. Plagiarism is considered a form of cheating.

Additional incidents of cheating will be addressed as stated below:

2nd Offense – In School Suspension
3rd Offense – Out of School Suspension

HOMEWORK

Board Policy 130

Homework is a necessary part of students' academic responsibilities and is an important component of each teacher's grading procedures. Homework is designed to give students an opportunity to practice and reinforce the skills and knowledge of each academic discipline. Students are expected to follow teachers' instructions for all homework assignments.

GRADUATION PROJECT

All students are required to complete a graduation project to receive their high school diploma. Students are encouraged to begin working on their projects as early as 10th grade. All 11th grade students will receive all graduation project information during a fall assembly program. Students must have their project approved by the graduation project advisors and the principal before starting. All students are encouraged to choose projects that focus on volunteerism and that will benefit the school and/or the community.

GRADUATION REQUIREMENT

A student will not graduate unless the minimum number of credits has been earned to satisfy the graduation requirements, and unless the student meets the minimum standards of the Commonwealth of PA and the Forest City Regional School District.

A student who has not met the requirements for graduation will not be issued a cap and gown; they will not participate in commencement. No diplomas will be issued until all state and local requirements are met.

All fines must be paid, and all school equipment must be turned in.

Diplomas will be withheld unless these obligations are satisfied.

HALL PASSES

- Students must be in their assigned area at all times.
- Students must obtain permission from a teacher or staff member before leaving class hall passes must be filled out by students prior to leaving.
- Student passes will permit them to leave a class twice per day, once per day for CTCLC students.

- Students must leave their cell phones on the teacher's desk in order to leave class.
- Students must request permission to leave the class for emergency reasons, as well.
- Students who, in the judgment of an administrator, have demonstrated a high frequency of emergency requests for leaving class may be required to present a note from a medical authority indicating a need for such frequent requests.
- Students will adhere to the "lavatory use" expectations of the building.

LOCKERS

Since all students are responsible to care for the school issued books, materials and computer, a locker will be assigned to each student in grades 7-12 at the start of the school year. Students are expected to make every effort to keep their locker neat and clean. Stickers, decals, and writing on the lockers inside and out are not acceptable. Students are expected to use the locker appropriately. Slamming, denting, or bending of the doors are not permitted. Food, other than a student lunch, is not permitted in the locker. Open beverages in lockers are not permitted.

All books and school supplies are to be stored in the locker during the school day. The use of backpacks is not permitted during the day. Students may transport their belongings before and after school using their backpacks. If a student has any difficulty with their locker or its functions, all concerns should be reported to a homeroom teacher and/or the high school main office.

Lockers are the property of the Forest City Regional School District and are subject to inspection and search by an administrator or authorized school designee to maintain the health, safety, and welfare of the student body. The school is not responsible for stolen items from a student's locker. Students are responsible for all materials within their lockers. Lockers may not be shared at any time.

SEARCH OF STUDENT AND STUDENT BELONGINGS

Board Policy 226

With reasonable suspicion, the administrator can require a student to present his/her belongings for the search of prohibited items, illegal substances, or weapons. Electronic wands may be used by school personnel to assist in the search of a student and his/her belongings.

The District recognizes the need to respect the rights of students to be free from unreasonable searches and seizures while fulfilling the District's interests in protecting and preserving the health, safety, and welfare of the school population, enforcing the code of conduct, and maintaining an appropriate atmosphere conducive to learning.

School lockers, desks, storage areas, roadways and parking areas are the property of the school district. The reasonable expectation of privacy offered to students does not extend to lockers, desks, or vehicles parked or driven on school property. The school district reserves the right to search lockers, desks, and vehicles on school property whenever deemed reasonable for the protection of health, welfare, and the maintenance of discipline in the school or on school property. The use of animals or mechanical means may be used in an effort to detect the presence of illegal substances, weapons, or other prohibited materials.

Searches of student pockets, clothing, possessions, backpacks, purses, and district owned electronic devices are subject to search if the administration has reasonable suspicion that a violation of school policy has occurred. Sweeping, random, or periodic searches of all lockers may be conducted at any time without reasonable suspicion. These school wide locker searches are in place to maintain a safe and comfortable school environment. Students found in possession of illegal substances or look-alikes, weapons or look-alikes, or other

prohibited materials in their lockers, desks, or vehicles, and/or on their persons shall be subject to discipline in accordance with the rules, policies, and regulations of the district and shall further be subject to any fines, penalties or legal actions as may be provided for the State and Federal laws and regulations. Evidence discovered during a search may be used against the student in disciplinary proceedings.

If a school administrator has reasonable suspicion that a search of a student or the student's belongings is necessary, the student is expected to cooperate with the search. If a student refuses to cooperate and leaves the school building or campus before the search can be completed, the student will face disciplinary action. The consequences will be based on the reason for the search, the student's refusal to cooperate, and leaving school without permission.

TEXTBOOKS

Textbooks and other supplemental materials are furnished without cost to all students and must be returned to their teacher at the conclusion of the course. Students are financially responsible for all lost, stolen, or damaged textbooks and materials. Charges for lost or destroyed books are based on the original cost of the book and the age of the book. Parents/guardians are responsible for payment. The cost of any school equipment or property which is lost or destroyed must be paid in full. Records will be detained if all obligations are not met.

STUDENT OBLIGATIONS

All students must meet all of their financial and disciplinary obligations. All athletic equipment, musical instruments, textbooks, etc. issued to students must be returned upon completion of its intended use. All obligations will be carried over annually and will become a senior obligation. Any senior who is negligent at the end of the school year, with any obligation, will not be a part of graduation or associated graduation activities. Diplomas will not be issued until fines have been paid.

STUDENT DRESS CODE

Board Policy 221

The educational atmosphere in the school is affected by what students wear. Appropriate clothing for students contributes to appropriate student behavior. Articles of clothing or jewelry which distract from the educational process or present a health or safety hazard are not permitted and are inappropriate in an educational setting. Students may be required to wear certain types of clothing while participating in physical education classes, extracurricular activities or other situations where special attire may be required to ensure the health or safety of the student. Students have the responsibility to keep themselves, their clothes, and their hair clean.

These items are permitted:

- Shirts: shirts with collars (including golf style, button down) turtlenecks, and t-shirts (long or short sleeve), sweaters, and jerseys. All shirts must completely cover the torso from the waistline to the collar bone.
- Bottoms: jeans, khakis, dress pants, shorts, athletic pants or shorts, sweatpants, and skirts, all worn at the waistline, that do not expose undergarments, and extend to the tip of the student's finger when arms are extended, and student is walking. ~~Leggings are permitted as long as the student's top extends to the tip of the middle finger when arms are extended when the student is walking.~~ Leggings are also permitted to be worn under ripped jeans.
- Closed toe shoes only – Footwear must be worn at all times and fully attached to the foot.
- Zip-ups and hooded sweatshirts are permitted as long as they do not cover the head and are not to take the place of the shirt. Students' heads must be uncovered when they are inside the school building and throughout the instructional day. Students who do not follow this rule will lose the privilege of wearing a hooded sweatshirt in the school setting.

These items are not permitted:

- Shirts: cut-offs, midriffs, tank tops, muscle shirts, spaghetti straps, tube tops, half shirts, or halter tops.
- Clothing or accessories that display sexually suggestive writing or images, obscene language, or which promote tobacco, alcohol products, illegal substances (including drug paraphernalia), or statements of hate, prejudice, bigotry, or sexism. This includes suggestive printing on clothing that can be interpreted with a double meaning, uses disrespectful language, or suggests gang affiliation or activities.
- Clothing or accessories depicting weapons or violence
- Clothing that is sheer or see-through
- Outdoor jackets or coats
- Bottoms rips in jeans that expose the student's skin above the knee, cargo style pants or shorts, pajamas, items not worn at the waist or showing undergarments, shorts / skirts not at the length stated above
- Shoes: flip-flops, open-toed shoes, slides, sandals, slippers
- Headwear: Hats, bandanas, scarves, sunglasses, hoods, and visors, except for religious beliefs and chronic health conditions

**Dress code violations will require a change of clothing; in some instances, they may require removal from class or removal from school. Students may call home for proper clothing. Administrators reserve the right to determine appropriate attire and dress code compliance.

CLASSIFICATION OF STUDENT MISCONDUCT
Minor Behaviors
Staff-Managed

Behavior	Definition	Consequence
Tardy	Student arrives to class less than 5 minutes after the bell without a signed pass.	1st Offense - Written Warning in SWIS; conference with student 2nd Offense - Written Warning in SWIS; teacher contacts guardian Enter in SWIS as MAJOR 3rd Offense -- Referral in SWIS; teacher contacts guardian; Office Issued Detention Repeated Violations -- Suspension/Revocation of Driving Privilege
Classroom Disruption	Student engages in minor activities (not following directions, calling out, and talking to others when not permitted, etc.) that disrupts the process of the lesson, or disrupts the learning process of other students during the lesson.	1st Offense - Written Warning in SWIS; conference with student 2nd Offense - Referral in SWIS; teacher contacts guardian

		Enter in SWIS as MAJOR 3rd Offense – Office Issued Detention Repeated Violations – In School Suspension
Property Misuse	Student engages in the low-intensity misuse of school's property or other students' property.	1st Offense - Written Warning in SWIS; conference with student 2nd Offense - Referral in SWIS; teacher contacts guardian Enter in SWIS as MAJOR - Property Damage/Vandalism 3rd Offense Office Issued Detention Repeated Violations – In/Out of School Suspension
Defiance	Student purposely and knowingly refuses to do what is asked of the student before being prompted multiple times.	1st Offense - Written Warning in SWIS; conference with student 2nd Offense - Referral in SWIS; teacher contacts guardian Enter in SWIS as MAJOR 3rd Offense – Office Issued Detention Repeated Violations – In/Out of School Suspension
Disrespectful	Student is "non-aggressively" engaging in inappropriate communication with teacher or other students.	1st Offense - Written Warning in SWIS; conference with student 2nd Offense - Referral in SWIS; teacher contacts guardian; Enter in SWIS as MAJOR 3rd Offense - Office Issued Detention Repeated Violations – In/Out of School Suspension
Inappropriate Language	Student engages in non-directed inappropriate language with student or teacher, which can include but not limited to cursing, sexual content, and derogatory comments/gestures.	1st Offense - Referral in SWIS; conference with student Enter in SWIS as MAJOR

		2nd Offense - Referral in SWIS; conference with student; teacher contacts guardian; Office Issued Detention 3rd Offense – In School Suspension Repeated Violations – In/Out of School Suspension
Physical Contact	Student engages in non-serious, but inappropriate physical contact (possibly horseplay).	1st Offense - Written Warning in SWIS; conference with student 2nd Offense - Referral in SWIS; teacher contacts guardian Enter in SWIS as MAJOR - Non-Compliance 3rd Offense – Office Issued Detention Repeated Violations – In/Out of School Suspension
Lunch and Learn Skip	Student does not attend lunch and learn as requested	1st Offense - Written Warning in SWIS; teacher contacts guardian; student is escorted to teacher next day Enter in SWIS as MAJOR (Defiance) 2nd Offense - Referral in SWIS; teacher contacts guardian; Office Issued Detention
Technology Violation	Student has cell phones, earbuds, air pods or Bluetooth headphones, and smart watches, are out during class:	Each Offense - Referral in SWIS Parent must retrieve electronic device after school hours

Major Behaviors
Administrator-Managed

Behavior	Definition	Consequence
Refusal to Work	Student has been prompted to begin a task and has not made any effort to complete the task or get started on the task.	1st Offense - Written Warning in SWIS; teacher contacts guardian 2nd Offense - Referral in SWIS; teacher contacts guardian; Office Issued Detention

Skipping Class	Student does not attend class on a day student is present in the building without being approved to miss a class or is more than 5 minutes late to a class without a pass.	1st Offense -- Restricted Movement and/or In School Suspension 2nd Offense – Restricted Movement and/or Out of School Suspension
Defiance	Student purposely and knowingly refuses to do what is asked of the student after being prompted multiple times. OR Student displays aggressive behavior against what the teacher is asking the student to do.	In / Out of School Suspension
~~Academic/Organized Misconduct~~ Academic Dishonesty	Any type of cheating or intent to cheat that occurs in relation to a formal academic exercise (tests, quizzes, projects, essays, etc.), or any organized attempt to deceive, imitate, or create an unfair advantage.	1st Offense – 0% on assignment, teacher contacts parent/guardian 2nd Offense – In School Suspension 3rd Offense - Out of School Suspension
Extreme Class Disruption	Student engages in refusal to follow directions, talks back, delivers socially rude interactions, and/or demonstrates physical aggression that hinders or prevents the teacher from continuing the lesson or impacts the health, safety, and well-being of other students.	Out of School Suspension
Directed Profanity/ Inappropriate Language	Student delivers communication that includes swearing, name calling, sexually explicit language, racial comments, or use of words in an inappropriate way directed at an individual (teacher or student).	In/ Out of School Suspension SPO will be notified of incident and determine if charges will be filed
Vandalism	Student participates in an activity that results in destruction or disfigurement of property.	1st Offense – Referral in SWIS; teacher contacts guardian; detention and/or restitution 2nd Offense – In School Suspension and/or restitution 3rd Offense – Out of School Suspension and/or restitution ** Depending on severity consequences may be altered SPO will be notified of incident and determine if charges will be filed

Theft/Forgery	Student is guilty of theft, possession, or sale of stolen property.	Out of School Suspension SPO will be notified of incident and determine if charges will be filed
Sexual Harassment	Student exhibits behavior characterized by the making of unwelcome and inappropriate sexual remarks or physical advances toward another student or adult on school property.	Out of School Suspension SPO will be notified of incident and determine if charges will be filed
Inappropriate Display of Affection	Student engages in inappropriate touching, kissing, or other inappropriate conduct of affection on school property.	1st Offense – Referral in SWIS; conference with student; teacher contacts guardian 2nd Offense – Referral in SWIS; teacher contacts guardian; Office Issued Detention 3rd Offense – In School Suspension
Non-Verbal Intimidation	Student delivers disrespectful communication to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. *Disrespectful communication includes sustained or intense attacks based on race, religion, gender, age, ethnicity, nationality, disabilities, and/or personal matters.	Out of School Suspension SPO will be notified of incident and determine if charges will be filed
Verbal Intimidation	Student delivers disrespectful communication to another person that includes threats and intimidation, obscene gestures. *Disrespectful communication includes sustained or intense attacks based on race, religion, gender, age, ethnicity, nationality, disabilities, and/or personal matters.	Out of School Suspension SPO will be notified of incident and determine if charges will be filed
Physical Intimidation	Student delivers disrespectful communication to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. *Disrespectful communication includes sustained or intense attacks based on race, religion, gender, age, ethnicity, nationality, disabilities, and/or personal matters.	Out of School Suspension SPO will be notified of incident and determine if charges will be filed
Vaping/Tobacco Violation	Student is in possession of or caught actively using tobacco and/or vaping device.	Out of School Suspension; For each occurrence SPO will be notified of incident and determine if charges will be filed, and SAP Referral

Drug/Alcohol Violation	Student is in possession of, under the influence of, or caught actively using drugs and/or alcohol.	Out of School Suspension SPO will be notified of incident and determine if charges will be filed, and SAP Referral and Recommendation for Drug & Alcohol Assessment through Trehab
Fighting	Student engages in a physical attack on another student where physical injury may occur. OR Student is involved in intentional actions that result in serious physical contact and injury of another student	Out of School Suspension SPO will be notified of incident and determine if charges will be filed
Weapon	Student is in possession of a weapon or other item that would be dangerous to the safety and welfare of the school.	Out of School Suspension SPO will be notified of incident and determine if charges will be filed

MINOR INFRACTIONS

Minor infractions include behaviors which disrupt the learning environment and occur within the classroom.

1. Each classroom teacher will provide students with a description of expected student behavior within the class and consequences for failing to adhere to the procedures established.
2. Students who violate the classroom regulations will first be dealt with by the classroom teacher according to the procedures previously outlined and will issue a written referral as part of the warning process.
3. If the policy / procedure is violated a second time, a written referral will be issued and the parent / guardian will be contacted by the classroom teacher.
4. Students will be referred to an administrator when, in the view of the teacher, the student has developed a pattern of disruptive behavior.
5. Students will be referred to an administrator when, despite the efforts of the teacher to change the student behavior, the student refuses, or neglects to follow the directions of the teacher.
6. Any behavior within the classroom which meets the description of a Major infraction must be referred to an administrator for proper action.

MAJOR INFRACTIONS

Major infractions include behaviors which cause an immediate danger or represent a willful excessive disruption of the learning environment. All Major infractions must be referred to an administrator. Major infractions include but are not limited to the following type of behavior:

1. Activating False Fire Alarm – In addition to the school penalty imposed, students may also be prosecuted under Section 4905 of the Pennsylvania Penal Code.
2. Aggravated Assault – exists when a person:
    - Attempts to cause serious bodily injury to another, or cause such injury intentionally, knowingly or recklessly under circumstances manifesting extreme indifference to the value of human life.
    - In addition to the school penalty imposed, the student may be liable for the payment of damages as well as referral to authorities.
3. Arson – The malicious burning of another's property.

4. Assault with a Weapon – Should a student commit an assault with a deadly weapon, the student will be referred immediately to civil authorities and the maximum school penalty will be imposed.
5. Defiance – Willful failure or refusal to follow instructions or directions of an adult school district authority on school property or during school-sponsored activities.
6. Disorderly Conduct – Exists when a person if, with intent to cause public inconvenience, annoyance alarm, or recklessly creating a risk thereof, he/she:
    - Engages in fighting or threatening, or in violent or tumultuous behavior.
    - Uses obscene language or makes an obscene gesture.
    - Creates a hazardous or physically offensive condition.
7. Disrespect – Willful behavior, which without reasonable cause attempts to lessen the reputation, honor, or public opinion of any individual.
8. Drugs/Alcohol – The use, possession, sale, or distribution of drugs and/or alcohol or substances purported to be drugs and/or alcohol. In addition to the school penalty imposed, the student will be referred to the proper state or local authorities should the student behavior violate the laws of the Commonwealth of Pennsylvania. Students may also be referred to and/or required to obtain treatment from proper medical or health facilities before receiving permission to re-enter school. Students who have been determined to have violated the policies, rules and/or regulations of the District concerning the use, sale, possession or distribution of drugs, alcohol and/or substances purported to be drugs and/or alcohol shall be subject to random drug and/or alcohol testing upon their return to school. Students who fail or refuse to cooperate with such random testing shall be subject to further disciplinary action and/or placement in an alternate school setting. Any drug and/or alcohol products found on school property or during school-sponsored activities will be confiscated.
9. Endangerment – Willful, improper behavior which may have caused injury or harm to another individual or created an environment where injury or harm would be more likely to have occurred. Should injury or harm occur, the behavior will be considered an assault.
10. Extortion – Willful behavior which causes any individual to relinquish a personal possession or individual right because of threat or fear of violence, personal injury, or other action.
11. Fight – Argument, angry disagreement: Diversion in which participants hit or pelt each other. Note: Self-defense is limited to the deflection of physical contact.
12. Fraud – Willfully providing false information to or about school personnel, deceit or trickery used for profit or to gain unfair or dishonest advantage or to avoid disciplinary action.
13. Institutional Vandalism/Destruction of School and/or Personal Property – exists when a person knowingly desecrates, vandalizes, defaces, or otherwise damages:
    - The school facility
    - The grounds adjacent to and owned or occupied by the school facility
    - Any personal property located in the school facility
    - Willful behavior which damages or destroys property belonging to the School District or to any students, employees, or visitors of the school(s). When it is determined that students are responsible for the destruction of school property, the full cost of materials and labor to repair or replace the damaged property will be the responsibility of the student(s) responsible.
14. Intentional Mischief – Exists when a person damages or tampers with the property of another intentionally, recklessly, or by negligence.
15. Insubordination – Should a student disobey or fail to follow the directions or the request of an adult school district authority on school property or during school sponsored activities, that student demonstrates insubordination.
16. Physical Assault of a District Employee/Volunteer – Any behavior which purposely attempts to cause physical harm or injury to a District Employee/Volunteer. In addition to the school penalty imposed, the student may be liable for the payment of damages as well as referral to authorities.
17. Possession of a Weapon – Possession of deadly weapons such as knives, firearms, fireworks, smoke bombs, explosives, live ammunition, chains, bracelets which are potential items of violence, certain rings, look-alike firearms (toy guns), and all items which, in the discretion of the Administration, could

or would be a threat to the students, him/herself, or the school community, which have the potential to inflict serious injury is prohibited for students in school, attending school activities, or traveling to or from school. In addition to the school penalty imposed, the student will be referred to civil authorities and Act 44 requires that schools notify parents, guardians, and employees within 24 hours of any incident involving the possession of a weapon on school grounds, school transportation, or during a school-sponsored event. When knives or other sharp instruments are required for instructional purposes, they will be provided by the teacher and their use will be supervised closely.

18. Profanity/Obscenity – Any behavior which visually and/or verbally presents ideas which are considered offensive to and/or inappropriate for maintaining an effective school environment.
19. Sexual Misconduct – Inappropriate behavior of a sexual nature.
20. Simple Assault – Exists when a person:
    - Attempts to cause or intentionally, knowingly, or recklessly causes bodily injury to another.
    - Attempts by physical menace to put another in fear of imminent serious bodily injury.
21. Theft/Larceny – The taking of property belonging to the school district, employees of the school district, students of the school district, or visitors to the school district without permission. In addition to the school penalty imposed, the student may be liable for restitution as well as referral to civil authorities.
22. Threats/Harassment – Exists when a person with intent to harass, annoy or alarm another person:
    - Strikes, shoves, kicks, or otherwise subjects him /her to physical contact, or attempts or threatens to do the same.
    - Follows a person in or about the school.
    - Engages in a course of conduct or repeatedly commits acts which alarm or seriously annoy such other person, and which serve no legitimate purpose.
23. Tobacco – School Board Policy prohibits smoking and use of tobacco products in any form. The use, possession, sale, or distribution of tobacco products (including electronic cigarettes or cigars) or assisting in the use, possession, sale, or distribution of tobacco products on school property or school sponsored activities is strictly forbidden. In addition to the school penalty imposed, all tobacco products found on school property or during school-sponsored activities in the possession of students will be confiscated. It is a summary offense under the amended Section 6305 of the Crimes Code to sell or furnish any form of tobacco to a minor under age 18. The penalty for these offenses is a fine of not less than $25.00 for the first offense and no less than $100.00 for a subsequent offense.
24. Trespassing – Being on school grounds without permission.
25. Chronic Truancy/Unexcused Absence – In addition to actions previously described, students found to be truant from class or absent unlawfully may be required to make up all school time by serving detentions.

REFERRAL PROCEDURE AND ADMINISTRATIVE ACTION

REFERRAL PROCEDURE

1. The adult referring the student will complete an Electronic Office Discipline Referral Form as soon as possible stating, in writing, the reason(s) for the referral. The adult referring the student will contact the parent/guardian.
2. Students referred for an alleged violation of the disciplinary policy will be informed of the charges and given an opportunity to state their view(s) of the event(s) which took place.
3. An administrator or faculty member will collect information pertinent to the event and discuss it with the student during their discipline hearing.
4. If it is determined that the student has violated the discipline policy, appropriate disciplinary action will be taken by the administrator. The administrator or their designee issuing the consequence will contact the parent/guardian.

CONSEQUENCES – ALTERNATIVE ACTIONS – MAJOR AND MINOR INFRACTIONS

In each incident, the Principal and/or Dean of Students will decide on an individual basis if alternative action will best meet the needs of the student, the School District, and/or the employees of the School District.

Alternative actions which may be taken include but are not limited to:

- Parental conference
- Referral to counselor
- Denial of Privileges
- Design of a student behavioral contract
- Design of a special student educational program
- Design of a student work or service program
- Restricted movement
- Referral to psychological service staff
- Referral to appropriate local, county, and/or state agencies and/or institutions
- Liability for damages or financial loss
- Civil and/or criminal prosecution
- Bus suspension

When referred to an administrator for violating the discipline policy, students should not expect to receive warnings or alternative actions. Students and parents share the responsibility to review the contents of this publication to become familiar with the rules and regulations governing the school.

THREAT ASSESSMENT
Board Policy 236.1

A Threat Assessment Team will work with the School Safety and Security Coordinator to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others. This team will meet with students and parents/guardians to discuss the ways in which threats can be reported which include our online bullying system, Safe2Say Something program, and reporting to any faculty member.

~~Act 44 requires that schools notify parents, guardians, and employees within 24 hours of any incident involving the possession of a weapon on school grounds, school transportation, or during a school-sponsored event.~~

DISCIPLINE OF STUDENTS WITH DISABILITIES
Board Policy 113.1

The Board directs that the district shall comply with provisions of the Individuals with Disabilities Education Act (IDEA) and state and federal regulations when disciplining students with disabilities for violations of district policy and school rules and regulations.

Suspensions
A student with a disability may be suspended without parental consent for no more than ten (10) consecutive days or an aggregate of fifteen (15) days of school per year, regardless of whether the student's behavior is a manifestation of his/her disability.

A student with a disability may be suspended only to the extent that such suspensions are consistent with discipline that is applied to students without disabilities.

During any period of disciplinary action that constitutes a change in placement for a student, the student shall continue to receive a Free and Appropriate Education (FAPE), in accordance with federal law.

Reporting Crimes to the Law Enforcement
School principals, when notifying or reporting crimes to local law enforcement officials, shall ensure that copies of the special education and discipline records of the eligible student(s) are transmitted to the appropriate authorities only to the extent such transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

Manifestation Determination
A student with a disability whose behavior is found not to be a manifestation of his/her disability may be suspended or expelled pursuant to district procedures. During the period of suspension or expulsion, the student shall continue to receive FAPE.

If the student's behavior is found to be a manifestation of a disability, the IEP team shall conduct a Functional Behavior Assessment (FBA) and implement a Behavior Support Plan (BSP), if the IEP team had not conducted one before the behavior, or review and consider revising the BSP as necessary to address the behavior. If the behavior is found to be a manifestation of the child's disability, the student shall return to his/her placement from which he/she was removed unless the IEP team, including the parent/guardian, agrees that a change in placement is appropriate for the student.

Request for a Hearing
The district may request that a hearing officer order removal of the disabled student to an alternative setting for forty-five (45) days where the district demonstrates in a hearing by substantial evidence that maintaining the disabled student's current placement is substantially likely to result in injury to the student or others.

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.

Weapons, Drugs, or Serious Bodily Injury
A student with a disability who carries a weapon to school, or a school function may be removed from his/her current placement regardless of whether the weapons offense is a manifestation of a disability. The student may be placed in an appropriate interim alternative educational setting for no more than forty-five (45) school days.

Board Policy 218.1
According to statute, a weapon shall be defined, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and any other tool, instrument or implement capable of inflicting serious bodily injury, including but not limited to, sparklers, fireworks, smoke or stink bombs, explosives, live ammunition, chains, including wallet chains, bracelets, or other devices which are potential items of violence, certain rings, pipes or tubes, look-alike firearms and weapons (toy guns, knives), and any item which could or would be a threat to the student himself/herself or the school community.

A student with a disability who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from his/her current placement regardless of whether the drug offense is a manifestation of a disability. The student may be placed in an appropriate interim alternative educational setting for no more than forty-five (45) school days.

A student with a disability who knowingly inflicts serious bodily injury upon another person while at school, on school premises, or at a school function may be removed from his/her current placement regardless of whether the offense is a manifestation of a disability. The student may be placed in an appropriate interim alternative educational setting for no more than forty-five (45) school days.

DETENTION

Detention (s) will be assigned as a consequence of violating school regulations.

1. Detention will be held before school (7:30 AM - 8:15 AM) and after school (3:15 PM - 4 PM).
2. Students are required to serve detention on the day they are scheduled.
3. Only the Principal or Dean of Students may excuse a student from detention.
    a. Students must make their requests in writing prior to the detention date.
    b. Students will be excused for medical or dental appointments but must provide verification from a doctor to the detention monitor on the next day of detention.
    c. Serving a detention takes precedence over all school activities.
    d. Students will not be excused from detention to participate in extra-curricular activities.
    e. Students who have work responsibilities must make arrangements to serve the detention(s) on the day(s) assigned.
    f. Parents who wish to have students excused from detention must submit a request in writing prior to the day of detention.
    g. Students excused from detention must report for detention on the next day detention is held unless other plans are made with an administrator.
4. Students who, without permission, do not report for a scheduled detention, will be considered guilty of defiance and are subject to further disciplinary action.
5. Students scheduled for detention may visit their locker and then report directly to detention.
6. Students arriving late for detention must submit a signed note to the detention monitor. Unexcused lateness for detention will result in further disciplinary action.
7. Students will not be excused from the detention room while detention is in session except in cases of extreme emergency as judged by the detention monitor.
8. Students must report to detention with sufficient school related work for the entire time of detention.
    a. Students who report without sufficient work will be assigned work to do by the detention monitor. The amount of work assigned is the sole decision of the detention monitor.
    b. Failure to follow similar procedures on a second separate occasion will result in the student being guilty of defiance.
9. Any student who is disruptive in detention or who fails to follow the specific instructions of the detention monitor will be considered guilty of defiance and will receive no credit for detention. The student may be referred to an administrator.
10. Detentions missed because of absence from school are served immediately upon return to school by attending the next scheduled detention(s).

RESTRICTED MOVEMENT

Restricted Movement has been formulated to avoid interruptions in a student's educational program due to their misbehavior. Students placed on Restricted Movement may only move throughout the building with a staff member escort**.** Students may be placed on Restricted Movement for such violations as excessive class cutting, an excessive number of detentions, being found in an unauthorized area, causing a disruption in the classroom, hallway misconduct, and lateness to school.

CARE OF THE BUILDING

It is the obligation of every student to avoid damaging or defacing buildings, furniture, and books. If students are outspoken in their disapproval of such damage, they become a powerful influence among their fellow students and help save tax money for desirable additions and improvements.

Any damage is to be reported to the office immediately and those responsible for it will be held liable.

CELL PHONES
All cell phones should be put away and out of sight during the school day (8:25 AM – 3:15 PM).

All students are permitted to use cell phones in the cafeteria or breakfast area between 8:15 - 8:25 AM.

Cell phones, earbuds, AirPods, iPADs or Bluetooth headphones, and smart watches, are not permitted to be in use in classrooms during the school day, for ANY reason. Students may not check text messages or notifications on their phone or watch during class.

Cell phones must be on silent and stored inside computer bags, lockers, or purses.

Phones may only be accessed before and after school, while in the hallway during passing periods and at lunch.

Also, if a student requests to use the restroom during class, they must show the teacher that their cell phone is not leaving the classroom with them by placing the phone on the teachers desk, or in the designated area.

Earphones that are wired and plug into the laptop, may be used if needed for course work.

During class, students may NOT use their phones for calculators, to check the time, music, reading a book, checking their grades or for any other reason. If there is a medical reason to use a cell phone, that will be allowed per a 504 or health plan.

A student who refuses to follow the direction of a teacher or administrator related to cell phone, earbuds, AirPods, iPAD, Bluetooth headphones, or smart watch use will be considered insubordinate and will receive additional consequences.

The process if a phone, iPAD, earbuds, AirPods, Bluetooth headphones, or smart watch is out during class:

- The teacher will send that student, with their phone, to the office to surrender the device. No second chances.
- Administration will call parents to retrieve the phone at the end of the school day.
- The **device** will not be given back to the student.

The administration, faculty, and staff assume no responsibility for electronic devices that may be lost, stolen, or damaged.

ANTI-BULLYING REFERRAL SYSTEM
The Administration, faculty, and staff of the Forest City Regional School District are committed to providing our students with a safe, caring, supportive, and bully-free environment. Our school-wide anonymous bullying reporting system is in place to immediately and efficiently address the serious issues related to bullying. This system works in two ways:

1. Students can make anonymous bully referrals by placing a bully referral form into a red anti-bullying mailbox. This referral is addressed in a timely fashion by our anti-bullying team.
2. Any student, parent/guardian, grandparent, and/or community member can report bullying or alleged bullying anonymously through a link on our district website. If you would like to make a referral, please log onto our website at www.fcrsd.org and click on the bullying referral form. Once

the referral is filled out, click submit. This referral will immediately be sent anonymously and will be addressed in a timely fashion by our anti-bullying team.

Safe2Say Something

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to "say something" BEFORE it is too late. With Safe2Say Something, it's easy and confidential to report safety concerns to help prevent violence and tragedies.

How it works:

- Submit an anonymous tip report through the Safe2SaySomething system
- Crisis center reviews, assesses, and processes all submissions
- Crisis center sends all submissions to school administration and/or law enforcement for intervention
- If needed, crisis center may contact tipster anonymously through the app

BULLYING PROTOCOL

Board Policy 249

The Forest City Regional High School is committed to providing our students with a safe and supportive school environment that is free of bullying, harassment, and intimidation. The following anti-bullying information includes: our definition of bullying, the types of bullying, the consequences of bullying, and how to make a referral if a student is being bullied. Every classroom will have the Forest City Regional School District anti-bullying policy displayed. Further, all students in grades 7-12 will receive additional anti-bullying information and classroom lessons throughout the year designed to address the needs of our students at each grade level.

DEFINITIONS

Bullying is repeated, unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. Bullying is a communication or act that is intentionally harmful and delivered in an electronic, written, verbal or physical form to another student or students, which occurs in a school setting and/or outside a school setting and that has the effect of doing any of the following:

- Interference with a student's education.
- Creation of a threatening environment.
- Disruption of the orderly operation of the school.

Bullying can be carried out by an individual student or by a group of students. The target of bullying can be an individual student or a group of students. Bullying includes a wide variety of behaviors and generally involves the intent to harm, embarrass or humiliate the other person. Bullying overlaps with discriminatory harassment when it is based on race, national origin, color, gender, sexual orientation, gender identity, age, disability or religion.

Types of bullying include but are not limited to:

- Physical Bullying – involves hurting a person's body or possessions. Physical bullying includes but is not limited to, the following actions or threats to do such actions: hitting, kicking, spitting, slapping, pushing, restraining, making rude hand gestures, and/or taking or damaging personal belongings.
- Verbal Bullying – involves saying or writing negative or hurtful words or statements. Verbal bullying includes, but is not limited to, taunting, malicious teasing, name calling, threatening to cause harm, and inappropriate comments related to race, national origin, color, sex, sexual orientation, gender identity, age, disability, or religion.

- Social or Relational Bullying- involves hurting someone's reputation or relationships. Social or relational bullying includes, but is not limited to, spreading rumors, manipulating social relationships, social exclusion, or intimidation.
- Cyberbullying – involves the misuse of electronic devices (including, but not limited to: a computer, tablet, cellular phone, or Smart Phone) to harass, tease, intimidate, threaten, or terrorize another student, teacher, or employee of the district through communication tools (including but not limited to e-mail, instant messaging, text messaging, social media, and posting comments or pictures on blogs or website).

Bullying is not mutual confrontation or mutual teasing between two (2) persons or groups of persons. It includes unwelcome verbal, written, or physical conduct directed at a student by another student that has the intent of or effect of:

- Physically, emotionally, or mentally harming a student
- Damaging, extorting, or taking a student's personal property
- Placing a student in reasonable fear of physical, emotional, or mental harm
- Placing a student in reasonable fear of damage to or loss of personal property
- Creating an intimidating or hostile environment that substantially interferes with or limits a student's ability to participate in or benefit from the services, activities, or opportunities offered by the Forest City Regional School District.

School setting means in the school, on school grounds, in school vehicles or in a vehicle transporting school students, at a designated bus stop, on the way to and from school, or at any activity sponsored, supervised, or sanctioned by the school.

Students who believe they have been bullied or know of bullying must promptly report such incidents to the building principal or designee. Any school district employee who has a reasonable belief that a student is being bullied shall report it immediately to the school administrator.

All Students are responsible to respect the rights of others and to ensure an atmosphere free from bullying.

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include but is not limited to:

- Counseling within the school
- Parent conference
- Loss of school privileges
- Exclusion from school sponsored activities
- Detention
- Suspension/Expulsion
- Counseling
- Referral to Law Enforcement

EXCLUSION FROM SCHOOL – SUSPENSIONS AND EXPULSIONS

Board policy 233

1. Exclusion from school may be based on a single incident or accumulation of several incidents. Chronic, habitual behavior could result in the exclusion of a student from school in the form of suspension or expulsion. Exclusion of school can occur in the following forms:
    - Suspension – exclusion from school for a period of up to ten (10) school days.
    - Expulsion – exclusion from school by School Board action for a period of over ten (10) days.

2. Students who are suspended or expelled will be informed of the reason(s) for the action and will be given an opportunity to discuss the behavior causing the action before the action becomes effective.
    - A hearing is not required prior to a suspension of up to three (3) days.
    - An informal hearing will be offered within five (5) school days to the student as well as the parent(s) or guardian(s) when a student receives a suspension of four (4) or more days.
3. An administrator will telephone a parent or guardian to inform or supply information requested by the parent or guardian.
4. The parent(s) or guardian(s) will also be notified by letter of the suspension. A copy of the disciplinary action will also be issued to the student for immediate delivery to a parent or guardian.
5. A parent conference may be requested before the student is readmitted to the regular school program following a suspension.
6. Students who are suspended are not permitted to attend any school functions during or after school hours during the period of the suspension. Any suspended student who is on school property without permission of the administration is subject to prosecution under trespassing laws.
7. All student privileges are revoked when a student is suspended from school.
8. A suspension does not relieve a student from responsibility for any penalties previously incurred unless arranged by an administrator.
9. Students who are less than eighteen (18) years of age are still subject to the compulsory school attendance law even though expelled and must attend another school.

DESTRUCTION OF SCHOOL PROPERTY

Any student caught defacing, injuring, or destroying school property will be subject to disciplinary action, required to assume financial responsibility, and referred to the proper authorities in compliance with Section 777 of the Pennsylvania State School Code which reads as follows:

Section 777 Defacing, Injuring or Destroying Property Used for School Purposes: Penalty.
If any person shall willfully or maliciously break into, enter, deface, or write, mark or place obscene or improper matter upon any public school building, or other building used for school purposes, or other purposes provided for in this act, or any outhouse used in connection wherewith; or shall deface, injure, damage or destroy any school furniture, books, paper, maps, charts, apparatus, or other property contained in any public school building, or other building used and occupied for school purposes, or other purposes provided for in this act; or shall destroy, injure or damage any shade trees, shrubbery, fences or any other property of any kind, upon any public school grounds, or upon any public school playgrounds, such person shall be guilty of a misdemeanor, and upon conviction thereof shall be sentenced to pay a fine of not less than fifty($50) and not more than one thousand dollars ($1000), or undergo an imprisonment in the county jail for a period not exceeding six months, either or both, at the discretion of the court.

FIGHTING

Fighting will not be tolerated. Students who engage in fighting, instigate a fight, or engage in any act of violence, while in school, on school property, during the time spent in travel to and from school and school-sponsored activities will be punished in accordance with the school discipline policy.

In addition, students who engage in fighting, instigate a fight, or engage in any act of violence may be reported to law enforcement authorities in a manner consistent with Public School Code and charged with violating the criminal laws of Pennsylvania. Charges of harassment, disorderly conduct, simple assault, aggravated assault and/or other appropriate charges may be filed at the discretion of administration.

Students must make every effort to avoid fighting. When confronted and challenged to fight, students should seek help from the nearest adult authority. If assaulted, students have the right to self-defense by avoiding, blocking, or restraining the aggressor with reasonable physical force. Students actively engaged in fighting or

who attempt to inflict bodily injury with a weapon or otherwise will be disciplined and charged appropriately regardless of whom started the fight.

WEAPONS POLICY
Board Policy 218.1

The Forest City Regional School District recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity or while the student is coming to or from school is a threat to the safety of students and staff and is prohibited by law.

The Forest City Regional School District defines weapons as:

- Weapon – the term shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and any other tool, instrument or implement capable of inflicting serious bodily injury.
- Possession – a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; and under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

A student may be expelled for a period of not less than one (1) year who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and Board policy. The Superintendent may recommend modifications of such expulsion requirements on a case-by-case basis. In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

The administration shall immediately report incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school- sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations. The administration shall notify the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, as soon as practicable.

In accordance with federal law, possession or discharge of a firearm in, on, or within 1,000 feet of school grounds is prohibited. Violations shall be reported to the appropriate law enforcement agency.

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

Act 44 requires that schools notify parents, guardians, and employees within 24 hours of any incident involving the possession of a weapon on school grounds, school transportation, or during a school-sponsored event.

HAZING
Board Policy 247

Hazing activities of any type are inconsistent with the educational goals of the Forest City Regional School District and are prohibited at all times.

Hazing is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student or causes willful destruction or removal of public or private property for the purpose of initiation or membership in or affiliation with any organization recognized by the Forest City Regional School District.

Endanger the physical health shall include but not be limited to any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety of the individual.

Endanger the mental health shall include any activity that would subject an individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

The Forest City Regional School District does not condone any form of initiation or harassment, known as hazing, as part of any school-sponsored student activity. No student, coach, sponsor, volunteer or district employee shall plan, direct, encourage, assist or engage in any hazing activity.

The Forest City Regional School District will investigate all complaints of hazing and will administer appropriate discipline to any individual who violates this policy.

The Forest City Regional School District encourages students who have been subjected to hazing to promptly report such incidents to the building principal.

Complaint Procedure
When a student believes that they have been subject to hazing, the student shall promptly report the incident, orally or in writing, to the building principal.

The principal shall conduct a timely, impartial, thorough, and comprehensive investigation of the alleged hazing.

The principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition of the complaint.

If the investigation results in a substantiated finding of hazing, the principal shall recommend appropriate disciplinary action, as circumstances warrant, in accordance with the Code of Student Conduct. Additionally, the student may be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity.

If the investigation results in a substantiated finding that a coach or sponsor affiliated with the activity planned, directed, encouraged, assisted, condoned or ignored any form of hazing, s/he will be disciplined appropriately. Discipline could include dismissal from the position as coach or sponsor.

The Forest City Regional School District shall document the corrective action taken and, where not prohibited by law, inform the complainant.

ELECTRONIC DEVICES
Board Policy 237

The use of electronic devices is not permitted during the school day.

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

With prior approval from the building administrator, volunteer fire fighters and emergency personnel are provided a limited exception to Board Policy 237.

Students are prohibited from taking, storing, disseminating, transferring, viewing, or sharing obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

Students must comply with district procedures for utilizing the internet and must comply with staff when requested to stop using technology. The unauthorized use of recording or photography of any kind is prohibited on school property or in the school setting and may result in disciplinary action and/or criminal charges. A student failing to comply with the electronic device policy may have their device confiscated by staff members. Devices may be retained until appropriate discipline has been served.

The administration, faculty, and staff assume no responsibility for electronic devices that may be lost, stolen, or damaged

ACCEPTABLE USE OF TECHNOLOGY
Board Policy 815

Use of Technology
The Forest City Regional School District supports use of the computers, Internet and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.

The district provides students, staff and other authorized individuals with access to the district's computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means.

For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

Software/Programs
Neither students nor staff may copy programs on/from district equipment without specific licensing/copyright clearance. In the case of computers, software that was not purchased by the district may not be loaded on district owned computers.

Abuse of Technology

Damage to equipment includes sabotage of network and/or computer software. Students will be held liable for the full cost of repairs.

Any student found guilty of using technology facilities for non-approved purposes will lose access to that facility and face possible disciplinary action and prosecution under State and Federal law where applicable. A non-approved purpose is defined as any use that is not in keeping with the goals of the class project for which the student is using the facility and/or not in keeping with the access policy for that facility.

INTERNET USAGE

The Forest City Regional School District believes that technology is a tool to be used by students and staff for educational purposes, providing a vast array of information and resources enhancing scholarly research. The District has taken extensive precautions to filter out inappropriate programs found on the Internet, while fully recognizing that no blocking system is foolproof.

Students are to use the filtered Internet system of the Forest City Regional School District at all times. Any student device found not on the district network will be considered "malicious or inappropriate use of technology" and be subject to disciplinary action.

All students will have monitored access to electronic resources, which may include the Internet, unless parents request otherwise by notifying the building principal, in writing, by the last Friday of September each year.

LIGHTSPEED SOFTWARE

Forest City Regional School District utilizes Lightspeed Systems Software on all student Chromebooks. This software allows FCR staff to:

1. Monitor live data from student screens during classroom sessions.
2. Regulate students to websites by utilizing Lightspeed Content Filter.
3. Alert counseling staff of repeated violations of Content Filtering policy.
4. Review student activity on their devices.

ATHLETICS

An Athletic Code of Conduct governs the behavior of Forest City Regional student-athletes. All student- athletes and their parents must sign a Letter of Agreement confirming that they have read, understand, and agree to the expectations for behavior contained in it. This Letter of Agreement must be returned to the athletic director prior to the student participating in athletic activities.

All students participating in the athletic program must have a yearly sport physical. Students who are out for an injury or have been seriously ill will require an additional physical and medical clearance.

Students failing two or more subjects are ineligible and must enter an academic remediation program as follows:

a. Students must attend at least one session with the teacher of the class the student is failing during lunch and learn daily (Monday-Friday) prior to practicing.
b. Students will remain on academic probation until eligibility requirements are met.
c. Students on academic probation may not practice and are not eligible to compete in games, matches, etc.

Students suspended out-of-school will be restricted from participating in all athletics and extracurricular activities during the suspension. They may not participate in practice sessions nor be present as a spectator at any school-sponsored function, such as an athletic event.

EXTRACURRICULAR ACTIVITIES

Students may elect to participate in a wide variety of activities at Forest City Regional. These programs are voluntary and offer many new educational experiences for students. Students who remain after school for extracurricular activities must remain in the area designated by their coach/advisor and are not to be in other areas of the school buildings or campus without adult supervision. The extra-curricular activities sponsored by the school are designed to supplement academics, provide enrichment experiences, entertainment, or service to the student body. Attendance will be taken by the advisor for each club/activity.

ASSEMBLIES

Assemblies are scheduled as an integral part of our total school program. Assembly programs provide information, guidance, and/or entertainment, and may be presented to the entire student body or to a particular segment. Appropriate student conduct is expected during the entire assembly.

STUDENT DANCES

The semi-formal and prom dances are for Forest City Regional High School Students. Each FCRHS student is entitled to bring one approved guest. If the guest is not from FCRHS, they must be a student in 9th grade or higher and under 21 years of age. Guest forms are available in the main office and must be approved by administration. Any student assigned an out of school suspension or is absent on the day of a student dance will not be permitted. If a student leaves during the dance, they will not be permitted to return and may face a disciplinary consequence.

FIELD TRIPS

Students may attend class trips (defined as any trip that involves an overnight stay) only if parental participation in the form of a meeting with the trip sponsor, chaperones, and administration occurs. This meeting will help ensure proper student behavior during the trip.

Students may not be eligible for school field trips based on poor attendance, lack of academic progress, past behavior on field trips, or continuous student disciplinary infractions.

TRANSPORTATION

The Forest City Regional School District provides transportation for its students. All students using transportation must conduct themselves in a proper and appropriate manner according to the rules and policies set forth by the bus driver and the school district. The bus driver will provide a written report to the administration for any student engaging in bus misconduct.

The following regulations have been set forth to secure the safety of our children:

1. The bus driver will assign each student to a regular seat on the bus.
2. Students will not be permitted to get up from their seats or get on or off the bus while it is in motion.
3. Students are not permitted to leave the bus except at their regular stop.
4. Safety drills will be conducted at least twice a year.
5. Students will remain in their seats until the bus has come to a full stop.
6. The use or possession of tobacco, including vaping devices, or drugs by students is prohibited.
7. Disruptive behavior such as pushing, shouting and/or throwing items will not be tolerated.

Students should arrive at the designated bus stop five (5) minutes prior to their pickup time.

The building Principal or Dean of Students has the authority to issue consequences depending on the severity of the bus infraction.

WALKING TO SCHOOL

Students are encouraged to use transportation services rather than walk to school. The administration recommends that all students ride their assigned buses in the interest of their own safety. Pedestrians entering and leaving the school property, on foot, are required to stay near the shoulder of the road, in the painted walking path. Students are not allowed to walk home from school during school hours without permission from the administration. All students leaving from the nurse due to a medical issue are required to be picked up by a parent/guardian or have parent permission to walk/drive home.

DRIVING REGULATIONS

In order to ensure the safety and maximize the efficiency of arrival and dismissal procedures for all students, the following driver regulations have been created and will be strictly enforced throughout the school year. Driving to school and parking on school property is a privilege.

- All students must fill out a parking permit application. After approval of the application, students will be issued a numbered parking space and window permit. All parking permits must be displayed when on school property. All students will be charged a non-refundable $5.00 fee.
- Student drivers are only allowed to park in their assigned parking spot. If their assigned spot is taken by another vehicle, the student driver must immediately report this to the main office. Students with a parking permit may only drive the vehicle that is registered with the school. If, on occasion, a student is driving another car to school that is not registered, the student must obtain prior administration approval.
- The speed limit for all vehicles is 15 MPH. Any acts of careless driving or speeding on school property will result in a driving suspension.
- All student drivers are expected to be on time for homeroom. Students reporting to homeroom late will be considered tardy. The following consequences will be issued for unexcused tardies:

    - 5th Unexcused Tardy: Parent/Guardian meeting to discuss revocation of driving privilege
    - 7th Unexcused Tardy: two week suspension of driving privileges

- Student drivers are expected to bring all school materials into school at the beginning of the day. Students may not return to their vehicles without permission from a school administrator.
- The Forest City Regional School District is not responsible for damage to cars or personal belongings in cars on school property. All vehicles parked on school property may be searched by the administration with reasonable suspicion. Students are required to surrender keys upon request. The school district is not liable for any property damage that may occur to vehicles of students who refuse to unlock their vehicle for a search.
- The student driver assumes all responsibility for occupants in their vehicle.
- Any student driver that allows another student to use their parking permit on an unregistered vehicle will receive a two (2) week driving suspension.
- Based on repeated disciplinary infractions, a student may lose school driving privileges.
- Career Technology Center (CTC) students may not drive from Forest City Regional High School to the CTC. Students may receive permission from the administration on a case-by-case basis to drive to CTC. The students also must complete the process required at CTC. Students may receive permission for after school employment or extracurricular activities.

VIDEO CAMERAS ON SCHOOL BUSES

The School Bus is an extension of the classroom. Although the prime responsibility for a student's conduct rests with the parents/guardians and the administrator of the school, the School Bus Driver is responsible for the health, safety, and welfare of each passenger while in transit.

The School Bus Driver has the same type of responsibility for the student as the classroom teacher. Student behavior on the School Bus and driver's management of that behavior are the two key elements to a safe and enjoyable bus ride. The video camera on the School Bus is an aid to monitor bus discipline. It does not replace the discipline policy, the authority of the driver, or the responsibility of the school officials. The basic safe riding rules must be carried out. There will be zero tolerance for violence on the School Bus.

Observance of the procedures established by the district will ensure safety, prompt arrivals and departure of buses, and proper attitudes by students. Violations of these rules may result in the suspension of bus riding privileges or some other sanctions. All students shall receive information on good school bus riding practices. All students will be notified that they are subject to being videotaped on the School Bus at any time. Notification to parents will be made through the school district. All school buses are equipped with audio and video recording devices.

Staff and students are prohibited from tampering or otherwise interfering with video camera equipment. The videotape is to augment the driver complaint system. If the videotape is to be used, the driver, supervisors, school administrators, students, and parents/guardians will be contacted as necessary. Parents/guardians may only review that area of the videotape which directly pertains to their child's discipline. The videotape may be used as evidence in that meeting.

ADDRESS CHANGE
Students/Parents should inform the office of any changes in address, contact information, phone numbers, and/or name. This will assist the school for mailings and in case of an emergency. All school documents must have the student's name as it appears on the student's birth certificate or court ordered document.

GUIDANCE
Board Policy 112

School Counseling Services, available to all students, are an integral part of the educational program. The goal is to aid in developing each individual's full intellectual and social potential, while achieving maturity and self-responsibility.

To request a meeting with the school counselor, students must follow one of these methods:

- complete the Google Form on the school website,
- schedule an appointment with the school counselor secretary,
- email the school counseling secretary or the school counselor, or
- ask a teacher to place a phone call to the office. When the school counseling secretary is not present, the outer counseling office door will remain locked. In this case, counselors will unlock the door for individual students. If the door is not open, students should report to the main office and wait there until a counselor escorts them.

Counselors regularly meet with students concerning academic progress. Support groups are offered as needed.

Parent conferences with teachers and/or counselors can be arranged by contacting the counseling office secretary.

Counselors are trained to provide students with information, suggestions, or plans related to many topics including:

- Careers and future planning
- Relating with others (friends, parents, teachers, etc.)
- Study skills/time management
- Decision making and priority setting
- Test taking, skills and achievement

The Program of Studies is published through the school counseling office and is designed to familiarize all students with course selection procedures and other guidance services. The school counseling office will inform students of our procedures for the selection of courses for the upcoming school year. Students must follow these directives closely and submit the appropriate paperwork on time.

Cumulative pupil records are maintained in the counseling office and, with a 24-hour notice, may be reviewed upon request by parents and guardians.

STUDENT ASSISTANCE PROGRAM (SAP)
Board Policy 236

The Student Assistance Program (SAP) helps identify students who are experiencing academic, behavioral, mental health and/or substance abuse issues that pose barriers to their learning and success in school. SAP offers support to those students and their families.

One of the most important tasks of a student assistance team is to build a working partnership with families, focusing on the student's success as their common goal. In addition, the team may offer student-centered services such as educational support groups, in-school mentoring, and aftercare resources. The team may also assist families in identifying options for professional support. Participation in the Student Assistance Program is voluntary and is offered as a source of help and support for the student and family. The goal of a family/student assistance partnership is to encourage and support student success in school.

STUDENT ASSISTANCE PROGRAM REFERRAL PROCESS
Parents, guardians, faculty and staff members, and peers are strongly encouraged to make a referral to SAP if they are aware of a student experiencing any of the targeted crisis areas listed above. The confidential referral forms are available on the Forest City Regional Website: www.fcrsd.org , click on the SAP tab, complete the form, and press submit. This confidential form will be immediately addressed by our trained SAP team members.

SUICIDE AWARENESS, PREVENTION AND RESPONSE
Refer to Board Policy 819

The Forest City Regional School District is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; establish methods of prevention, intervention, and response to suicide or suicide attempts; and to promote access to suicide awareness and prevention resources.

CAFETERIA
Board Policy 808

The Forest City Regional School District Cafeteria serves breakfast and lunch daily, meeting all requirements established for the National School Lunch and School Breakfast Programs. Cafeteria personnel should immediately be made aware of any student concerns about lunches received. Efforts will be made to ensure

that all food received is nutritious and properly prepared. Students choosing to do so may bring their own lunches to school.

The Community Eligibility Provision is available to all schools participating in the National School Lunch and School Breakfast Programs. All enrolled students of the Forest City Regional School District are eligible to receive a nutritious breakfast and lunch each school day at no cost to households. Students will be able to participate in these meal programs without paying a cost per meal or submitting an application.

What about snack milk or a la carte items?

Snack milk and a la carte items are not included in this provision. If students purchase snack milk or a la carte items, you must prepay for them by making a payment into your child's prepay account.

CAFETERIA PAYMENT PROCEDURES

The cafeteria uses a computerized point of sale system where students enter their personal PIN number and the computer records the student purchase. Although daily payments can still be made, the most efficient way to utilize the system is to place money into the student's account via cash, check, or online on a weekly or monthly basis. Please note there is a convenience fee charged by the food service payment company when paying online. Cash and check payments may be presented to the cashier. When the student makes a la carte or extra purchases the cost is simply deducted from the account. This "cashless" method moves the meal lines more efficiently and is easier for everyone.

LUNCH TIME EXPECTATIONS

- Be on time and walk at all times
- Wait patiently in line, single file and no cutting the line
- Keep hands, feet, and objects to yourself
- Keep your food and utensils on tray, no throwing food or drinks
- Talk quietly and respectfully, use appropriate language
- Clean your area (table and floor) before you leave
- Students are not permitted to order food from a restaurant
- PM CTC students will eat lunch from 10:51 AM - 11:21 AM.
- AM CTC students will return to FCR at approximately 11:35 AM and eat lunch on arrival to FCR.
- Cell phone use is permitted in lunch, students are not permitted to make calls from their personal devices
- Student conversation is appropriate in the cafeteria and during lunch. Screaming, yelling or other loud noises will not be tolerated.
- Lunch period should be a time of relaxation. Students should use it properly and wisely.

LUNCH AND LEARN EXPECTATIONS

- Lunch and Learn is academic time.
- If you are requested by a teacher, you must attend.
- If a teacher must request you, you have waited too long to ask for help.
- If you owe work or are failing a class – you belong with a teacher.
- Students who are not requested should be going to see teachers for additional support and enrichment.
- Lunch and Learn is the time to see your counselor regarding scholarships, transcripts, career services, CTCLC applications if you have not been requested by a teacher.
- Lunch and Learn is a privilege
    - Students who do not follow the expectations will lose the privilege of lunch and learn and may be subject to additional consequences.
    - If there is a problem with a large group of students not meeting the expectations, lunch and learn will be suspended for a set period of time and students will earn lunch and learn back by

grade level. Some grades may remain in a suspended lunch and learn and have to report to their PBIS Groups to complete their assignments and eat lunch in the cafeteria as a grade level.

WELLNESS POLICY
Policy 246

The Forest City Regional School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The District is committed to providing a school environment that promotes student wellness, proper nutrition, and regular physical activity as part of the total learning experience.

Non-Sold Competitive Foods
Non-sold competitive foods include but are not limited to foods and beverages offered at classroom parties and celebrations; or as classroom snacks. If the offered competitive foods do not meet or exceed the Smart Snacks in School Nutrition standards, the following standards shall apply:

- Rewards and Incentives:
  Foods and beverages shall not be used as a reward or incentive in district schools unless the reward is an activity that promotes a positive nutrition message (e.g. guest chef, field trip to a farm, or farmers market, etc.)
- Shared snacks are not permitted in District schools.

MANAGEMENT OF FOOD ALLERGIES
Board Policy 209.1

The Forest City Regional School District is committed to providing a safe and healthy environment for students with severe or life- threatening food allergies. The focus of food allergy management shall be on prevention, education, awareness, communication, and emergency response.

Prior to enrollment in the district or immediately after diagnosis of a food allergy, appropriate medical plans of care such as an Emergency Care Plan, an Individualized Healthcare Plan (IHP), a Section 504 Service Agreement and/or an Individualized Education Plan shall be developed for each student identified with a food allergy. Plans shall be developed by the school nurse, in collaboration with the student's healthcare provider, the student's parents/guardians, district or school nutrition staff, the student, and any other appropriate persons. Information or copies of the different components of a student's medical plans of care shall be provided to appropriate personnel who may be involved in implementation of the medical plans of care.

The District must provide reasonable accommodations, substitutions or modifications for students with disabling dietary needs. The student's physician shall determine and document if the student has a disabling dietary need. Students who fall under this provision must have a written medical statement signed by a licensed physician, which shall be included with the student's IHP. The medical statement must identify: the student's special dietary disability and an explanation of why the disability restricts the student's diet, the food(s) to be omitted from the student's diet, and the food or choice of foods that must be provided as a substitute.

CAMERA/VIDEO POLICY
Surveillance cameras, surveillance video cameras, and associated recording devices may be used in the school building, on school property, and/or on school buses to help ensure student safety. With the exception of

school and extracurricular portraits, cameras and video cameras may not record students for other purposes without a signed release of the parent or guardian.

EMERGENCY DRILL INSTRUCTIONS

For the safety of all concerned and by State Law, schools are required to have emergency drills. These drills are practiced so that the building can be evacuated quickly. For their protection teachers will instruct students how to leave their rooms safely as well as post evacuation maps in each room. Students will practice a variety of drills throughout the school year, including but not limited to:

- Evacuation Drills
- Interior Threat Drills
- Exterior Threat Drills
- Severe Weather Drills

Students and staff will follow the Emergency Operation Plan directions posted in each of their classrooms.

HOMELESS STUDENTS

Board Policy 251

The Forest City Regional School District recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students. Additionally, the McKinney-Vento Homeless Assistance Act, which is federal law, addresses potential educational challenges created by homelessness and guarantees homeless children a free and appropriate education without barriers to their enrollment as well as the opportunity to go to the school attended when permanently housed or where last enrolled. For more information or assistance, contact the District's Homeless Liaison, Darlene Hamlyn, at 570-785-2469.

MCKINNEY-VENTO ACT

~~The Forest City Regional School District recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students.~~ The Forest City Regional School District shall take all steps possible to identify homeless children within the district, ensure enrollment and eliminate any barriers that may prevent their attendance and education in compliance with federal and state law and regulations.

Homelessness is defined as any individual lacking a fixed, regular and nighttime residence which includes:

- Sharing the house of other persons due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks or camping grounds due to a lack of alternative or adequate accommodations
- Living in emergency, transitional or domestic violence shelters
- A primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations for human beings
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
- Migratory children living in conditions described in previous examples.

Unaccompanied youth refers to a homeless child or youth who is not in physical custody of a parent/guardian unless court placed.

Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless or unaccompanied youth.

Enrollment

As required by law, the district must make placement determination on the basis of the best interest of the homeless child or unaccompanied youth. This includes:

- In accordance with the student's best interest, continue to enroll the student in his/her school or origin (the school that the student attended when permanently housed or was last enrolled) while he/she remains homeless or until the end of the academic year
- Enroll the child or unaccompanied youth in any public school that non-homeless students who live in the attendance area in which the child is actually living are eligible to attend.

The selected school shall **immediately enroll** the student and begin instruction, even if the student is unable to produce records normally required for enrollment per district policy.

If the student's grade level is unable to be determined due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's placement.

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parents/guardians shall be provided with a written explanation of the district's decision, their right to appeal and the procedures to use for the appeal.

Services

Homeless or unaccompanied youth shall be provided the same services comparable to those offered to other district students including, but not limited to, transportation, nutrition programs, vocational programs, technical education, preschool programs, ESL programs, programs for students with disabilities and gifted students.

Transportation

The district shall provide transportation for homeless or unaccompanied youth students to their school of origin or the school they choose to attend within the district. If the school of origin is outside the district boundaries or in another district but will attend their school of origin in this district, the districts shall agree upon a method to apportion the responsibility and costs of transportation.

Dispute Resolution Process

The following procedures shall govern the resolution of disputes regarding enrollment, school selection, homeless status and complaints of non-compliance with legal requirements pertaining to the education of homeless students:

- The parent/guardian or unaccompanied youth shall be referred to the district's liaison for homeless students.
- The liaison shall ensure that the child or unaccompanied youth is immediately enrolled, explain the dispute resolution process.
- Parents/guardians will be provided with Procedural Safeguards Notice form, which explains the complaint process and their right to appeal the school's decision.
- Complaints can be made in writing or verbally over the phone.
- Appeals should be directed to the McKinney-Vento Regional Coordinator or the Pennsylvania State Coordinator. Their information can be found at: https://directory.center-school.org/homeless/liaison

For more information please contact the Forest City Regional School District, Homeless Liaison, Darlene Hamlyn at dhamlyn@fcrsd.org or 570.785.2469.

REASONABLE PHYSICAL FORCE

Reasonable physical force may be used by administrators, teachers, and other school personnel in the following situations:

1. To quell a disturbance.
2. To obtain possession of weapons or other dangerous objects.
3. For the purpose of self-defense.
4. For the protection of persons or property.

COMMUNICATING WITH ADMINISTRATION

The Administration continues to welcome and respect parent involvement in school matters. To effectively manage the building on a daily basis and to avoid experiencing a frustrating wait time, we ask that parents who wish to speak to an administrator contact the main office. Please indicate to the secretary whether you would prefer a phone call or meeting with an administrator, where you can be reached, and a brief statement as to the topic of your inquiry. We strive to return calls and schedule meetings as soon as possible at a time when we can effectively listen and respond to your thoughts.

COMMUNICATING WITH TEACHERS

One of the keys to a successful year is having open communication between parents and teachers. If a parent or guardian wishes to speak to a teacher, the parent should call the main office and leave a message or reach out to the teacher through their district e-mail address, which is available at www.fcrsd.org. When calling the main office, the parent should indicate to the secretary where the call can be returned and a brief statement as to the topic of the inquiry.

If a parent or guardian would like to schedule a conference with a student's teachers, the parent or guardian should call the counseling office to schedule a conference. The most efficient means of communication with any district staff member may be through email communication.

COMPLAINT PROCEDURE

When a parent/guardian or student has a complaint, it is district procedure that it can be resolved at the lowest possible level. The process typically would follow these steps when there is a complaint:

1. Classroom Teacher
2. Building Administrator
3. District Office Administrator
4. School Board

Following this procedure will ensure that the process is not delayed. All complaints must be filed within 90 calendar days from the alleged incident.

CONTROLLED SUBSTANCES AND PARAPHERNALIA

Board Policy 227

The Forest City Regional School District recognizes that the abuse of drugs and alcohol is a serious problem with legal, physical, and social implications for the whole school community. The District will strive to prevent abuse of such substances.

Controlled substances shall include those prohibited by federal and state law, prescription or non- prescription medications, except those for which permission for use in school has been granted, look-alike drugs, alcoholic beverages, anabolic steroids, volatile solvents or inhalants, such as but not limited to glue and aerosol products, herbal or chemical products containing synthetic cannabinoids known as K2 or Spice (irrespective of

the legality of synthetic cannabinoids under Pennsylvania law), and substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws.

Under federal law drug paraphernalia is defined as any equipment, product or material of any kind which is primarily intended or designed for use in manufacturing, compounding, converting, concealing, producing, processing, preparing, injecting, ingesting, inhaling, or otherwise introducing a controlled substance into the human body.

The administration prohibits students from using, possessing, distributing, and being under the influence of any controlled substances and from possessing or distributing drug paraphernalia during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.

If based on the student's behavior, medical symptoms, vital signs, or other observable factors, the building principal or designee has reasonable suspicion that the student is under the influence of a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a breathalyzer test.

Violation of this policy will result in suspension from school and exclusion from all school activities. Students in violation of this policy will be reported to civil authorities for appropriate legal action. In addition, a formal Board hearing may be held which may result in the student's expulsion from the Forest City Regional School District.

Students seeking self-help and/or students seeking help for a friend will be guaranteed that strict confidentiality will be maintained to the extent permitted and required by law regarding the problem and the source of information.

TOBACCO PRODUCTS AND VAPING
Board Policy 222

The Forest City Regional School District recognizes that tobacco presents a health and safety hazard that can have serious consequences for both users and nonusers and the safety and environment of the schools.

The Forest City Regional School District defines tobacco as any cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product; as well as spit tobacco, also known as smokeless, dip, chew, and snuff, and any other spit tobacco product in any form. Lighted or unlighted cigarette, cigar and pipe; other lighted smoking product; vapor sticks and smokeless tobacco in any form.

Tobacco use includes chewable tobacco products, snuff and smoking by inhaling, exhaling, burning, or carrying any lighted cigarette, cigar, pipe, or other device which contains tobacco or other smoke or vapor producing products such as an e-cigarette, vape, JUUL, or any product containing nicotine such as Nico water or Zyn nicotine pouches. This also would include possession of a lighter.

All students are prohibited from possession, use, or sale of tobacco at any time in all school facilities, whether owned, rented or leased, and in all vehicles that the school district owns, leases, rents, contracts for or controls. Additionally, the possession, use or sale of tobacco products at school-sponsored activities that are held off school property are strictly prohibited.

The administration may report incidents of possession, use or sale of tobacco by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or

school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations.

The administration shall notify the parent/guardian of any student directly involved in an incident involving possession, use or sale of tobacco immediately, as soon as practicable.

A student convicted of possessing or using tobacco in violation of this policy may be fined up to fifty dollars ($50) plus court costs or admitted to alternative adjudication in lieu of imposition of a fine. Students in violation of the district tobacco policy will be subject to the disciplinary action.

ACT 30 OF 1995

Act 30 of Special Session #1 of 1995 (PA Legislature) requires the court, through the juvenile probation department, to provide the building principal of any school with information concerning the adjudication of an enrolled child. Such reports would include a list of descriptions of delinquent acts committed by the child, disposition of the case, probation or treatment reports, prior delinquent history, the supervision plan for the student, or any other information deemed necessary. The principal is required to share this information with the child's teacher or with the principal of another school to which the child may transfer. Any such information must be maintained separately from the child's official school record. For more information, contact the Building Principal.

ARMED FORCE LIST ACT 10 OF 1991

Annually, the armed forces request a list of junior and senior students registered in the Forest City School District. Any senior student who wishes to have his/her name deleted from this roster should make the request in writing to the building principal within the first twenty-one (21) calendar days of the current school year.

PUBLIC HEALTH AND SAFETY PRECAUTIONS

In the event of a public health emergency, Forest City Regional School District will follow all guidance and recommendations set forth by the Center for Disease Control and Prevention, the Pennsylvania Department of Health, the Pennsylvania Department of Education, and local government agencies.

DISORDERLY CONDUCT

Criminal Code Title 18, Section 5503

In order to provide a safe, orderly, and healthy environment, the Forest City Regional School District prohibits disorderly conduct (as defined in Section 5503) in school buildings, on school grounds, on school buses, in any classroom, in any hallway, and in any instructional area. This applies to students in school buildings, on school grounds, or on school buses and includes events on school district property, such as parent-teacher conferences, adult education classes, auditoriums, gymnasiums, or other rooms in use for student presentations, athletics, etc. It also applies to any school-sponsored event, regardless of whether the event takes place on school property.

The building administrator has the right to file disorderly conduct charges against any student(s) who may exhibit acts of disorderly conduct or exhibit threatening or dangerous behavior toward other students or school employees.

Disorderly conduct includes but is not limited to harassing, threatening, fighting, disrespecting school employees, expressing profanity, or making profane gestures. It also includes, but is not limited to insubordination, vandalism, destruction or theft of school property, and destruction or theft of personal property.

Disorderly conduct is a summary offense and carries a fine of not more than $300.00 (three-hundred dollars). These charges and the associated fines are in addition to disciplinary consequences at the discretion of the school administrator.

UNLAWFUL HARASSMENT
Board Policy 248

The Forest City Regional School District strives to provide a safe, positive learning climate for students in the schools. Therefore, harassment in any form will not be tolerated.

The administration prohibits all forms of unlawful harassment of students in the high school. The administration encourages students who have been harassed to promptly report such incidents to the principal or designee.

All 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.

- Harassment is defined as consisting of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, sex, age, disability, sexual orientation or religion when such conduct:
    - Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
    - Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance or adversely affects an individual's learning opportunities.
- 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:
    - Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
    - Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
    - Such conduct deprives a student of educational aid, benefits, services or treatment.
    - Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.

Examples of conduct that may constitute sexual harassment include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendoes; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably interfering with a student's ability to work or learn or creates an intimidating, hostile or offensive learning or working environment. A student who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal or a district employee.

The building principal or designee shall be responsible to complete the following duties when receiving a complaint of harassment:

- Inform the student of the right to file a complaint and the complaint procedure.

- Inform the complainant that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.
- Notify the complainant and the accused of the progress at appropriate stages of the procedure.
- Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.

The building principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building principal to investigate the complaint unless the building principal is the subject of the complaint or is unable to conduct the investigation. The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation. The building principal shall prepare and submit a written report to the Compliance Officer within fifteen (15) days, unless additional time to complete the investigation is required. The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition of the complaint. If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur. Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and district procedures, state and federal laws, and may include educational activities and/or counseling services.

All harassment infractions may result in the involvement of law enforcement officials. Harassment directed at a staff member will result in suspension from school, alternative educational placement and/or School Board hearing.

PROCEDURES REGARDING ARREST WARRANTS

If a warrant for the arrest of a student has been issued, and a constable or other law enforcement official has been sent to locate that student to execute the warrant, the student may be removed from school grounds so as to not cause unnecessary delay to the issuing authority. The school will attempt, as a courtesy, to contact the parent or guardian to notify them of the student's status. The school cannot hold the student or refuse removal of the student from the premises.

HEALTH SERVICES

The Health Room of the Forest City Regional School District is staffed by a certified school nurse in accordance with the following objectives:

- To organize and administer programs in preventative health.
- To respond to the outbreak of disease or general illness within the school population.
- To provide initial emergency care and make appropriate referrals to community resources.
- To assist in the identification and education of children with disabilities.
- To adjust individual school programs to meet the needs of children with health related or medical problems.
- To maintain comprehensive health records for all students

All students in the Forest City Regional School District will have yearly documentation of their height and weight and vision testing. Hearing screenings will be completed in grades K-3rd, 7th, and 11th. Scoliosis screening will be completed in grades 6 and 7.

SCHOOL NURSE

- A full-time nurse is available for emergency health care. For non-emergencies, students must secure a written pass from their teacher before visiting the nurse.

- The school nurse is the only member of the school staff who can excuse a student from school during the day because of illness or injury.
- Illnesses or injuries that occur during the school day should be reported by the student immediately to their teacher and to the school nurse.
- On-going health care for student illness or injury is the responsibility of the student's personal physician.
- The school nurse maintains health records for each student. Parents or guardians are responsible for notifying the school nurse, in writing, of medical needs that may affect a student while in school. Parents or guardians are expected to update this information annually or when the student's needs change. In accordance with School code section 14-1409, to the extent necessary to protect the health and safety of a student, staff members will be notified of health conditions which may adversely affect student learning or present a danger to the students. Medical information will only be disclosed by the nurse's office to school staff to the extent necessary to ensure the health and safety of a student. Unless it presents a threat to a student's health, medical information may remain confidential with the school nurse only, upon the written request of a parent or guardian.
- Student vision, hearing, height, and weight screenings will be administered by the nurse each school year without parental consent. Parents will be notified if results are below normal as defined by the Pennsylvania Department of Health.
- Physical examinations are required for students entering eleventh grade. With written parental consent, these examinations will be conducted by the school physician. Consent forms are available in the Nurse's Office. Students may have their private physicians conduct these examinations at their own expense.
- Students are encouraged to consult with the school nurse about health concerns and interests.

IMMUNIZATIONS AND COMMUNICABLE DISEASES
Board Policy 203

All students shall be immunized against specific diseases in accordance with state law and regulations unless specifically exempt for religious or medical reasons. A certificate of immunization shall be maintained as part of the health record for each student, as required by the Pennsylvania Department of Health.

The following immunizations are required for all district students:

1. Tetanus, Diphtheria and acellular pertussis (four doses with one dose on or after the fourth birthday)
2. Polio (four doses with one dose on or after the fourth birthday and at least six months after the previous dose given; A fourth dose is not necessary if the third dose was administered at age four or older and at least six months after the previous dose.)
3. Measles, mumps, rubella (two doses; usually given as MMR)
4. Hepatitis B (three doses)
5. Varicella or Chickenpox (two doses or evidence of immunity)
6. For first day of 7th grade or entry in any succeeding year:
    a. One Dose-Tetanus, diphtheria, acellular pertussis (Tdap)
    b. One Dose-Meningococcal conjugate vaccine (MCV)
    c. For first day of 12th grade: One Dose-Meningococcal conjugate vaccine (MCV)—If one dose was given at 16 years of age or older, that shall count as the twelfth-grade dose.

Students who have not been immunized in accordance with state regulations shall not be admitted to or permitted to attend district schools unless exempted for medical or religious reasons or provisionally admitted by the superintendent or designee after beginning a multiple dose vaccine series and submitting proof of immunization or a medical certificate on or before the fifth school day of admittance.

MEDICATIONS AND FIELD TRIPS

If, in order to maintain sufficient health to participate in a school sponsored field trip, a student must be given medication, then the following procedure shall be adhered to:

1. Administration
    a. Whenever possible, parents shall be requested to administer the medication at home.
    b. All medications whether prescription or non-prescription that are to be dispensed during school hours or during a student's participation in a school sponsored field trip must be accompanied by a written authorization signed by the physician/provider and parent/guardian and follow all requirements of this policy.
    c. If prescribed medication must be administered, procedures under Delegation of Responsibility must be followed.
2. Delegation of Responsibility
   During a day that a student would be participating in a field trip off of school grounds, medication will be dispensed as follows:
    a. By the nurse, at the regularly scheduled time, if the student is in the building either prior to or after the field trip.
    b. By the parent, at the designated time, if he/she is a chaperone for the field trip.
    c. By self- administration by the student (epinephrine and inhalers only) in the presence of a teacher in the absence of a nurse, health assistant, parent or administering teacher.
    d. The timing of the administration of the medications may be adjusted for the day with written consent of the physician, so the student receives his/her medication prior to or upon return from the field trip; or
    e. The medication may be held for the day only with written authorization from the physician and parent.
    f. The medication, and written directions and authorization for administration will be given to the school nurse prior to the field trip. The authorization will include the name of the student, date of the trip, time of the trip, dosage, name of the medication, and time to be administered.

STUDENT INJURY

In the event of a student being injured, every effort will be made to contact the parent by phone. If the parent/guardian cannot be reached, then authorized persons may make whatever arrangements might be deemed necessary for transportation of the student to a hospital or available physician

Forest City Regional High School 2026-2027
****READ CAREFULLY, COMPLETE, AND RETURN TO THE OFFICE****

Student Name: _____ **Grade:**_____

1. Student Discipline and Parent/Student Handbook

I have read, had reviewed with me by my teachers, and understand the Student Discipline Policy and the Parent Student Handbook of the Forest City Regional High School.

I understand that the handbook is available online and that a copy will be provided to me upon request. I understand that it is my responsibility to review and discuss the handbook with my parent/guardian during the first week of school.

_____ _____ _____

Student Signature Grade Date

_____ _____

Parent/Guardian Signature Date

2. Notice and Acknowledgement of Audio/Video Surveillance on Buses and Video Surveillance on District Property

The Forest City Regional Board of Education recognizes the importance of a safe and orderly environment on school buses and has authorized the use of video and audio surveillance on school buses. These cameras record both what is said and done on buses. The cameras will be used to monitor student behavior and to maintain order on the school buses. Students and parents/guardians are hereby notified that the content of the tapes may be used in a student disciplinary proceeding. The contents of the tapes are confidential student records and will be safeguarded. Tapes will be retained only if necessary, by the administration. Parents may request to review the tapes of their child if the tapes are used in a disciplinary proceeding involving their child.

Video cameras are installed throughout the interior and exterior of the distinct grounds and facilities. The video footage is accessible only by District administrators.

_____ _____ _____

Student Signature Grade Date

_____ _____

Parent/Guardian Signature Date

3. Parental Consent for Use and Release of Student Image

To publicize the achievements of our students we may on occasion publish students' names, achievements, photographs or other images with newspapers, television, school district brochures, handbooks, programs, Internet and Online web pages and social media.

The purpose of this form is to authorize or refuse consent for the Forest City Regional School District and those working under the direction of the District to take audio, video and photograph images of my child and to distribute said images to: school district and public newspapers, television programs, brochures, handbooks, programs, school district webpage and social media platforms, and in the student yearbook or memory book.

You may rescind your permission at any time with a written notice to the building principal.

_____ _____ _____
Student Signature Grade Date

____I give permission for my child's image, name, & achievement to be shared as described above.
____ I do not want my child's image, name, & achievement to be shared as described above.

4. Release of Student Information Opt-Out Form

I request that directory information (including photograph) for my child:
_____be withheld from Military only
_____be withheld from organizations* only
_____be withheld from all agencies and organizations
_____be released to all agencies and organizations

*Organizations include the school yearbook, the high school TV studio, newspapers, videos, and the District website for publicity.

_____ _____ _____
Student Signature Grade Date

_____ _____
Parent/Guardian Signature Date

This request to withhold or release information will be in effect from the date it is received by the school. Please be advised that prior to this date, information may have been released.

Medication Administration Consent and Physician Authorization

Student Name: _____ Grade: _____ Date: _____

In accordance with school district policy, medication(s) should be given at home before and/or after school. However, when this is not possible, prior to receiving the medication at school, each student must provide the school nurse with a Medication Administration Consent form signed by the student's parent/guardian and a Medication Order from a licensed physician. All medications must be in the original prescription packaging from the pharmacy. Each medication requires a separate form.

Parent/Guardian Consent:

I give permission for my child,_____ , to receive the following medication ordered by a licensed physician during the school day. I understand that the medications will be given by school health personnel according to my child's licensed prescriber's directions.

_____	_____	_____	_____
Parent/Guardian Printed Name	Parent/Guardian Signature	Date	Phone Number

---

Physician/Licensed Prescriber Medication Order

Patient Name: _____ Date: _____

Name of Medication: _____

Route and Dosage: _____

Time and Frequency of Administration: _____

Directions/Conditions to Observe:

_____

_____

Duration/Discontinuation Date:_____

_____	_____	_____	_____
Physician/Prescriber Printed Name	Physician/Prescriber Signature	Date	Phone Number

Information About Emergency Epinephrine Administration

In accordance with the Pennsylvania Public School Code provisions on "School Access to Emergency Epinephrine" and Board Policy 210.1, the Forest City Regional School District maintains a stock supply of epinephrine auto-injectors in each school building (stock epinephrine auto-injectors). An auto-injector prefilled with epinephrine is the drug of choice used for the emergency treatment of severe allergic reactions (anaphylaxis) to insect stings or bites, foods, drugs, and other allergens. If your child has been diagnosed with an allergy or health condition that requires use of epinephrine, it is still your responsibility to provide your child's prescribed medication to the school nurse.

The law and Board Policy 210.1 give trained school employees the authority to administer epinephrine to any student whom they believe in good faith is experiencing anaphylaxis. In the event that a student who does not have epinephrine is experiencing an anaphylactic reaction, a trained school employee may use the stock

epinephrine auto-injector in accordance with the standing order issued by the school physician or provide the student with a stock epinephrine auto-injector for self-administration.

By law, the Forest City Regional School District is required to notify parents/guardians of their ability to exempt their children from emergency administration of stock epinephrine auto- injectors.
Please complete the attached form (Permission to Administer Stock Epinephrine for Emergency First Aid) and return it to your child's school regarding:

- Administer a stock epinephrine auto-injector to your child if s/he is believed to be experiencing a life-threatening allergic reaction (anaphylaxis); or
- Provide a stock epinephrine auto-injector for self-administration if your child is authorized to self-administer.

Your choice is valid for the 2026-2027 school year. If you change your mind after submitting the attached form, you must submit a written request notifying the school nurse that your prior choice is to be revoked.

If you have questions or concerns, please contact Mrs. Rusnak at 570-785-2415.

Permission to Administer Stock Epinephrine for Emergency First Aid

I,_____ , acknowledge that I have received a copy of Policy 210.1 on Epinephrine Auto-Injectors and this informational document. I have read and fully understand their content, and by signing this form, I permit or refuse a trained school employee to administer a stock epinephrine auto-injector to my child in the event that s/he is believed to be experiencing a life-threatening allergic reaction (anaphylaxis); or to provide a stock epinephrine auto-injector for self-administration if my child is authorized to self-administer.

Check one choice below:

_____ Permission to administer stock epinephrine.

_____ Refusal to administer stock epinephrine.

_____ _____ _____
Child's Name Grade School/Teacher

_____ _____ _____
Parent/Guardian Signature Date
Phone Number

The permission or refusal is valid for the 2026/2027 school year. If you change your mind after submitting the attached form, you must submit a written request notifying the school nurse that you revoke your decision.

Please complete and return this form to your child's school nurse. The school nurse shall maintain the completed form in the student's health records file.

Verification
Exemptions will be verified by contacting the above-named parent/guardian by phone:

_____ _____
School Nurse or Designee Signature Date

Forest City Regional School District

100 Susquehanna Street, Forest City, PA 18421-1399
Phone: 570 785-2412 ▪ Fax: 570 785-9557
mlmartines@fcrsd.org

Mary Lee Martines, SNS - Food Service Director

Dear Parent/Guardian:

Schools participating in a federal Child Nutrition Program are required to make accommodations for students who are unable to eat the school meals because of a **disability** that restricts their diet. Some food allergies which may result in a severe, life-threatening (anaphylactic) reaction may meet the definition of "disability."

Schools **may** also, at their discretion, make substitutions for students who have special dietary needs but **do not** meet the definition of a disability. For example, Lactaid is offered in place of fluid milk for students who are **lactose intolerant**. A note from a parent/guardian is needed to substitute Lactaid for fluid milk. Additional substitutions are made on a case-by-case basis for students who have other special dietary needs.

Attached to this letter is information regarding students with disabling and non-disabling special dietary needs and a "Medical Plan of Care for School Food Service" form. The Food Service Department must have this form on file in order to make any food modifications or substitutions.

If you have any questions or concerns, please do not hesitate to call my office (785-2412) or the school nurse (785-2415). Thank you for your time and cooperation.

Sincerely,

Mary Lee Martines, SNS
Food Service Director

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:** U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410; or
2. **fax:** (833) 256-1665 or (202) 690-7442; or
3. **email:** Program.Intake@usda.gov

This institution is an equal opportunity provider.

Forest City Regional School District

100 Susquehanna Street, Forest City, PA 18421-1399
Phone: 570 785-2412 • Fax: 570 785-9557
mlmartines@fcrsd.org

Mary Lee Martines, SNS - Food Service Director

FOOD SERVICE ACCOUNT REFUND FORM
FOR WITHDRAWING AND GRADUATING STUDENTS

Dear Parent/Guardian:
Upon withdrawal of your student or graduation of your senior please fill out the Food Service Account Refund Form below for account positive balances. Please make a request prior to withdrawal or senior graduation only.

Student Name: _____ Grade: _____

I would like to request the following option for my child's food service account positive balance:

Option 1: _____Refund Parent Name: _____

Address: _____

_____

Option 2: _____Transfer Student to be transferred to: _____

Option 3: _____Donate to a needy student

Parent/Guardian (Print): _____Parent/Guardian Signature: _____ Date: _____

Thank you for your time and cooperation!
Mary Lee Martines, SNS
Food Service Director

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1. **mail:** U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410; or
2. **fax:** (833) 256-1665 or (202) 690-7442; or
3. **email:** Program.Intake@usda.gov

This institution is an equal opportunity provider.

Pennsylvania
Department of Education

School Meal Modifications for Children with Disabilities

Schools participating in a federal school meal program (National School Lunch Program, School Breakfast Program, Fresh Fruit and Vegetable Program, Special Milk Program, and Afterschool Snack Program) are required to make reasonable accommodations for children who are unable to eat the school meal because of a disability that restricts the diet. School food authorities must ensure that parents, guardians, and children have notice of the procedure for requesting meal modifications for disabilities and the process for procedural safeguards related to meal modifications for disabilities.

1. State Licensed Healthcare Professional's Statement for Children with Disabilities

U.S. Department of Agriculture (USDA) regulations at 7 CFR 210.10(m) and 7 CFR 220.8(m) require substitutions or modifications in school meals for children whose disability restrict their diet. School food authorities must provide modifications for children on a case-by-case basis when requests are supported by a written statement signed by a State licensed healthcare professional or registered dietitian. (*Note*: The Whole Milk for Healthy Kids Act of 2025 permits a parent/guardian to sign the written statement to request a fluid milk substitute at lunch for a student whose disability restricts their diet. See USDA memo SP 01-2026 for more information.) The modification requested must be related to the disability or limitations caused by the disability and must be offered at no additional cost to the child or household.

The third page of this document ("Medical Plan of Care for School Food Service") may be used to obtain the required information from the State licensed healthcare professional or registered dietitian. In Pennsylvania, the following may sign the medical statement:

- Physician
- Physician assistant
- Certified registered nurse practitioner
- Dentist
- Registered dietitian

The written medical statement must include:

- An explanation of how the child's physical or mental impairment restricts the child's diet;
- An explanation of what must be done to accommodate the child; *and*
- The food or foods to be omitted and recommended alternatives, if appropriate.

Modified meals that do not meet USDA meal pattern requirements are reimbursable only when supported by a valid medical statement for a student with a disability that affects their diet. Meal substitutions that adhere to Program regulations are reimbursable with or without a medical statement.

2. Meal Variations for Non-disability Reasons

School food authorities are encouraged to plan and prepare meals and afterschool snacks that consider children's dietary preferences. Special meal requests related to general health concerns, personal or cultural preferences, and moral or religious convictions are not based on a disability and are *optional* for school food authorities to accommodate. Meal modifications for non-disability reasons must adhere to Program regulations.

3. Rehabilitation Act of 1973 and the Americans with Disabilities Act

Under Section 504 of the *Rehabilitation Act of 1973*, the *Americans with Disabilities Act (ADA) of 1990*, the *ADA Amendments Act of 2008*, and USDA regulations at 7 CFR 15b and 210.2, a child with a disability means any child who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or has been regarded as having such an impairment.

A physical or mental impairment does not need to be life threatening to constitute a disability. If the impairment limits a major life activity, it is considered a disability. *Major life activities* include, but are not limited to: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A major life activity also includes the *operation of a major bodily function*, including but not

limited to: functions of the immune system; normal cell growth; and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

4. Individuals with Disabilities Education Act

A child with a disability under Part B of the *Individuals with Disabilities Education Act* (IDEA) is described as a child evaluated in accordance with IDEA as having one or more of the recognized thirteen disability categories and who, by reason thereof, needs special education and related services. The Individualized Education Program (IEP) is a written statement for a child with a disability that is developed, reviewed, and revised in accordance with the IDEA and its implementing regulations. When nutrition services are required under a child's IEP, school officials need to ensure that school food service staff is involved early in decisions regarding special meals. If an IEP or 504 plan includes the same information that is required on a medical statement (see section 1, above), then it is not necessary to obtain a separate medical statement.

School Nutrition Program Contact

For more information about requesting accommodations to school meals and the meal service for students with disabilities, please contact:

Mary Lee Martines, SNS, Food Service Director, 570-785-2412, mlmartines@fcrsd.org

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail**:
   U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410; or

2. **fax**: (833) 256-1665 or (202) 690-7442; or

3. **email**: program.intake@usda.gov.

This institution is an equal opportunity provider.

ATTENTION: If you speak Spanish, language assistance services, free of charge, are available to you. Contact your child's school.

ATENCIÓN: Si habla español, tiene a su disposición servicios gratuitos de asistencia lingüística. Communiques con la escuela de su niño.

Medical Plan of Care for School Food Service

Please read pages 1 and 2 before completing this form.

Student's Name	Date of Birth	Grade Level/Classroom

Name of School/Site

Name of Parent/Guardian	Phone Number of Parent/Guardian
Signature of Parent/Guardian	**Date**

1. Provide an explanation below of how the student's physical or mental impairment restricts the student's diet:

2. Describe the specific diet or necessary modifications prescribed by the State licensed healthcare professional or registered dietitian to accommodate the student's needs:

3. List the food or foods to be omitted (please be specific) and recommended alternatives, if appropriate.
   Foods to be omitted:

   Suggested substitutions:

4. Indicate texture modifications, if applicable:

☐ Chopped/Cut into bite-sized pieces ☐ Diced/Finely Ground ☐ Pureed ☐ Other:

5. List any required special adaptive equipment:

State Licensed Healthcare Professional or Registered Dietitian Name & Credentials (Please Print)	Provider Phone Number
Signature of State Licensed Healthcare Professional or Registered Dietitian	**Date**

Completing the following section is optional but may prevent delays by allowing the school to speak with the healthcare professional.

Health Insurance Portability and Accountability Act Waiver

In accordance with the provisions of the Health Insurance Portability and Accountability Act of 1996 and the Family Educational Rights and Privacy Act, I hereby authorize _____ *(healthcare professional)* to release such protected health information of my child as is necessary for the specific purpose of Special Diet information to _____ *(school/program)* and I consent to allow the healthcare professional to freely exchange the information listed on this form and in their records concerning my child with the school program as necessary. I understand that I may refuse to sign this authorization without impact on the eligibility of my request for a Special Diet for my child. I understand that permission to release this information may be rescinded at any time except when the information has already been released. My permission to release this information will expire on _____ *(date)*. This information is to be released for the specific purpose of Special Diet information.

The undersigned certifies that he/she is the parent, guardian or representative of the person listed on this document and has the legal authority to sign on behalf of that person.

Parent/Guardian Signature: _____ Date: _____

2026-2027 ALTERNATE FAMILY INCOME FORM

Dear Parent/Guardian:

Schools receive federal and state funding (learning assistance programs, teacher incentives, etc.) based on the number of children from households that are at or below the federal poverty level. This Alternate Family Income Form provides your child's school a way to collect household income information. This information makes sure your child's school receives the full amount of federal and state funding and makes sure your child receives services they are entitled to **when free/reduced price meal applications are not collected.**

Only one (1) form per household should be filled out and returned to the elementary or high school office. If your household already receives SNAP, TANF, DC Medicaid please do not submit this form.

Part 1. Eligibility: Calculate your total household income. Find your household size on income chart 1 **or** 2 below. If your total household income is below the amount listed for your household size, check the box.

INCOME CHART 1

Effective from July 1, 2026, through June 30, 2027

CHECK BOX THAT APPLIES	HOUSEHOLD SIZE	How Often Payment is Received				
		ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY
	1	$20,748	1,729	865	798	399
	2	$28,132	2,345	1,173	1,082	541
	3	$35,516	2,960	1,480	1,366	683
	4	$42,900	3,575	1,788	1,650	825
	5	$50,284	4,191	2,096	1,934	967
	6	$57,668	4,806	2,403	2,218	1,109
	7	$65,052	5,421	2,711	2,502	1,251
	8	$72,436	6,037	3,019	2,786	1,393
	Each Add'l Member Add	+ $7,384	+$616	+$308	+$284	+$142

Income Chart 2

CHECK BOX THAT APPLIES	HOUSEHOLD SIZE	How Often Payment is Received				
		ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY
	1	$29,526	2,461	1,231	1,136	568
	2	$40,034	3,337	1,669	1,540	770
	3	$50,542	4,212	2,106	1,944	972
	4	$61,050	5,088	2,544	2,349	1,175
	5	$71,558	5,964	2,982	2,753	1,377
	6	$82,066	6,839	3,420	3,157	1,579
	7	$92,574	7,715	3,858	3,561	1,781
	8	$103,082	8,591	4,296	3,965	1,983
	Each Add'l Member Add	+$10,508	+$876	+$438	+$405	+$203

☐	Household Does Not Qualify

HOUSEHOLD is defined as all persons, including parents, children, grandparents, and all people related or unrelated who live in your home **and share living expenses**. If you are applying for a household with a foster child, you may include the foster child in the total size.

HOUSEHOLD INCOME is any taxable income each household member received before taxes. This includes wages, social security, pension, unemployment, welfare, child support, alimony, and any other cash income. If including foster child as part of the household, you must also include the foster child's personal income. Do not include foster payments as income.

Part 2. STUDENTS: Please fill in the following information for all children living with you that are attending school.

Student's Last Name	Students First Name	MI	Date of Birth	School	Grade

Part 3: Signature: I certify that all information on this application is true, and that all income is reported. I understand that the school will receive state and federal funds based on the information I provide. I understand if I purposely provide false information that I may be prosecuted. I understand my child's poverty status may be shared with programs/agencies as allowed by law.

Signature: _____ Print Name: _____

Date: _____ Phone: _____

Address: _____City: _____ State: ____ Zip: _____

The Forest City Regional School District is an equal opportunity institution and will not discriminate on the basis of race, color, national origin, sex, age, and/or handicap in its activities, programs or employment practices as required by the Title VII, Title XI, Section 504, and the Age Discrimination Act. If you feel your rights were violated, please contact the Business Manager at 570.785.2406.

August 10, 2026		
Athletics	**Team/Activity**	**Names**
Basketball	JV Boys	Jake Erdmann
	5th & 6th Grade Boys	Sean Mangan
	5th & 6th Grade Girls	Robert Weaver w/ Dana Smoyer Dana Smoyer w/ Robert Weaver
Soccer		
	JV Boys	Eric Burns
Volleyball	Varsity Boys Spring	Nicholas Lowry
Specialty	Art Club	Kelly Galinsky
	Ticket Collector	Linda Fitzsimmons
	Yearbook Advisor	Kelly Galinsky
	Math Counts Advisor	Mickayla McHale
	Ski Club	Carrie Kemmerer w/ Audrey Nebzydoski Audrey Nebzydoski w/ Carrie Kemmerer
	Student Council (High School)	Courtney Daniels w/ Mickayla McHale Mickayle McHale w/ Courtney Daniels
	Student Council (Elementary)	Kelsey Bryer w/ Jenna Glynn - Co-Chairs Jenna Glynn w/ Kelsey Bryer - Co-Chairs
	Band Director	John Scavone
	Senior Class Advisor	Kelly Galinsky w/ Carrie Kemmerer Carrie Kemmerer w/ Kelly Galinsky
	Washington Trip Chaperones	Mason Clark w/ Mickayla McHale Mickayla McHale w/ Mason Clark
	National Honor Society	Joanne Holgate
	School Newspaper	Amanda Prince
	SADD Advisor	Joanne Holgate
	Junior Prom Advisor	Ann Stefanov
	Drama Club Advosor High School	Mason Clark w/ Joanne Holgate Joanne Holgate w/ Mason Clark
	Drama Club Advisor-Elementary	Mason Clark w/ Joanne Holgate Joanne Holgate w/ Mason Clark
	Spanish Club	Richard Priebe
	French Club	Laurie Stahl
	PA Junior Academy of Science	Audrey Nebzydoski
	FBLA	Mason Clark w/ Kyreek Johnson Kyreek Johnson w/ Mason Clark
	Science Olympiad	Nicholas Lowry
	Math Counts	Mickayla McHale

	Environthon	Melanie Zevan
	Technology Club	Cathi Fedak
SWPS Coaches	Elementary (2)	Amanda McGraw w/ Sarah Carney - Co-Chairs Sarah Carney w/ Amanda McGraw - Co-Chairs
	High School (2)	Lisette Kozar w/ Amanda Prince - Co-Chairs Amanda Prince w/ Lisette Kozar - Co-Charis
	Elem. PBIS Committee Chairs	
	Advanced Tiers	Sarah Carney
	Finance	Kelly Shelp
	Trading Post	Cathi Fedak
	OFM	Lindsay Plamer
	Planning & Reinforcement	Sara McGraw
	Mighty Forester Days	Robbie Pryal
	Data	Julianne Figura
Intramurals		
	Volleyball Intramural	Nicholas Lowry w/ Katelyn Dovin Katelyn Dovin w/ Nicholas Lowry