

Committee Board Meeting

Wednesday, August 12, 2026 6:00 PM

LGI Room - High School Commons, 1 Olympian Way, Jim Thorpe, PA 18229

1. **Opening of Meeting - President**

A. Moment of Silent Meditation

B. Pledge of Allegiance

2. **Finance & Insurance Committee - Pearl Downs-Sheckler**

A. Discussion on updating the extracurricular stipend list.

3. **Curriculum Committee - Michele Mazzola**

A. Discussion on Lackawanna College Dual Enrollment and Level Up Program.

B. Discussion on District 25/26 student data.

C. Presentation on Special Education data and changes for the 26/27 school year.

D. PK, LB, and JTAHS 25/26 data and 26/27 goals presentations.

4. **Policy & Personnel Committee - Mary Figura**

A. Discussion of the updated District Supervision Plan.

B. Discussion of updates to the 26/27 Staff Handbook.

C. Discussion of updated Student Handbooks.

5. **Athletic Committee - Meghan Demshick**

A. Discussion on the weight room schedule and staffing for the 26/27 school year.

6. **Cafeteria and Buildings & Grounds Committee - Dr. Michele Banks**

A. Discussion on guidelines for appliances and other electrical items in classrooms

B. Discussion on LB Morris parent pickup and dismissal procedures

C. Update on the progress of District construction and IT projects.

D. Discussion of decorative glass film for all main entrances of each building.

7. **Transportation & Security Committee - Gerry Strubinger**

A. Discussion on transportation and security updates for the 26/27 school year.

Lackawanna COLLEGE

Pre-College Agreement JIM THORPE AREA SCHOOL DISTRICT

The following agreement outlines the terms and conditions of a Pre-College program offered by Lackawanna College to **JIM THORPE AREA SCHOOL DISTRICT**.

1. Term of Contract

The term of this Agreement shall commence on the 1st day of July 2026 and shall continue in full force and effect for one academic year ending on June 30, 2027. This Agreement will automatically renew for subsequent academic years unless written notice is received by the College ninety (90) days prior to the intended start date of the next academic year.

Notwithstanding any other terms or conditions hereunder, either party may terminate this Agreement without cause by giving thirty (30) days' written notice to the other party. However, in such a case, this Agreement shall continue in full force until Students complete the current academic year under this or any renewal academic year.

2. Student Eligibility

- A. Students who meet all the following criteria are qualified to participate in the program:
 - a. The student is a high school sophomore, junior or senior; or enrolled in a junior or senior level course.
 - b. The student is making satisfactory progress toward fulfilling applicable secondary school graduation requirements, as determined by the school district.
 - c. The student demonstrates readiness for college-level coursework in the intended subject area, as determined by Lackawanna College. The College will determine readiness based on recommendations from the school district, standardized test scores and a placement exam, if necessary.
- B. Students who reside in the **JIM THORPE AREA SCHOOL DISTRICT** but who are either home schooled or attend a private/charter school may be permitted to enroll in online or on-campus courses if they meet the testing standards in 2.C.

3. Courses Offered

The following criteria apply to all courses by this agreement:

- A. The courses are non-remedial, unless approved by Lackawanna College staff and determined by placement test score.
- B. The courses are either in a core academic subject or will be given equal elective credit by the **JIM THORPE AREA SCHOOL DISTRICT** for those courses instructed by the **JIM THORPE AREA SCHOOL DISTRICT**. Core subjects include English, Reading or Language Arts, Mathematics, Science, Foreign Language, Civics & Government, Economics, Arts, History and Geography.
- C. The credits earned by a secondary school student under this Agreement shall be the same credits offered to a postsecondary student enrolled at Lackawanna College and the program shall comply, in all respects with Section 1525 of the Pennsylvania Public School Code.
- D. The courses enforce prerequisite coursework requirements comparable to those enforced for the courses when Pre-College students are not enrolled.
- E. The courses are regularly accepted in transfer by accredited colleges and universities throughout the nation.

4. Location

Classes offered through this Pre-College contract will be held, unless otherwise stipulated, at **JIM THORPE AREA SCHOOL DISTRICT**.

Students may take online, or on-campus courses not listed in this agreement outside of the regular school day.

5. Classes Offered

The school district, in accordance with Lackawanna College, will select a tentative list of classes to be offered. The list of courses selected by the district will be eligible for the 2026-27 academic year. Additional classes may be added if they meet the requirements under 3.B. An additional course list will be produced and provided as a separate document.

6. Financial Information

- A. Maximum number of Pre-College students to be enrolled in these courses per semester: N/A
- B. Total approved cost for these courses: _____ \$100/Credit
- a. Allowable Tuition: _____ \$100/Credit
- b. Books: _____ \$ per Market Price
- c. Fees: _____ \$0
- C. The costs for all Pre-College courses will be paid directly to the college by the enrolled students. Students who do not pay during registration will be billed by the College.

7. Student Credit

Students will not be allowed to enroll in more than 24 post-secondary credits through Pre-College per academic year without permission from the College. However, students may enroll in additional credits during summer sessions.

The grade and credit earned by the student in all registered Pre-College courses will be reported on the student's Lackawanna College transcript, as well as their high school transcript. The College will transcript this credit in the same manner as other students who take courses at the institution. Students will be made aware of typical minimum grade requirements to transfer credits to another institution. Lackawanna College cannot guarantee credit transfer to another institution. Students must meet transfer requirements of the accepting institution and/or specific program.

If a Pre-College student becomes a regularly enrolled student at Lackawanna College following graduation from **JIM THORPE AREA SCHOOL DISTRICT**, Lackawanna College shall recognize those credits successfully completed by the student and they will be applied toward the student's degree requirements, as applicable to their program. Also, if a student enrolls at Lackawanna College after graduation, the commitment fee required for undergraduate enrollment will be waived.

The school district will award credits for and recognize courses that are successfully completed under the agreement fulfilling the previously identified graduation requirements.

8. Promotional Materials

Both the College and the School District agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures for Pre-College to students and parents.

Lackawanna College representatives agree to visit each high school to present the program based on the wants and needs of each high school.

Lackawanna College will host or co-host an information session on Pre-College for students and parents.

9. Additional Administrative Responsibilities

The following individuals will be responsible for the tasks listed below:

- A. Registration - Lackawanna College representative will visit **JIM THORPE AREA SCHOOL DISTRICT** to register all applicants for each semester. All student registrations must be received by the date TBD between the school district and the College.
- B. Record Keeping - College Registrar's Office - Lackawanna College's Registrar's Office will keep comprehensive records of the courses taken and grades received by Pre-College students.
- C. Fiscal Transactions - Students will be fully responsible for all tuition, fees, books, and other costs associated with Pre-College courses. The costs for all Pre-College courses will be paid directly by the students to Lackawanna College. Students can pay in person at the time of registration. Students who do not pay at registration will be billed by the College. Students who fail to pay their bill will have a hold put on their Lackawanna College account and will not have access to their transcript until the balance is paid.
- D. Library and Student Services Privileges - Lackawanna College will grant **JIM THORPE AREA SCHOOL DISTRICT** students, enrolled in online or on-campus classes, Student Success tutoring and academic resources.

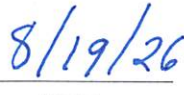
Signature Page

The JIM THORPE AREA SCHOOL DISTRICT and Lackawanna College agree not to unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this agreement.

JIM THORPE AREA SCHOOL DISTRICT:



Superintendent



Date

President, Board of School Directors

Date

Lackawanna College:



Director of College Partnerships

7/7/2026

Date



K-8 Assessment & Curriculum Updates for 26-27 School Year

K. Zoba



Spring 2026 District Assessment Data

DISTRICT PSSA ELA DATA–33.6%		
Proficiency Category	Number of Students	Percentage of Students
Advanced	20	2.6%
Proficient	237	31%
Basic	355	46.4%
Below Basic	153	20%
TOTAL	765	100%

Spring 2026 District Assessment Data

DISTRICT PSSA MATH DATA–28.8%		
Proficiency Category	Number of Students	Percentage of Students
Advanced	42	5.5%
Proficient	178	23.3%
Basic	275	35.9%
Below Basic	270	35.3%
TOTAL	765	100%

Spring 2026 District Assessment Data

DISTRICT GRADE 8 ALGEBRA I KEYSTONE DATA–90.4%		
Proficiency Category	Number of Students	Percentage of Students
Advanced	10	32.3%
Proficient	18	58.1%
Basic	2	6.5%
Below Basic	1	3.2%
TOTAL	31	100.1%

2026-2027 District Assessments

- **Spring 2026 Science Assessment Data**
 - Will be released in September
 - First operational tests aligned with the new STEELS standards
 - Committees of educators need to recommend the new cut scores for approval by the State Board

Spring 2026 District Assessment Data

Things to consider:

- First year that ALL PSSAs were given online in grades 3-8
 - We did provide practice right from the start of the school year in regular classrooms, as well as in our Computer Science classes, especially with the younger students
 - CDT and Firefly Assessments utilized the same platform as the online PSSAs
- Students who “opt-out” or do not take the assessment are calculated within the Below Basic category for reporting
 - Approximately 15 “opt-out” requests were received in grades 3-8 district wide
- A month’s worth of displacement/interruption beginning of 25-26 school year
 - Teachers continued instruction the best they could given the circumstances

2026-2027 District Assessments

- Grades K-2
 - Acadience Reading
 - More in-depth look at the foundational reading skills we need to target
 - Grade 2–Cogat–Universal Gifted Screener
- Grades 3-8
 - STAR Reading
 - STAR Math
 - CDTs–ELA, Math & Science
 - Firefly–ELA, Math & Science
 - Grades 3-5–CORE Fluency

2026-2027 Curriculum Updates

Curriculum Maps on Website

- **Math, ELA, Science, Social Studies**
- **Specials are in draft form**
 - Health and Physical Education
 - Music
 - Art
- **The following are currently being reviewed/revised**
 - Family & Consumer Science
 - Library/Media Tech
 - STEAM (8th grade special)

2026-2027 Curriculum Updates

Elementary Handwriting (Grades K-3)

- Printing instruction with cursive handwriting beginning halfway through 2nd grade
 - Handwriting support is also provided within the Wonders program through grade 5

Elementary Math (Grades K-5)

- Permission to begin the review process to replace outdated program (*Envisions Realize* ©2015)

Elementary ELA (Grades K-5)

- Year 3 of *Wonders* implementation

2026-2027 Curriculum Updates

Middle Level Math (Grades 6-8)

- Cengage: *Math & You*
- New program materials have been delivered

Middle Level Science (Grades 6-8)

- OpenSciEd—free open educational source fully aligned to the processes of the STEELS standards
 - Use of Middle School Science Budget will be used for lab supplies

Special Education Department Updates

JTASD

Professional Development 26-27

01. Special Ed Coordinator

In class support: Modeling, IEP review and support, LEA meetings, **attending each building at least one day per week** to provide support to teachers.

02. Medical Access Coordinator

Providing oversight for Medical Access billing, procedures, provider training. **Consistently seeking new ways to increase billable services** and create training for these providers.

03. IU Training Consultants

Supporting Life Skills and Emotional Support Teachers in classrooms to ensure instructional excellence and consistency.

04. IEP Clinic Trainings

After hours, **OPTIONAL PD trainings once per month** on IEP writing, goals, data collection, and compliance for special education teachers.

05. Weekly PD Hours

Director and Coordinator host two weekly 1.5 hour long sessions for targeted professional development, guidance, paperwork review, problem solving, curriculum support, and IEP assistance.

06. Building Level Dept. Meetings

Monthly meetings with special education teams at each building to discuss unique concerns and provide localized, building-specific support.

07. Curriculum Videos

Special Education Teachers have access to videos for each supplemental curriculum resource with supplemental materials in the department google classroom and procedure manual.

PASA Student Testing

The Pennsylvania Alternative System of Assessment (PASA) is designed for students with severe cognitive disabilities.

- Only about 1% of students with severe cognitive disabilities take this assessment, as decided by their Individualized Education Program (IEP) team.

100%

Target or Advanced

All students tested scored at target or advanced proficiency levels.

Full Continuum of Supportive Services

All students
are Gen Ed
Students
First.

Tier 1 and Tier 2

- MTSS
- PBIS
- Title Services
- In Class support

Identification and Evaluation District Level

- Learning Support
- Emotional Support
- Life Skills Support
- Work Based Learning
- Functional Behavioral Assessments
- Gifted Support

Out of District Placements

- Full Time Therapeutic Emotional Support
- Full Time Life Skills Behavioral Support
- Full Time Autistic Support
- Full Time Multiple Disabilities Support

Student and Staff Support

Include:

Paraprofessionals
BCBA
Special Education Coordinator
MTSS Staff
Medical Access Coordinator
IU Training and Consulting Team
ARC of PA- Include Me Program
Transition Coordinator
Department Head
Director of Special Education

Medical Access Billing Timeline

WE'RE HERE

Phase 1

Setup and Train

**Set Up & Train SSG,
Max Capture**

**MA Coordinator, Director,
Psychologists**

Initial setup & baseline training

**IEP Writer / STAR
Implementation**

**MA Coordinator, Director,
Psychologists**

Module setup & core planning

**Quarterly Submissions
Review**

Establishes RMTS

MA Coordinator sets up foundational RMTS

**Add Additional Billable
Services**

**Reimbursement Review
Submission**

Phase 2 ✦

Begin Logging Services

**Establish & Train
all Providers**

**Review logs,
submit to doctors**

Train Staff & Begin Logging

Active use of IEP Writer & STAR services

Review Logs, Submissions & RMTS Entries

MA Coordinator & Special Ed Coordinator teach staff corrections for accurate funding records

Expand Service Billings

MA Coordinator, Business Manager, and Director of Special Ed oversee expansion

Phase 3

End of Year Submissions

End of Year Submission

MA Coordinator, Business Manager & Director
oversee requirements

Final Review Submission

MA Coordinator & Business Manager



LB Morris

Future Ready Index Overview



PA Future Ready Index



LB Morris Campus

The PA Future Ready Index includes a range of assessment, on-track, and readiness indicators, to more accurately report student learning, growth, and success in the classroom and beyond.



LB Morris

Paula Fulks and Mark Rosenberger





State Assessment Measures

Percent Proficient/Advanced in English Language Arts/Literature

All Student Group Did Not Meet Interim Goal/Improvement Target



Academic Growth Expectations in English Language Arts/Literatures

All Student Group Meets the Standard Demonstrating Growth



Percent Proficient/Advanced in Mathematics/Algebra 1

All Student Group Did Not Meet Interim Goal/Improvement Target



Academic Growth Expectations in Mathematics/Algebra 1

All Student Group Did Not Meet the Standard Demonstrating Growth



On-Track Measures

Percent English Language Growth and Attainment

All Student Group



Percent Regular Attendance

All Student Group Did Not Meet Performance Standard



College and Career Measures

Percent Career Standards Benchmark

All Student Group Exceeds Performance Standard



Percent Four-Year Cohort Graduation

All Student Group



State Assessment Measures

Percent Proficient/Advanced in English Language Arts/Literature

All Student Group Did Not Meet Interim Goal/Improvement Target



Academic Growth Expectations in English Language Arts/Literatures

All Student Group Did Not Meet the Standard Demonstrating Growth



Percent Proficient/Advanced in Mathematics/Algebra 1

All Student Group Did Not Meet Interim Goal/Improvement Target



Academic Growth Expectations in Mathematics/Algebra 1

All Student Group Did Not Meet the Standard Demonstrating Growth



On-Track Measures

Percent English Language Growth and Attainment

All Student Group



Percent Regular Attendance

All Student Group Did Not Meet Performance Standard



College and Career Measures

Percent Career Standards Benchmark

All Student Group Did Not Meet Performance Standard



Percent Four-Year Cohort Graduation

All Student Group



ELA PSSA Proficient & Advanced



 School
Year 23-24

 Federal

English Language Arts/Literature
**All Student Group Did Not Meet Interim
Goal/Improvement Target**

Percent Proficient or
Advanced



48.1%

Statewide Average 

53.9%

Statewide 2033 Goal

81.1%

[Student Group Breakdown](#)

[State Assessment Participation](#)



 School Year 24-25

 Federal

English Language Arts/Literature
**All Student Group Did Not Meet Interim
Goal/Improvement Target**

Percent Proficient or
Advanced



45.5%

Statewide Average 

49.9%

Statewide 2033 Goal

81.1%

[Student Group Breakdown](#)

[State Assessment Participation](#)

ELA PSSA Growth



 School
Year 23-24

 Federal

English Language Arts/Literature
**All Student Group Meets the Standard
Demonstrating Growth**

Academic Growth Score



74.0

Statewide Average Growth
Score

75.4

Meeting Statewide Growth
Standard

70.0

[Student Group Breakdown](#)



 School Year 24-25

 Federal

English Language Arts/Literature
**All Student Group Did Not Meet the
Standard Demonstrating Growth**

Academic Growth Score



50.0

Statewide Average Growth
Score

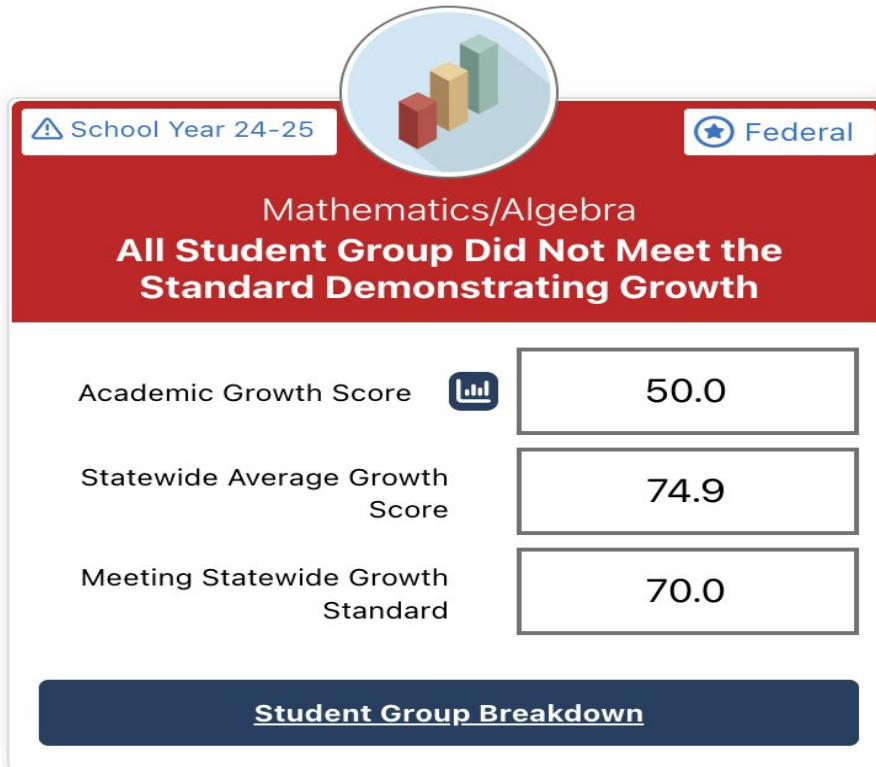
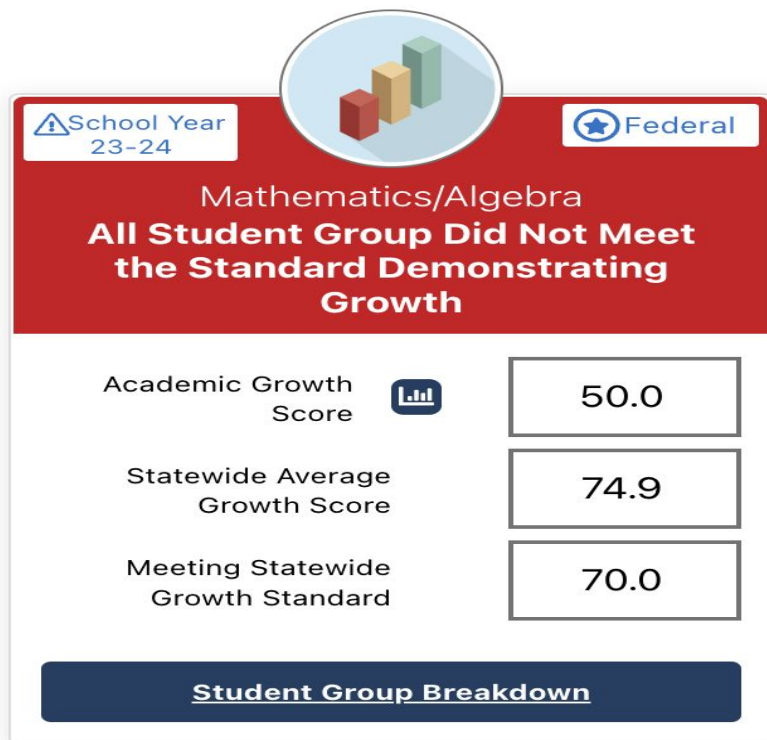
75.4

Meeting Statewide Growth
Standard

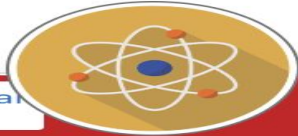
70.0

[Student Group Breakdown](#)

Mathematics/Algebra PSSA Growth



Science/Biology PSSA Proficient & Advanced



 School Year
23-24

Science/Biology
**All Student Group Did Not
Meet Interim
Goal/Improvement Target**

Percent
Proficient or
Advanced



61.8%

Statewide Average



59.2%

Statewide 2033
Goal

83.0%

[Student Group Breakdown](#)

[State Assessment Participation](#)

Science & Biology Growth



 School Year
23-24

Science/Biology
**All Student Group Did Not
Meet the Standard
Demonstrating Growth**

Academic
Growth Score



60.0

Statewide Average
Growth Score

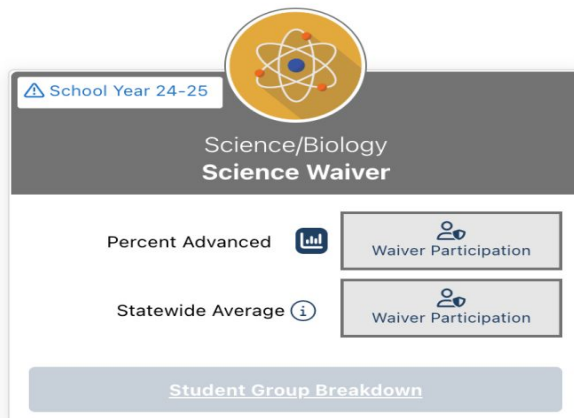
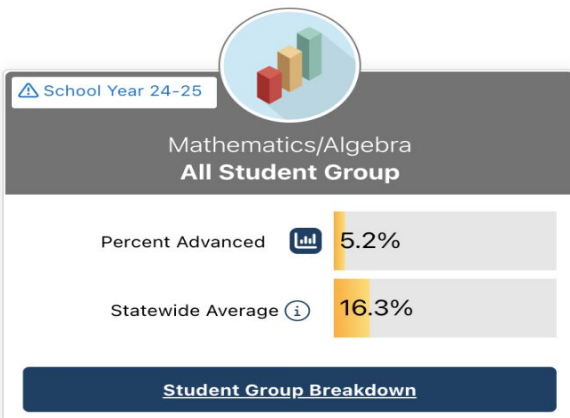
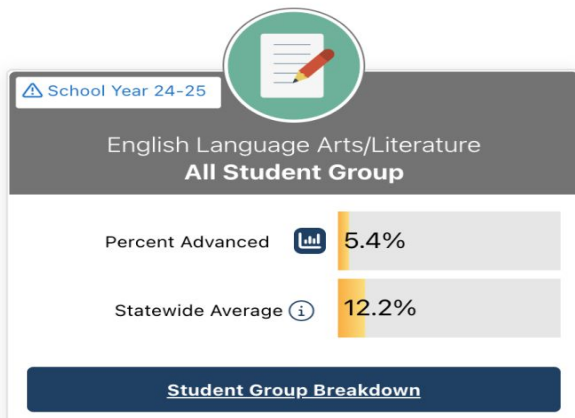
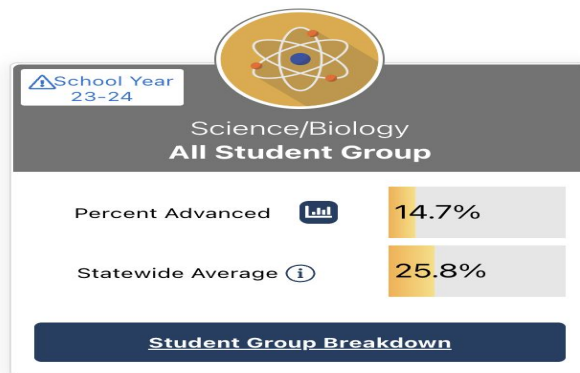
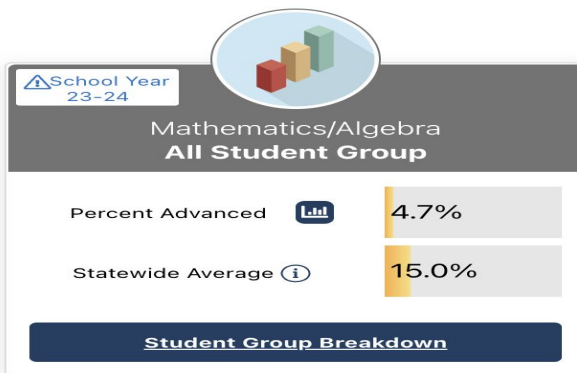
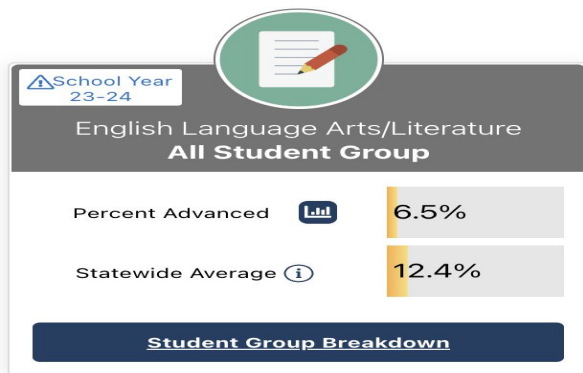
74.7

Meeting Statewide
Growth Standard

70.0

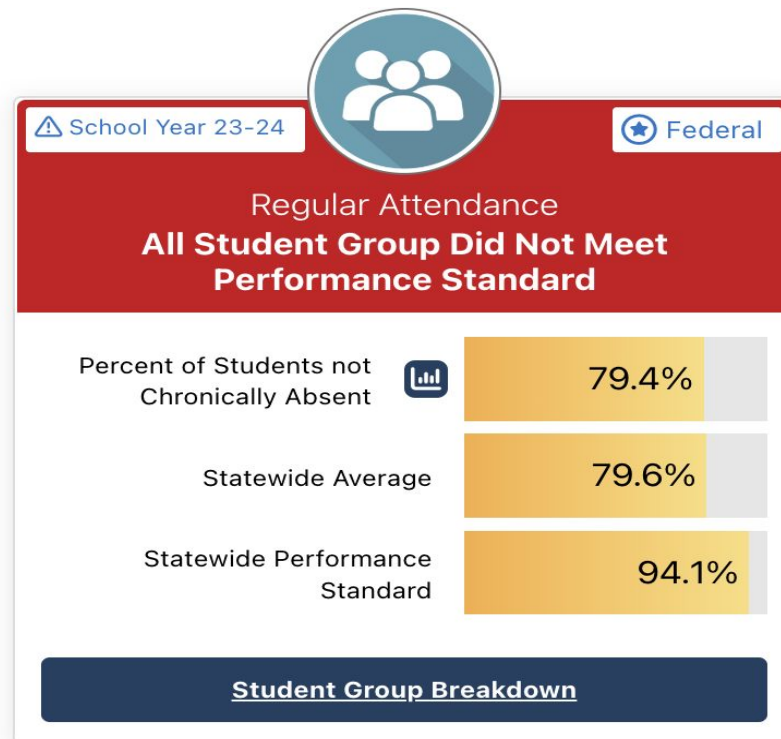
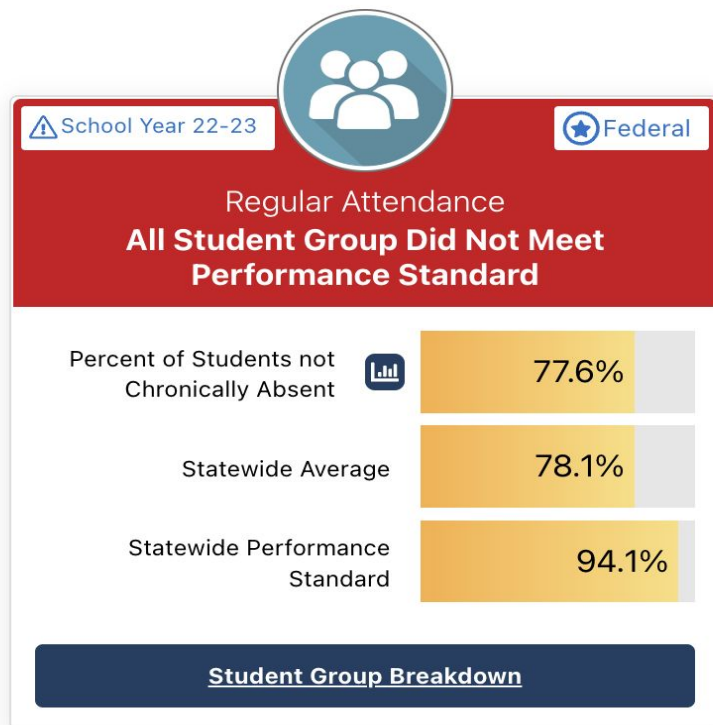
[Student Group Breakdown](#)

PSSA Advanced



Attendance

Less students were chronically absent in 23-24



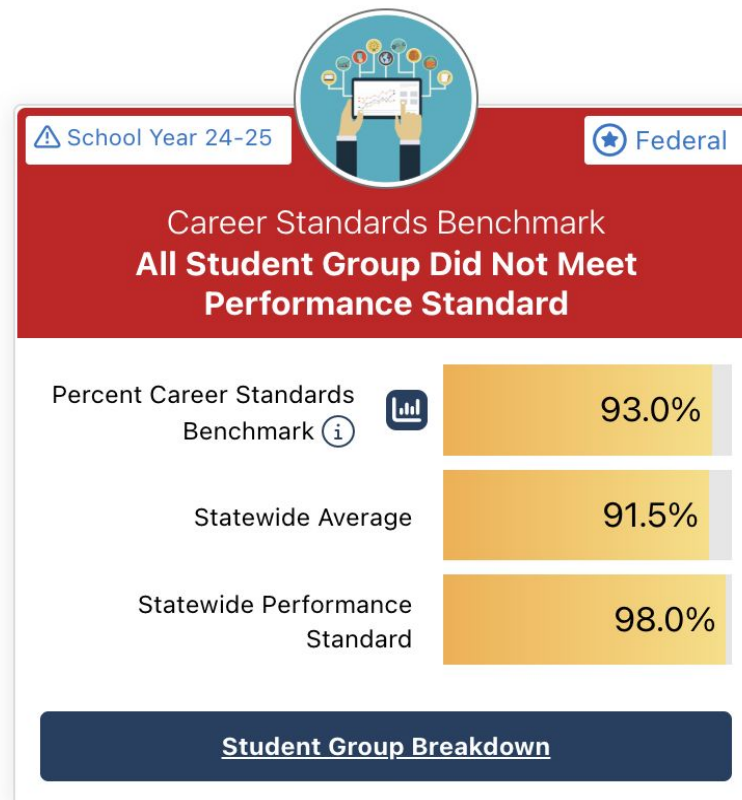
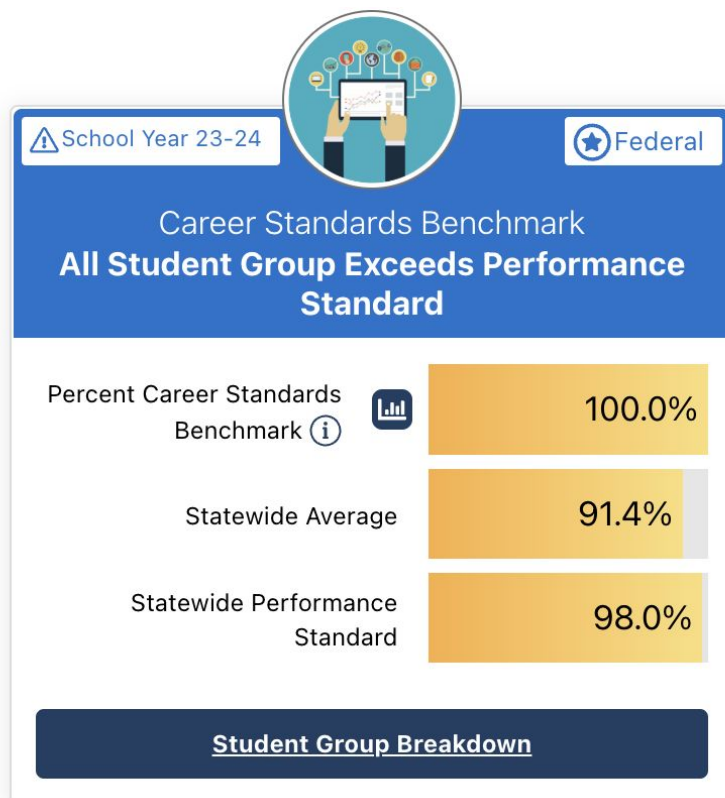
ATTENDANCE DATA COMPARISON

# of students Greater Than or Equal to 90% Attendance Rates			
YEAR	2023-2024	2024-2025	2025-2026
QUARTER 1	366 STUDENTS	409 STUDENTS	468 STUDENTS
QUARTER 2	303 STUDENTS	367 STUDENTS	473 STUDENTS
QUARTER 3	301 STUDENTS	370 STUDENTS	444 STUDENTS
QUARTER 4	328 STUDENTS	410 STUDENTS	480 STUDENTS
FULL YEAR	340 STUDENTS	410 STUDENTS	507 STUDENTS

2025-2026 TRUANCY DATA

SAIPS COMPLETED	105
	81 FAMILIES
REFERRALS TO HOMESTEAD	12
CITATIONS ISSUED	10
PARENTS FINED	6
	2 AFTER RECEIVING A 30 DAY CONTINUANCE

Career Standards



2024 Keystone Algebra I - Predictive

Exiting Achievement by State Achievement Group

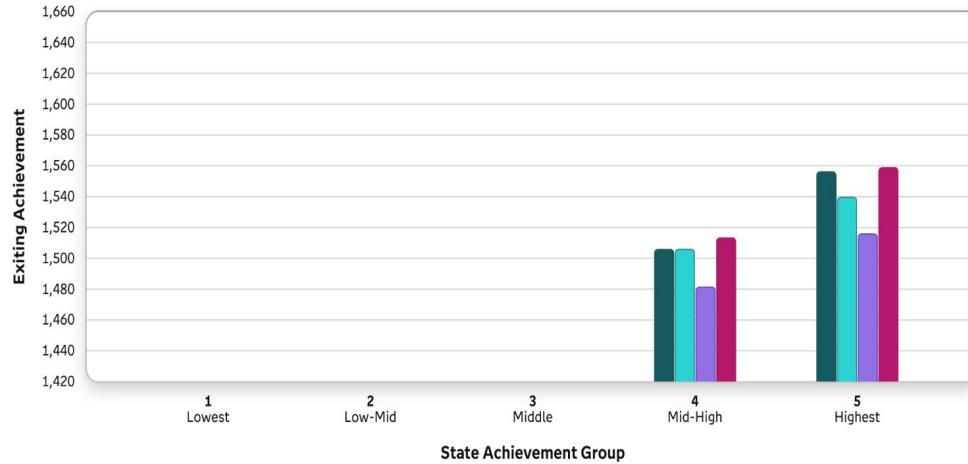
Add a Comparison

Years

Tests and Subjects

LEAs/Districts and Schools

Other



No other years are available.

Compare Years Separately

- 2022 Keystone Algebra I - Predictive ☐
- 2023 Keystone Algebra I - Predictive ☐
- 2024 Keystone Algebra I - Predictive Base Test and Subject ☒
- 2025 Keystone Algebra I - Predictive ☐

Keystone Algebra Results for 2025

17 out of 19 students scored Proficient or Advanced



2026-2027 GOALS

By the end of the 2026–27 school year, classroom teachers and guidance counselors will intentionally incorporate social-emotional learning into daily instruction, guidance lessons, and schoolwide activities. Students will work to develop skills in self-regulation, positive relationships, empathy, conflict resolution, and responsible decision-making. PAYS and other school-based data will be used to measure student growth and strengthen a school culture where students feel safe, connected, supported, and ready to learn.

2026-2027 GOALS

Teachers will analyze the provided data of PSSA scores by reporting categories and eligible content. In some cases, there will be multiple years of data to identify strengths and weaknesses of the grade level cohort. From this data, teachers will create a SPM (Student Performance Measure) that targets an area of weakness for their grade level students. Staff will provide interventions during their scheduled RTII time to remediate these weaknesses.

Cohort Information Needed:

- 3-5 reporting categories that showed weaknesses from past results
- 3-5 reporting categories that showed strengths from past results
- List of students that were close to being Proficient
- What are we doing about these areas of weakness? Daily exposure to the needed skill.
- Review skill level after 4 weeks to determine growth.

2026-2027 GOALS

Teachers will submit weekly lesson plans in their Google folder that clearly identify learning objectives, instructional strategies, student activities, assessment methods, and opportunities for differentiation. When assessments or tests are administered, teachers will also submit a differentiated version of the assessment, when appropriate, that aligns with student's identified instructional needs, accommodations, and IEP/504 requirements.



2026-2027 Penn Kidder Campus

Holly Mordaunt
&
Sara Mass

"Keep planting seeds of **effort**, and success will **bloom**!"



Goal #1 - School-wide Expectations

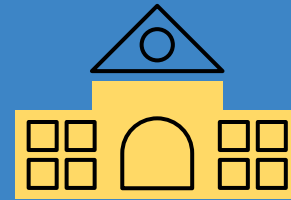
★ Academic



- Use assessment data to guide instructions and interventions.
- Ensure all students demonstrate academic growth through differentiated instruction.
- Incorporate The Science of Reading & Structured Literacy into our daily instruction.
- Implement rigorous instruction to develop critical thinking and problem-solving skills.
- Facilitate the STEELS approach to learning and discovering in Science classes.

★ Behavioral

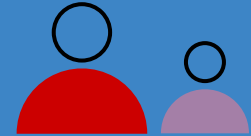
- Clearly define what T-teamwork, O-organization, R-respect, C-choices, H-honor look like in all school settings.
- Model expected behaviors in all settings.
- Teach Executive-Functioning Skills.
- Reinforce positive behaviors consistently.



Goal #1 - School-wide Expectations

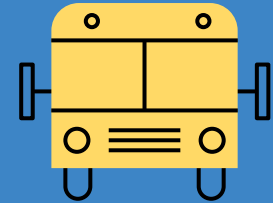
★ Social/Emotional

- Foster a safe, inclusive, and welcoming environment.
- Build strong relationships between students and staff.
 - Student to student
 - Teacher to student
- Promote creativity, collaboration, and communication.
- Foster a respectful, bullying-free environment.



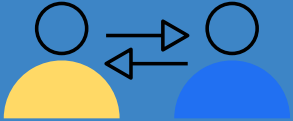
★ Attendance

- Build strong family partnerships to address attendance barriers.
- Continue to celebrate positive attendance.



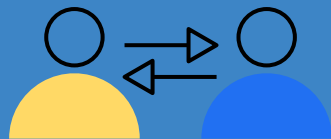
Goal #2 - Supporting Educator Growth

- ★ Provide job-embedded professional learning.
 - SAS, PaTTan, Vector, Webinars, educational articles, IU21, In-service Professional Development
- ★ Schedule collaborative planning opportunities
 - Grade-level meetings
 - Department meetings
 - Support staff meetings (Title 1, ESL, Gifted, Special Education, & Paraprofessionals)
- ★ Provide instructional coaching opportunities with meaningful feedback
 - Walk-throughs
 - Individual teacher meeting with administrator once each quarter.
- ★ Promote reflective practice that results in high quality instruction for every student.
 - Review personal planning, instruction, assessment, learning environment, and individual student growth.
 - Continuously refine instruction based on student data and outcomes.
 - Increase student engagement and responsibility.



Goal #3 - Analyzing and Data Discussions

- ★ Individual teacher data analysis to adjust instructional practices based on evidence.
- ★ Use assessment and classroom data to guide instruction and interventions.
- ★ Review data results to identify and prioritize areas of need that require attention.



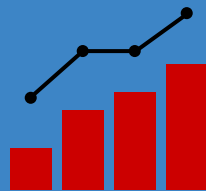
Communication

Scheduled Department Meetings w/ Admin. & other Support Teams.



Individualized Teacher Growth

- ★ Identify professional development opportunities.
- ★ Provide opportunity for instructional coaching and collaboration with peer groups.



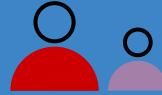
Data Folders

- ★ Reviews individual student growth with the teacher.
- ★ Provides student ownership and opportunity to collaborate with teacher.

Goal #4 - MTSS - Consistency & Impact

- ★ Use evidence-based instructional practices & programs.
- ★ Improve data-driven decisions to identify needs, adjust interventions, and monitor student growth.
- ★ Ensure intervention students have progress-monitoring data reviewed every 6-8 weeks.
- ★ Increase intervention effectiveness by ensuring that students receiving Tier II and Tier III interventions receive them with fidelity and demonstrate measurable academic growth.

MTSS



Staff and/or
Parent Meetings



Provides Tier 3
Intervention
(K-3)



Assists with
Teacher Reports



Attendance



Data Analysis



Check-in &
Check-out
Student Support

Goal #5 - Professional and Community Leadership

SCHOOL ACTIONS

School Personnel Meetings &

Coordinators:

Principal, Assistant Principal, School Counselors, School Social Worker, MTSS Coordinator

Quarterly Family & Community

Engagement Nights:

Math Night, Science & Social Studies Night, ELA Night, & Arts Night

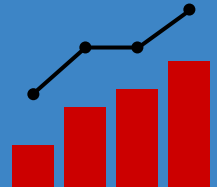
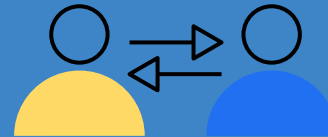
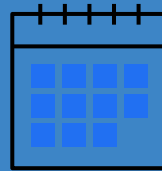
Student Recognition:

Student of the Month Breakfasts, Honor Roll, Principal List, Perfect Attendance Posters, Attendance Awards, Mordant's Mighty 10

Volunteer Opportunities:

PTA, TORCH Volunteers, Classroom Readers, Trip Chaperones

- ★ Foster a collaborative professional learning community
- ★ Strengthen family and community partnerships
- ★ Promote a positive school culture
- ★ Lead continuous school improvement through transparent communication and support



Goal 1 + Goal 2 + Goal 3 + Goal 4 + Goal 5 = **Growth for ALL students and staff.**

The successful achievement of these five goals will foster a culture of excellence, collaboration, and continuous improvement throughout our school community. By strengthening instructional practices, implementing a comprehensive and data-driven MTSS framework, supporting the professional growth of educators, promoting shared leadership, and building meaningful partnerships with families and the community, we will create an environment where every student has the opportunity to thrive academically, socially, and emotionally. Collectively, these efforts will enhance student achievement, empower staff, strengthen relationships with stakeholders, and ensure that our school remains focused on providing high-quality educational experiences that prepare all learners for future success.



Grade 3

ELA Percentages – 3 Year Comparison

2023 – BB – 13.6

B – 42.4

P – 37.9

A – 6.1

2024 – BB – 20.8

B – 37.5

P – 39.6

A – 2.1

2025 – BB – 10.4

B – 35.4

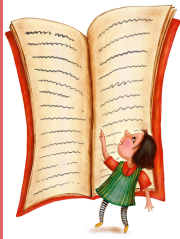
P – 54.2

A – 0.0



Trends for areas of need:

- Demonstrate understanding of craft and structure in informational texts.



2023 – BB – 26.6

B – 35.9

P – 31.2

A – 6.2

2024 – BB – 20.8

B – 31.2

P – 39.6

A – 8.3

2025 – BB – 16.7

B – 29.2

P – 41.7

A – 12.5

Trends for areas of need:

- Use operations, patterns, and estimation strategies to solve problems (may include word problems).
- Analyze characteristics of polygons.

Grade 4

ELA – 3 Year Comparison

2023 – BB – 12.1

B – 22.7

P – 42.4

A – 22.7

2024 – BB – 11.5

B – 36.1

P – 42.6

A – 9.8

2025 – BB – 22.4

B – 34.7

P – 40.8

A – 2.0



Trends for areas of need:

- Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

Math – 3 Year Comparison

2023 – BB – 13.6

B – 43.9

P – 28.8

A – 13.6

2024 – BB – 11.5

B – 36.1

P – 42.6

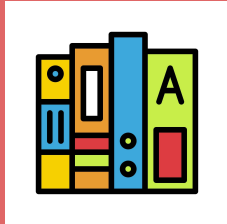
A – 9.8

2025 – BB – 24.5

B – 24.5

P – 34.7

A – 16.3



Trends for areas of need:

- Find equivalencies and compare fractions.

Grade 5

ELA – 3 Year Comparison

2023 – BB – 20.0

B – 34.5

P – 43.6

A – 1.8

2024 – BB – 8.3

B – 43.3

P – 43.3

A – 5.0

2025 – BB – 18.5

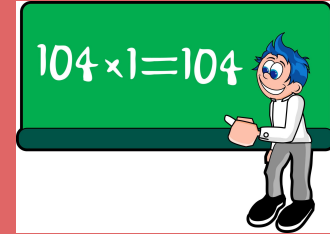
B – 33.8

P – 47.7

A – 0.0

Trends for areas of need:

- Use knowledge of language and it's conventions
- Draw evidence from literary or informational texts to support analysis, reflection, and/or research



Math 3 Year Comparison

2023 – BB – 30.9

B – 49.1

P – 16.4

A – 3.6

2024 – BB – 10.0

B – 56.7

P – 26.7

A – 6.7

2025 – BB – 12.3

B – 43.1

P – 36.9

A – 7.7

Trends for areas of need:

- Demonstrate understanding of place-value of whole numbers and decimals, and compare quantities or magnitudes of numbers.

Grade 6

ELA 3 Year Comparison

2023 – BB – 3.2

B – 52.4

P – 39.7

A – 4.8

2024 – BB – 5.6

B – 50.0

P – 37.0

A – 7.4

2025 – BB – 4.9

B – 42.6

P – 44.3

A – 8.2

Trends for areas of need:

- Demonstrate understanding of key ideas and details in informational texts.
- Draw evidence from literary or informational texts to support analysis, reflection, and/or research.



Math 3 Year Comparison

2023 – BB – 35.5

B – 51.6

P – 9.7

A – 3.2

2024 – BB – 35.2

B – 42.6

P – 22.2

A – 0.0

2025 – BB – 19.4

B – 51.6

P – 19.4

A – 9.7

Trends for areas of need:

- Solve real-world and mathematical problems involving division of fractions.

Grade 7

ELA 3 Year Comparison

2023 – BB – 1.9

B – 44.4

P – 40.7

A – 13.0

2024 – BB – 5.1

B – 59.3

P – 32.2

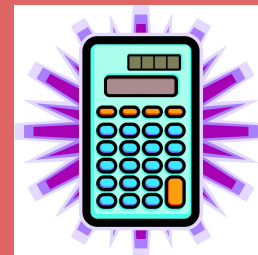
A – 3.4

2025 – BB – 7.3

B – 52.7

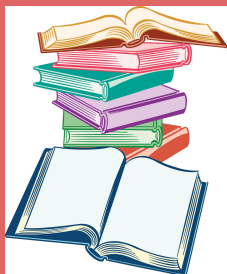
P – 34.5

A – 5.5



Trends for areas of need:

- Demonstrate understanding of craft and structure in informational texts.
- Use knowledge of language and conventions.



Math 3 Year Comparison

2023 – BB – 48.1

B – 33.3

P – 14.8

A – 3.7

2024 – BB – 50.8

B – 35.6

P – 8.5

A – 5.1

2025 – BB – 50.9

B – 38.2

P – 5.5

A – 5.5

Trends for areas of need:

- Use properties of operations to generate equivalent expressions.
 - Use random samples.
 - Use statistical measures to compare two numerical data distributions.
-

Grade 8

ELA 3 Year Comparison

2023 – BB – 14.3

B – 40.0

P – 35.7

A – 10.0

2024 – BB – 6.9

B – 34.5

P – 48.3

A – 10.3

2025 – BB – 13.3

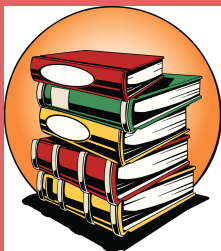
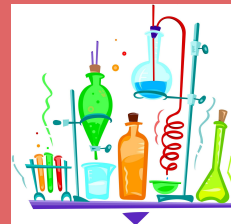
B – 53.3

P – 26.7

A – 6.7

Trends for areas of need:

- Use knowledge of language and its conventions



Science 3 Year Comparison

2023 – BB – 15.7

B – 25.7

P – 35.7

A – 22.9

2024 – BB – 17.2

B – 31.0

P – 32.8

A – 19.0

2025 – No Data
available yet.

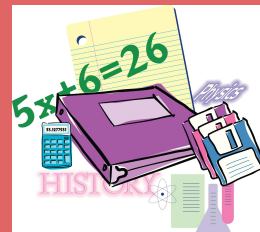
Trends for areas of need:

- Explain the relationships between and among the objects of our solar system.

Grade 8

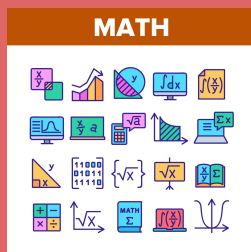
Pre-Algebra – 3 Year Comparison

2023 – BB – 48.6	2024 – BB – 34.5	2025 – BB – 46.7
B – 28.6	B – 37.9	B – 33.3
P – 18.6	P – 24.1	P – 13.3
A – 4.3	A – 3.4	A – 6.7



Trends for areas of need:

- Define, evaluate, and compare functions displayed algebraically, graphically, or numerically in tables or by verbal descriptions.
- Solve problems involving right triangles by applying the Pythagorean theorem



2023 – BB – 0.0
B – 27.0
P – 40.0
A – 33.0

2024 – BB – 0.0
B – 29.0
P – 29.0
A – 43.0

2025 – BB – 8.0
B – 0.0
P – 33.0
A – 58.0

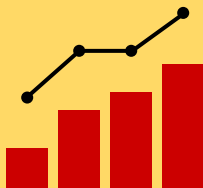
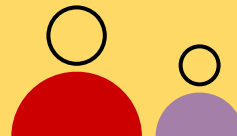
Keystone – 3 Year Comparison

Attendance

2025-2026

Regular Attendance = 97%

- 519/535 students attended school regularly
 - 16 students truant (8+ days absent)
 - 9 SAIPs written
 - 6 families had court dates

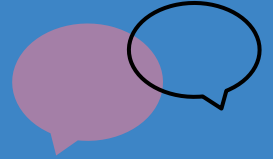
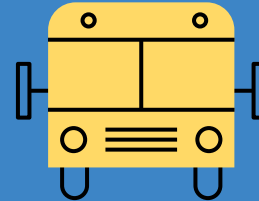
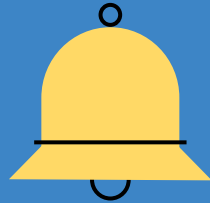
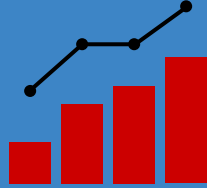
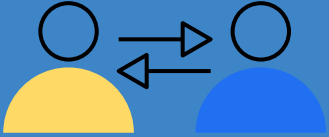
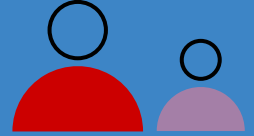
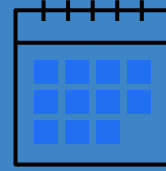
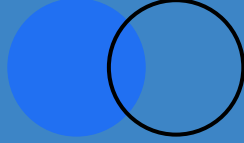
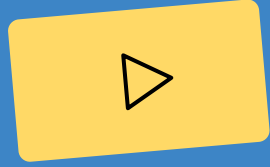
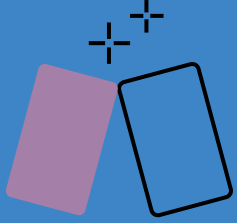


2024-2025

Regular Attendance = 94%

- 528/559 students attended school regularly
 - 31 students truant (8+ days absent)
 - 9 SAIPs written
 - 8/9 families had court dates

Icon Library



Jim Thorpe Area School District

Jim Thorpe Area High School



Educational Staff Handbook

“Learning Today, Leading Tomorrow.”

2026 - 2027

Board of Education

Dennis McGinley, President
Mary Figura, Vice President
Pear Downs-Sheckler, Treasurer
Sierra Fogal
Meghan Demshick
Michele Mazzola
Michele Banks
Edward Rehrig
Gerald Strubinger

District Administration

Superintendent	Robert Presley
Assistant to the Superintendent	Katherine Doll
Business Manager/Board Secretary	Brian Off
Athletic Director	Dustin McAndrew
Director of Buildings & Grounds	Charles Dresher
Director of K-8 Curriculum and Title Services	Kim Zoba
Director of Security & Transportation	Lori Lienhard
Director of Special Education	Fawn Meli
Director of Technology	Rob Moyzan

High School Administrators

Principal	Ryan C. DeLong
Assistant Principal	Avery M. Hower

School Counselors

Nichole Burchell (Students A-L)	Tricia Klotz (Students M-Z)
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Administrative Assistants

Millie Ashmore	Tammy Lombardo-Schatz	Jennifer Strauss
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School Psychologist

Ryan Deritis & Kaylee Zarick

Student & Family Services & Truancy Coordinator

Tracie Henry

Welcome to the 2026-2027 School Year!

Mission Statement

As a unified community, the mission of the Jim Thorpe Area School District is to pursue educational and personal excellence by graduating responsible, curious and productive citizens empowered with the necessary skills to become contributing members of a diverse society.

About this Handbook:

This handbook provides our Jim Thorpe Area School District's staff with information about the daily operation of our high school and District. Inside you will find information about District and building policies and procedures. Each staff member should carefully review this handbook. The administration and the board of education continually review policies and procedures, so staff members should discuss concerns or suggestions about this handbook with their building principal or another member of the administrative staff.

The provisions in this handbook are subject to change at the discretion of the high school administration, Superintendent and/or the Board of Education. During the year, you may receive updated information concerning changes in the handbook. If you have any questions regarding this handbook, please ask your building principal or assistant principal. Your suggestions about ways to improve the school are welcome and will always be considered.

Thank you.

Mr. Ryan C. DeLong

Jim Thorpe Alma Mater

Music: Joseph Buglio

Lyrics: Mary Marzen

Hail to Jim Thorpe, so dear, faithful, and true.

Proudly her colors wave, red, white, and blue.

Tho' we be far away on distant shores

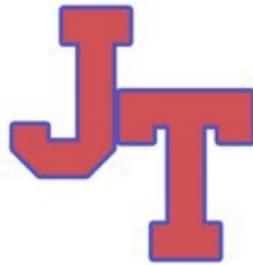
Hail to Jim Thorpe we'll sing – faithful and true.

When at the close of day, all gather 'round.

Comes once again a joy, fellowship profound.

Tunefully raise we now, our chorus strong.

Hail to Jim Thorpe so dear, forever abound.



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Assemblies

Assemblies are a regularly scheduled part of the curriculum and as such are designed to be educational as well as entertaining experiences. They also provide one of the few opportunities in school for students to learn formal audience behavior. Regardless of the type of program, courtesy demands that the student body be respectful and appreciative. **TEACHERS ARE TO ESCORT THEIR INDIVIDUAL CLASSES TO THE ASSEMBLY SITE. ALL TEACHERS SHOULD BE SEATED OR STANDING WHERE THEY CAN ACTIVELY SUPERVISE STUDENTS ACROSS THE ASSEMBLY AREA.**

Assessments

District-wide Testing Schedule Please be aware of testing dates when scheduling field trips! See full testing Calendar at the end of this booklet.

Keystone Testing -

- Winter Wave 1- Algebra I, Biology, & Literature - 12/7/26-12/18/26
- Spring Wave - Algebra I, Biology, & Literature - 5/17/27-5/28/27

Attendance

Teacher: Workday – 7:20 AM – 2:50 PM – Teachers MUST be in place at their teacher duty by 7:20 AM to monitor student arrival.

Student times

- 7:40 AM - Students in Attendance period. Students can bring their breakfast to the attendance period.
- 7:50 AM Students move to the first period.
- 2:22 PM - Student Dismissal.

Arriving with students or after they have started to arrive is unacceptable.

****All staff members must enter the building through the main entrance & park in the main staff parking lot**.**

Consistent faculty attendance plays a major role in the continuity of instruction and student success. In the event of an absence, lesson plans must be available for the substitute. Permissible absences are delineated in the Collective Bargaining Agreement.

Teachers who will not be in attendance are required to utilize the Frontline Absence Management System. Sick Days must be put in the system **prior to 6:30 AM** on the day of the absence.

As per district policy, excessive absences/tardiness, and/or misuse of sick days is grounds for deduction of pay and or disciplinary actions.

Absence/Reporting off

Use Aesop – the online/phone system to record absences for days off.

<https://www.aesoponline.com>

Returning to Work

Complete the sub-feedback form in Aesop when you return to work. This feedback is valuable to determine a record of a substitute teacher's performance.

Leaving the Building Emergency.

If you must leave the building because you are sick or there is an emergency, call the office and speak directly to a person. Do not leave a message. We need to know when you are gone to account for you should there be an emergency at school and provide coverage for your students so they are not unsupervised.

- Milie (5131), Tammy (5132), Ryan (5133), Lori (1805) or Avery (5135)

Leaving the building (Temporary): If it is necessary for any reason to leave the building during the day, notify the office by phone when you leave and when you return. We need this for accountability should a problem happen in the building.

All faculty members, when absent, should provide work through Schoology or email to Millie (5131), Tammy (5132), Ryan (5133), or Avery (5135).

Student: As a school district, we must be able to accurately account for all students in the building at all times to ensure their safety.

Taking attendance is the only way for us to be able to accomplish that goal. Attendance MUST be taken during the attendance period. The All Call system will be going out shortly after and accurate records need to be maintained. Failure to do so will be reflected in PAETEP and could lead to disciplinary action.

All teachers MUST follow the guidelines below when taking attendance:

- Teachers MUST submit attendance by 7:50 AM for homeroom through PowerSchool. If technology is not working, send a list of absentees, along with your name, and the date to the main office.
- Teachers must take attendance for each class/group for each period, daily on PowerSchool.
- Students Late to Class: Students who are late to class should **NOT** be sent to the main office or to their previous class for a pass. Classroom lates should be noted and the appropriate discipline assigned. After three lates to class, an online referral should be submitted using the discipline referral system.

*****If students should remain in your classroom after the dismissal bell, please notify the student's next period teacher.**

Students missing from class are to be reported to the office at the start of class.

Best Educator Practices

These are practices EVERY educator SHOULD strive for daily!

- TEACHERS SHOULD BE MOVING AROUND THE CLASSROOM GAUGING STUDENT PROGRESS DURING ACTIVITIES, INSTRUCTION, AND ASSESSMENTS WHEN POSSIBLE.

- The daily learning objectives should be posted for students to see.
- Grade, return, and review assessments within **two days** of administering the assessment. Performance-based assessments, especially essays, should be done within **three days**.
- Rubrics should be used to assess performance-based assessments.
- Students need to be kept engaged after an assessment. Have engaging curriculum-related activities ready for students when they finish assessments. **Study halls or free time after quizzes and/or tests are not appropriate uses of instructional time.**
- Assessment results should not be artificially inflated with extra credit work, homework, etc. This creates a situation where a student's true acquisition of the planned objectives cannot be accurately determined.
- Open book and open notebook assessments are not appropriate unless the objective of the assessment is the use of resources to find information.
- Reading sections of reading comprehension assessments to the students invalidates the assessments.
- Teachers should be moving around the classroom during the administration of assessments to monitor student progress and to support active proctoring.
- **POWERSCHOOL grade books should be updated at least once each week.**
- Assessment results should be analyzed by teachers to determine the effectiveness of instruction and, if necessary, to craft remediation-based instruction.
- **A 0% on an assessment is not acceptable.** A 0% does not provide a representation of what a student has learned or mastered. The reason behind the 0% needs to be analyzed and a

decision made as to how to proceed with re-teaching, re-testing, etc.

Banking - Anyone collecting money for a student activity, trip, fundraiser or camp, should have all checks made out to Jim Thorpe Area High School or JTAHS. Checks and cash need to be counted, tallied on a cash form, a deposit receipt completed, and given to Mr. Strubinger in a sealed envelope. Mr. Strubinger makes daily deposits to the Jim Thorpe National Bank.

***Funds must be kept secure at all times and should not be stored in your room, vehicle, or at home.

**Bullying/Harassment Policy –
PLEASE SEE BOARD POLICY 249 FOR
COMPLETE INFORMATION.**

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

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

For the purpose of this policy, bullying is defined as follows and includes cyberbullying. "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."

Bullying is aggressive behavior that involves unwanted, negative actions. Bullying involves a pattern of behavior over time. Bullying involves an imbalance of power and strength.

The Board prohibits all forms of bullying by district students. The Board encourages

students who have been bullied to promptly report such incidents to the building principal or designee. The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good-faith reports of bullying.

Any harassment with a sexual component may trigger a Title IX investigation. Title IX Coordinator is Paula Fulks (2902, 570-325-2703 or paula.fulks@jtasd.org).

Cafeteria

Students will receive both free breakfast and lunch this school year. Students wanting a second lunch may purchase it for \$2.60 (full pay)

If your class is going on a field trip and will need packed lunches, please inform the cafeteria staff at least 5 days in advance.

Staff purchasing lunches must create an account with the School Cafe.

Breakfast price is \$2.50

Lunch price is \$4.75.

Staff need to maintain a positive balance in order to purchase food. A negative balance is not acceptable. If you accumulate a negative balance, you will be unable to purchase lunch.

Cell Phones

Cell phone use is **acceptable during prep time, lunchtime, and during emergencies.**

Teachers should notify the administration on the occasional day they may need access to a cell phone during class. Teachers should refrain from cell phone use, except during planning periods, lunch, drills, or evacuations.

Certification/Continuing Education

Act 48 of 1999 requires all Pennsylvania educators holding Pennsylvania public school certification (including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility, and all vocational certificates) to participate in ongoing professional education. **It is the responsibility of the educator to ensure that their certification is kept current.**

Chapter 339

Chapter 339 of the Pennsylvania School Code mandates that all school districts in the Commonwealth have a comprehensive, sequential program of guidance services, which stresses career and future readiness; Kindergarten through Grade 12. This task is completed through classroom activities and independently. Records will be maintained by the school counselors to monitor progress and completion of the 16 modules.

Smart Futures progress should be monitored by PODs Teacher on a regular basis. Smart Futures is a graduation requirement that prepares students for life after high school. Students are required to complete the 16 modules before the end of their junior year in order to earn the half credit needed for graduation. The 11th grade PODS teachers must review their students' progress and ensure that they complete the 16 Smart Future modules by the end of Quarter 3 since this is when we report 100% completion to PDE.

Classroom Management

Classroom management is essential for effective instruction to occur. Students respond positively both academically and behaviorally to a structured daily routine. Well-articulated and consistent structure fosters a secure classroom climate. These procedures must be in place at the beginning of the year. Students must be taught the social and academic expectations and policies of the individual teacher's

classroom. Since each teacher is responsible for his/her classroom discipline, most discipline problems should be resolved by the teachers.

Teachers should clearly articulate the consequences for student violation of class rules and procedures. Minor disciplinary actions to refocus a classroom are sometimes required. In other cases, it is best to speak to a student about individual behaviors before or after class. If necessary, a student may be addressed outside the classroom. The teacher's respect for the student is as important as the student's respect for the teacher. Effective discipline demands not only that students be taught to respect their teachers, but that teachers be worthy of that respect. *Remember, always interact with students as if their parents/guardians are present in the room.*

Building a classroom environment that demonstrates mutual respect, trust, and a positive rapport with students will minimize student misbehaviors in your classroom.

Calls to parents/guardians regarding misbehavior MUST come first from the teacher, then from administrators. If a teacher removes a student from his/her classroom for behavioral reasons, that teacher MUST contact that parent to discuss the situation. Developing a working relationship with the parent/guardian will increase the chances of altering the student's behavior. The only exceptions occur in cases of violence, sexual misconduct, or severe misbehavior.

Classroom Upkeep

Cleanliness is of utmost importance to the appearance and upkeep of the Jim Thorpe Area High School. It is the teacher's responsibility to maintain a clean classroom. Trash should be picked up from the floor. Student and teacher work areas should be clean and clear of clutter. Stay organized with your time and space to make things easier for yourself and your

students. Notify the custodian if your classroom has specific cleaning needs due to spills and accidents.

Rooms should not have fragrant devices such as: Plug Ins, Tart Warmers, Incense, Candles, or other fragrant dispersing devices. This could lead to an allergic/asthmatic reaction by students or staff, as well as being a fire hazard.

Personal appliances should not be placed in classrooms without approval of administration.

Extension cords that are two pronged (not grounded) are not appropriate for a commercial building such as the high school. Any extension cords used are to be three pronged due to the current produced in the commercial building. Two prong extension cords are a fire hazard. Example: green two prong extension chords. Please limit to one strand of lights being hung within the classroom due to fire hazard.

The staff lounge and work room contain a refrigerator, microwave, and coffee maker for shared use. Please keep this space clean and orderly. Wash your own dishes and wipe down the area that you used.

Clearances

The Pennsylvania Child Protective Services Law (CPSL) requires that employees, volunteers, and other individuals who interact with minors to obtain three different clearances, together known as the Child Protection Clearances:

- Pennsylvania Access to Criminal History (PATCH) through the Pennsylvania State Police
- Pennsylvania Child Abuse History (PACA) through the Pennsylvania Department of Human Services
- FBI Criminal History Background Check (FBI Fingerprint); requires the individual to submit their fingerprints to the FBI and have the background check run through the PA State Police's designated agencies

The CPSL requires that certifications, including FBI fingerprinting, be renewed every 60 months (five years).

Communication

Employee personal communication with students, in all forms including oral and nonverbal, shall be appropriate and consistent with Board policy. Personal communication shall be deemed to be inappropriate if such communication is sexual in nature; is sexually suggestive; suggest romantic activity with student or students, or is otherwise inconsistent with Board policies [317](#) & [317.1](#). Violation of this provision will result in disciplinary action up to and including dismissal. A Title IX Investigation would take place in the event of any communication deemed to be sexual in nature.

Email

Check your school email upon arrival, during your prep period, and before leaving for the day. It is expected that you return messages within 2 school days.

Mailboxes

Check your mailbox upon arrival, prep period, and at the end of the day. Students should not be sent to retrieve mail for staff.

Phone

Check for and respond to messages each day. Phone messages are on your phone as well as to your email.

Check your voicemail greeting.

Teachers with a new message should refer to the user guide at the link below

[IP Phone 480_480g User Guide_en.pdf](#)

Communication Logs

Communication logs need to be updated every time you make contact with a parent/guardian. There are no exceptions to this. This is to maintain records of communication between

school and home. It is recommended that each teacher make two constructive phone calls and one positive phone call per week.

Confidentiality

Confidentiality is a prerequisite of educational professionalism. At no time should student information be discussed in class or with those individuals who do not have an education-based “need to know.” Teacher lounges and public places (hallways) are also inappropriate locations for discussing student information. Impromptu conversations regarding students in the faculty lounge should not violate confidentiality.

Coverages

Teachers will occasionally be required to cover a class in lieu of their “normal” schedule. You will be contacted directly by a school administrator or secretary.

Crisis Protocols (Student)

If a teacher/staff member observes a student at any time experiencing emotional distress (i.e. anxiousness, depressive mood) and/or expresses they are in emotional distress please follow the steps below:

1. Call the guidance office first and you must speak with someone directly.
2. If you cannot get anyone in the guidance office, then call the main office.

Please do not allow the student to walk down to the office if they are visibly distraught or in crisis. A staff member (guidance counselor, admin.) will come and get the student. **Do not send the student to the office without making prior contact through a phone call. Do not send any emails or leave voicemails.** These individuals will assess the student’s emotional state and determine which interventions, if any, need to be implemented, including the use of the Zen Den (Rm 311).

Cyber Security

If you receive a suspicious email asking, “are you available to meet” or asking you to open an attachment, do not open it and call the office. Read More Below.

< http://bit.ly/Cyber_Threats >

Last year individual teachers were receiving emails from the principal using casual language requesting a meeting. Do not open it or any attachments. If you are suspicious of a meeting request, please report it to the principal or assistant principal.

Discipline

Discipline is not a group matter. A whole class should not be punished for the misdeeds of a few. Please remember to talk with the student(s) privately, instead of in front of the entire class.

All teachers must show respect to all students. Fairness should be practiced—do not play favorites. Children should be taught and shown how to take responsibility for the choices that they make.

No discipline referral should come to the office without first having contacted the parent. The only exceptions to this rule are violence, sexual misconduct, or other severe behavior.

The information put into this system is utilized to complete PA State Reports at the end of each school year. This system also provides us with School-Wide Positive Behavior Interventions and Supports (SWPBIS) data to identify incidents, pinpoint problem areas, note frequency by the time of day, and track perpetrators, accomplices, and victims.

Please utilize the online disciplinary referral system shared with you. You must follow the following steps:

1. Download a copy of the PDF disciplinary referral to your desktop.
2. Open it and fill out the disciplinary referral (include date and time of the

behavior). Please do not include any names of other students in the referral. You can include the names of students in the email*

3. Attach the disciplinary referral and email it to: hsdiscipline@jtasd.org
4. Make contact home via phone call or email.
5. Document contact in your parent/guardian communication log.

Dismissal

Students will be dismissed at 2:22 PM. **Please DO NOT let students out of class prior to 2:22 PM.**

1. Country students dismiss through the main entrance. (majority of students)
2. Town students dismiss through the rear doors of the commons.
3. If someone has an issue with a locker, please notify the office with the name of the student and their bus.

Duties

Teachers who have open time in their daily schedule may be assigned supervisory duties such as bus duty, lunch duty, etc. You are given this duty to supervise and ensure the safety of the students. Please be focused on what you are responsible for. **THIS IS NOT THE TIME TO SOCIALIZE WITH YOUR COLLEAGUES OR ON YOUR PHONE.**

ELL

ELL stands for English Language Learners. The goal when working with these students is to prepare students to speak English as quickly and proficiently as possible. The objective is for students to not only excel in academics, but also partake in social activities, and have the ability to communicate with their peers and teachers. ELL teachers are those who connect non-native speakers to English language learning. They support ELL students and connect them to a new culture and way of learning.

Emergency Procedures

Refer to the Red Flip Chart posted in EVERY room in the building.

Teachers should instruct their classes on the proper procedures for emergency drills. It is important to review these procedures throughout the school year.

Remember to have a list of students from each class so that attendance can be taken before, during, or after drills or emergencies. Drills may include fire, weather, intruder, etc.

Employees with Children

Employees who have children at JTAHS may keep their child(ren) in their room before and after school. The child(ren) is to be supervised by the employee at all times. The child(ren) may not be out of the room or in other parts of the building. Children should not be in attendance during in-service days or during other training sessions.

Field Trips

Trips must be approved through the [TripFinder System](#). Directions can be found [here](#). Your username is your email address. This must be completed **at least 2 weeks prior to the trip date** in order to have transportation approved. Please ensure the trip form is filled out properly, otherwise your form will be denied. The teacher making the request **MUST** be the person completing the form. Please make sure that the trip is approved prior to purchasing tickets, etc for the event(s).

All students must ride the school bus/van to and from the trip. **Only parents/guardians** who have provided clearances are allowed to attend the trip as chaperones. **Clearances MUST be submitted to the building administration one week prior with a list of chaperones attending the trip.** Chaperones may not bring other children. Chaperones are expected to follow the directions of the teacher and follow all school rules. All parents must stay with their assigned group and no one is allowed to curse, smoke, or drink alcohol on the trip. **Be aware of students**

whose parent/guardian must attend due to medical or other student needs.

Staff are responsible for using the field trip permission form that is signed by parents/guardians and teachers. The field trip permission forms **MUST** be submitted to the nurse two weeks prior to the trip for review of medical needs. There are no exceptions!

Teachers must make sure to take a Go Bag with them on a trip or any time they leave the building. Inside the Go Bag should also contain student emergency contact information, as well as any medical necessities for students with medical needs.

To be eligible for a field/activity trip, a student **must be passing a minimum of four credits and maintain good attendance; without truancies, excessive unexcused lates, 8 or more unexcused absences, or an accumulation of 20 or more absences, or the discretion of administration.**

Fundraising

Activity or class advisers are reminded to check all fundraising and/or ordering with the administration before agreeing to participate. **Complete the fundraising form < [Fundraising Form](#) > and return it to Janice.** We will use the Google calendar to avoid conflicts of schedule dates and duplication of fundraising efforts.

Go Bags

Bags should be located in an easily accessible location in EVERY classroom. The bag should contain a current student roster, class schedule, specific student notes, as well as materials provided by the district. This bag **MUST** be taken with you during any evacuation of the building.

Grading

Grades will be reported to parents/guardians throughout the school year. Report Cards will

be provided approximately every 45 days. Students enrolled in LCCC will receive grades on report cards at the end of Semester 1 and Semester 2. Report cards will be sent via email, requiring the student number to retrieve the report card.

A - 93-100 D - 70-74
B - 85-92 F - 0-69
C - 75-84

A minimum of 12 grades per marking period are expected, in addition to at least 3 major (tests, projects) grades.

Teachers are to follow their department's grading policies. This includes mid-terms, final exams and their percentages in PowerSchool.

Teachers need to set a timeline on when work will be accepted unless there are extenuating circumstances. Not doing so may completely change a student's grade from what parents and students are seeing throughout a marking period

Hallways

Students should walk quietly on the right side of the hallway. **Students should be monitored by teachers at all times.** Teachers should not be socializing in the hall with other staff or students and are reminded of the respectful ways to correct behavior.

Homework

Homework should have a purpose- review, skill practice, or promote study and organizational skills. Homework should always receive some form of feedback.

Honor Roll & Principal's List

Honor Roll: All grades greater than or equal to 85; No grade lower than 85.

Principal's List: All grades greater than or equal to 93. No grade lower than a 93.

Inclement Weather Day Plans

The Inclement Weather Plan can be viewed at <https://www.jimthorpesd.org/page/school-closing-s-and-delays>

Injury

Personal Injury

Following state regulations and insurance guidelines, our district retains appropriate documentation on file when certain incidents or injuries occur. This is for injuries requiring treatment as well as those injuries not requiring treatment. Review of injury reports helps our district to identify safety issues, address potential claim issues, and build a safer work environment. When appropriate, changes will be implemented to help prevent other injuries from occurring.

Timely reporting prevents the loss of important facts relating to the incident.

- Any work time injury must be reported to the principal (5133) or assistant principal (5135) **and** Nicole Heydt (3918, (570-325-3918) or < nicole.heydt@jtasd.org >, Employee Benefits, within 24 hours.
- An in-person meeting is required after the incident at the employee's earliest convenience, but shall not interfere with necessary emergency treatment.
- An injury report form must be completed by the injured staff member.
- The supervisor will need to complete their section of the Injury report.
- Documentation may become a legal document in a court of law or part of a public records request.

- Injury and Incident Reports are for documenting facts only. Avoid opinions or speculation.

Student/Non-Employee Injury

All incidents should be reported immediately to our school nurse and the principal or assistant principal.

Nurse Lienhard - (5141 or 570-325-5141)
Principal DeLong - (5133 or 570-325-5133)
Assistant Principal Hower - (5135 or 570-325-5135).

Inservice Days

Learning is a lifelong endeavor. Education changes as the world changes, as students' needs change, and especially as the technological world grows. Teachers must grow with these changes or we are "left behind" and our children aren't being taught in the best ways, with the most recent information, and in a way relevant to the modern student.

It is essential that teachers attend and actively participate in the in-service day activities offered to stay aware of the Jim Thorpe School District's goals, initiatives, and new educational practices.

Lesson Plans

Lessons plans are to be submitted into your shared Google Drive folder with building administration every Monday for the weekly lessons. It is your responsibility to organize and update this on a weekly basis. Failure to do so, may result in disciplinary action. In your shared Google drive folder, you will also find a copy of a lesson plan template. You do not have to use this template, but you should have the components within your own template. Please utilize it as your guide.

Main Office

The main office is a busy place. The administrative assistants and administrators are busy doing their jobs which oftentimes involve

confidential information. Please do not spend time in the office socializing during the school day.

Maintenance

Maintenance concerns or requests should be handled through the Support Requests at [Staff Information Services Portal | Jim Thorpe Area School District](#). Any safety concerns should be reported to administrators immediately.

Mandated Trainings

Bloodborne Pathogens
Building Level Crisis Response Plan - ALICE, Behavioral Threat Assessment, and Situational Awareness
Bullying Prevention
Child Abuse Recognition & Reporting - 3 hours/5 years
CPR - offered every 3 years
Epilepsy & Diabetes Recognition
First Aid
HIPAA & FERPA
Safe2Say Something
Safety/Crisis Response/All Hazards
School Safety & Security - 3 hours (2 hours online & 1 hour in-person)/1 year
Security and Emergency Preparedness Plan

Training & Drills

Raptor
Seizure Recognition & Response Training
Suicide Awareness & Prevention Training - 4 hours/1 year
Threat Assessment Team Training
Training with First Responders
Trauma-informed Approach - 1 hour in PD
Warning Signs of Violent Behaviors
Workman's Comp./Safety

Mandated Reporting

Pennsylvania law requires teachers and school employees to notify child protective services with any reasonable suspicion that a child is being hurt or is hurting him/herself or others in any way. Because you will be in contact with children, you have responsibilities to protect

them. <https://www.compass.dhs.pa.gov/cwis> or call 1-800-932-0313.

Anyone hearing of possible child abuse or neglect, must make a report regardless if others are making a report as well. Information may be second or third hand. Act 31 requires all employees licensed by the Pennsylvania Department of State to take a 2–3-hour training on Recognizing and Reporting Child Abuse every 2 years.

Nurse's Office

The health Office should only be used in emergencies and in extreme cases such as bathroom accidents, vomiting, bleeding, medications, and fever. Please, only send students for an ice pack if there is a visible need such as swelling or redness. Please help out the nurse by sending only students exhibiting true health-related needs.

Parent-Teacher Conferences

Individual teachers are encouraged to contact parents/guardians. Every contact should be documented. This contact can be done through email, conference, and/or phone calls. In addition to discipline or academic concerns, you should strive for positive contacts.

Scheduled conferences will occur twice during the school year and your presence is critical. Please avoid scheduling outside activities during conference times so you are present to meet parents/guardians during conference times.

You will be responsible for discussing student progress academically, socially, and behaviorally. Be sure to explain any terms, curriculum titles, or even words on progress reports that aren't commonly used outside the school setting. Show that you know the child as an individual. Be honest in a caring way and let parents know that you are concerned about the child's learning, behavior, social skills, etc. Ask questions and listen. Ask parents or guardians

for their input about students' strengths, needs, and learning styles, as well as their hopes and dreams for their children.

Physical and Mental Health Support

ConnectCare3's services include Patient Advocacy, Nurse Navigation, Chronic Disease Management and Prevention, Nutrition Education and Tobacco Cessation. Our services are an enhancement to an individual's medical benefits and available at no additional cost to employees and covered dependents on a group's health plan.

<https://connectcare3wellness.com/default.aspx>

Webinar

<https://www.youtube.com/watch?v=dpdvmNu7Ug>

Planners (Student)

Freshmen and Special Education students will be issued paper planners for this school year to help our students better organize their academic lives and to use as a pass. Freshmen will be required to use their planners while Special Education students may not want them, especially the upper classmen. Upper classmen may be exempt from using the paper planner. Students without planners will use their Google or Apple calendar.

PODS teachers need to teach students to write the month, the day, and any upcoming events in their planners. Classroom teachers must reinforce to students the need to plan their assignments for the week and beyond.

Policies to Know

All JTASD Policies can be found at <https://policymain.org/jim-thorpe-area-school-district/policies> Once you are redirected to this page click on which policy you would like on the right side of the webpage.

113- Child Find <[Special Education](#)>

249 - Bullying/Cyberbullying

<[Bullying/Cyberbullying](#)>

317 & 317.1- Conduct/Disciplinary Procedures

<[Teacher Discipline](#)> & <[Educator Misconduct](#)>

309- Assignment and Transfer <[Assignment and Transfer](#)>

318- Tardiness <[Penalties for Tardiness](#)>

323- Tobacco Use <[Tobacco](#)>

326- Complaint Process <[Complaint Process](#)>

348- Sexual/Unlawful Harassment <[Unlawful Harassment](#)>

351- Drug and Substance Abuse <[Drug and Substance Abuse](#)>

815.1 - Use of Generative Artificial Intelligence in Education <[Artificial Intelligence](#)>

PowerSchool

Teachers shall update grades in PowerSchool at least once weekly. Parents, students, guidance counselors, and administrators need timely access to current grades. **No assessments shall be left ungraded or not updated in your grade book beyond 5 days from the date the assessment was given.**

In addition to grades, student contacts, demographic, custody, medical, and special education information can be found here.

Professionalism

JTASD Policy 325- Dress and Grooming <[Dress and Grooming](#)>

"Administrative, professional, and classified employees set an example in dress and grooming for students and the school community. Employees' dress should reflect their professional status and encourage respect for authority in order to have a positive influence on the district's programs and operations.

The Board has the authority to specify reasonable dress and grooming requirements, within law, for all district employees to prevent

an adverse impact on the educational programs and district operations.

When assigned to district duties, employees shall be physically clean, neat, well-groomed, and dressed in a manner consistent with assigned job responsibilities.”

The practice of professionalism has many expressions, including attire. Although we do not have a faculty dress code, dress affects decorum for both students and teachers. Presenting a positive representation of yourself is a key component of experiencing professional success. What you wear, along with how you communicate with others both verbally and nonverbally, can impact the image others form about you. Creating a professional look can help you command attention and serious consideration at work. When you show that you take your job seriously, it helps others see you as someone they should respect and take into consideration. Be a positive example!

Some appropriate examples for male teachers include: collared shirts and/or sweaters with dress pants; shirts should be tucked in, but ties and jackets are not required. Examples for female teachers are dresses, dress pants, or skirts, blouses or sweaters. Staff members are expected to maintain a professional appearance that reflects the educational environment. Leggings, yoga pants, and similar form-fitting athletic wear are not considered appropriate professional attire and are not permitted unless worn under a dress, skirt, or tunic of appropriate length. Shoes should be comfortable and appropriate for the day; casual tennis shoes, sandals and flip-flops are unacceptable. Exceptions are made for P.E. teachers and on official dress-down days.

Teachers’ behaviors and mannerisms should reflect appropriate social etiquette. A teacher’s language, gestures, and emotional control should communicate civility and respect.

Teachers should not communicate disrespect for their students, colleagues, or administrators in the classroom.

Confidentiality is a prerequisite of educational professionalism. At no time should student information be discussed in class or with those individuals who do not have an education-based “need to know.” Teacher lounges and public places are also inappropriate locations for discussing student information. Impromptu conversations regarding students in the faculty lounge should not violate confidentiality.

Raptor

The Jim Thorpe Area School District utilizes the Raptor Emergency Management System. All staff have access to the Raptor application and are issued a badge that has the capabilities of a rapid SOS to the 911 center. To issue the following:

- 3 button presses = assistance needed
- 7 button presses = ALICE lockdown

Staff have the ability to record student accountability during the event of an emergency and communicate through the Raptor platform. Please report any lost or issues with badges to Lori Lienhard.

Room Keys

Your room key **must be left in your mailbox** at the conclusion of the day. They should be picked up each morning prior to the start of the first period. This eliminates the scramble to open the room for a substitute at 7:20 AM, reduces stress for the substitute, and provides them with keys to lock the door.

Should you misplace your keys and/or badge, please notify Director of Security, Lori Lienhard (1805) immediately and she will deactivate your badge. If your badge is not working, go to Frontline to request a replacement and your old badge to Lori Lienhard. **For any lost badge or damaged badge of less than 5 years, there is a \$25 replacement fee.**

Safe2Say



This anonymous reporting system for student safety. Both

students and adults may report a student that may be a threat to themselves or others. These tips are reported to the high school team to investigate.

< <https://www.safe2saypa.org/> >

You should have a Safe2Say poster hanging in your room.

Safety

Make sure that doors to the outside are closed at all times; doors should **NEVER** be propped open.

Keep your classroom door locked so that it can be closed quickly and secured if needed. The classroom door should be closed and locked when no one is in the classroom.

Do NOT permit anyone into the building. All visitors must come through the main entrance.

School Calendar

The calendar can be viewed at [2026-2027 School Calendar](#)

School Counselors

Counselors have many duties. Please do **NOT** send a student to them without first calling to make sure they are available. Counselors should participate in student staffing meetings.

Smart Pass

The Jim Thorpe Area School District utilizes a virtual hallway pass system to monitor students throughout the school building. Smart Pass **MUST** be utilized on a daily basis. You must accept your classes. Smart Pass is designed to be easier on you as a teacher. If a student gets a green screen, they can go to the bathroom,

water fountain, etc. If they get a red screen, they are unable to leave the classroom at that time.

Smart Pass allows administrators to place protective measures to ensure some students are not out at the same time. Please **DO NOT** make these students aware of this. This could be in the event of a fight, social situations, etc.

Smart Pass also collects data for us to see what students are out during specific times of the day and can be helpful with providing interventions to students and keeping students within the classrooms to learn.

Social Media

It is important that teachers use a professional account when communicating through social media. Reminding students about upcoming assignments and letting parents/guardians know what is happening in your class and beyond builds student engagement and parent/guardian involvement.

Student privacy is a concern if you post photos of students in non-public situations such as your classroom. **BE AWARE OF THOSE STUDENTS WHO DO NOT HAVE PERMISSION FOR THEIR PHOTOS TO BE POSTED!**

Teachers should NOT be chatting or messaging students or parents/guardians on personal accounts such as Facebook or Snapchat. Do not invite students to view your personal accounts.

With teachers and coaches finding great success in using social media to efficiently reach students, parents, and guardians, it is important that you use a professional account. Student privacy is a concern if you post photos of students in non-public situations such as your classroom.

Teachers should not be chatting or messaging students on personal accounts such as Facebook or Snap Chat.

The links below provide detailed information on social media use.

[. Avoiding Social Media Landmines](#)

[Protecting Students' Privacy](#)

Special Programs for Students

Section 504

Some students qualify for a Section “504 Plan” due to a condition(s) that substantially limits a major life activity such as learning, walking, hearing, speaking, breathing, etc. If you have a student in your class requiring a 504 Plan, you will be provided with access to the plan on PowerSchool. Teachers **MUST** read the plan and implement all accommodations outlined. This is a legal and binding document between the school (you) and the student, and **you are required by law to follow the plan.** Teachers must place a copy of the student's 504 plan in an envelope marked “confidential” and send it to the office to be included in your substitute teacher folder. If you have any questions regarding the 504 Plan, please alert a school counselor and/or the Director of Special Education and a meeting will be scheduled immediately.

Each student with a 504 Plan is assigned a Case Manager to monitor implementation and student progress. This case manager is available to assist you as requested.

Individualized Education Plan (IEP)

Prior to the start of school, you will be given a list of students you will be teaching and who have an IEP. You will be provided access to that IEP on PowerSchool. Read the IEP and implement all of the accommodations and/or modifications as outlined. This is a legal and binding document between the school (you) and the student, and **you are required by law to follow the plan.**

Each student with an IEP is assigned a special education teacher to monitor or track his or her progress. This qualified special education teacher is available to assist you as requested. He/she is available for consultation, assistance with assignment completion, and helping to implement the IEP in the classroom. Communication between the regular education teacher and special education teacher is crucial in helping each child achieve to the best of his/her ability.

The special education teacher will need information from students' regular education teachers as well. It is the responsibility of the special education teacher to monitor the progress of the student and evaluate the effectiveness of the IEP. Please fill out any questionnaires and forms you may receive and return them in the time frame requested, to the special education teacher.

Informing teachers and substitute teachers of students with individualized programs (accommodations, modifications, and SDIs).

- Case Managers (Special Education teachers, school counselors, and/or school nurse) must email snapshots of their students' 504 plans or IEPs to their students' teachers both regular education and special education teachers. This allows all teachers to have the knowledge of students' individualized programs to provide the needed accommodations, modifications, and SDIs based on their 504 plan or their IEP.
- Teachers receiving the snapshots of the 504 plans or IEPs must review them and discuss any questions or concerns with the case manager.
- Teachers with students with individualized programs need to create a list of those students that includes their accommodations, modifications, and SDIs. This list needs to be turned in to the office when student seating charts are due.

Student Dress Code

Teachers MUST monitor student dress in ALL classes. If a teacher observes a student out of the dress code, he/she should privately ask the student to change or modify his/her clothing. If the student refuses or is unable to change, the teacher MUST notify the office immediately and send the student to the office.

The dress code can be found at: [Student Dress Code 2026-2027](#)

IT IS THE RESPONSIBILITY OF **ALL** TEACHERS TO ENFORCE THE DRESS CODE. **The failure of a teacher to handle that responsibility leads to an inconsistent school environment which creates unnecessary issues from students and parents for the administration and their colleagues who do.**

Student Evaluation Referral

The Evaluation Process

Parent/guardian requests an evaluation.

1. To begin the evaluation process the parent/guardian should submit a written request for an evaluation to a school official, such as the school principal or counselor, with the date included. If a verbal request is made, it must be shared with Fawn Meli (3912, < fawn.meli@jtsd.org >, Director of Special Education, immediately. The school must either send:

- (1) a Permission to Evaluate-Consent form (PTE), which explains the reasons for the evaluation, any records or reports the school will use, and the specific types of tests that the school district will do; or
- (2) written notice, which explains why the school will not evaluate the child.

2. Participate in the evaluation.

Within 60 calendar days (not including summer months) of receiving the PTE, the school must complete all assessments of the child and provide the parent/guardian with an Evaluation Report. The assessment process may involve

testing, interviews, observations, and a review of the student's academic record work. The parent/guardian with an Evaluation Report. The assessment process may involve testing, interviews, observations, and a review of the student's academic record work. The parent/guardian can also provide information from outside medical or other professionals who know the child. The child will be eligible for special education if he or she:

- (1) meets the definition of one of the disability categories; and
- (2) needs specialized instruction and/or related services because of the disability.

3. Create the IEP. If the child is eligible to receive special education, the parent/guardian should meet with the IEP team to establish and write the annual plan. The school must set up the meeting within 30 calendar days after issuing the Evaluation Report. The IEP should include educational services to address all of the child's unique needs. Parents/guardians are an important part of the IEP team and must be invited to all IEP meetings.

4. Review the NOREP. After the meeting, the school will provide the parent/guardian with the *Notice of Recommended Educational Placement (NOREP)* explaining the placement and educational services offered to the child in the IEP. The NOREP should be consistent with the plan that was discussed at the meeting. Typically, the NOREP explains services that will be provided at the child's current school. However, if the child requires a specialized program that is not provided at the current school, the NOREP could explain that the child will be transferred to a different school. The parent/guardian must indicate on the NOREP whether he/she agrees with the proposed plan and return it to the school within 10 calendar days.

If the parent/guardian disagrees, he/she may request a meeting with school officials, mediation, or a due process hearing. If the parent/guardian does not want his/her child to change to the education program listed in the NOREP, he/she should request mediation or a due process hearing to freeze the placement. This is called *pendency*. More about pendency, as well as requesting mediation or a due process hearing, can be learned by visiting the Office of Dispute Resolution at odr-pa.org or contacting the Office of Dispute Resolution's ConsultLine at 800-879-2301.

5. Implement the IEP. If the parent/guardian does not request mediation or a due process hearing, the school must begin providing the services written in the IEP as soon as possible but no later than 10 school days after the school issues the NOREP.

6. Review the plan at least annually. The school must meet to review the IEP at least once a year, but it should provide the parent/guardian with reports of progress throughout the school year. The parent/guardian can request an IEP meeting at any time to discuss any concerns. In addition, the school must reevaluate the child at least once every two years for children with intellectual disabilities or as needed based on the child's progress.

Student Supervision

Teachers **MUST** be on hand when students arrive for class and will not leave the classroom except in an emergency. If an emergency arises, please contact the main office as soon as possible. **Teachers MUST stand outside their doorways before and after classes to monitor hallway activity.** Teachers should be alert to horseplay, loitering, verbal or physical harassment, etc. Inappropriate behaviors must be addressed immediately to prevent escalation, and Discipline Referrals must be completed

when necessary. If the behavior warrants it, send the student(s) to the office followed by a call.

Teachers are expected to help supervise students throughout the school. Besides maintaining discipline in the classroom, teachers' supervision duties include the hallways, restrooms, assemblies, etc. Each staff member is responsible for helping prevent damage to school property and preventing general misbehavior. This can only happen if you are **actively supervising** the students! All staff members should be vigilant and walk around while supervising. Sitting at your desk or on a bench at the playground is not actively supervising.

Supplies

You have \$150.00 to order general supplies through Office Depot. You must do the ordering yourself. **Use your money by May 1st.**

When ordering from other vendors, please be sure to get a quote that includes shipping and handling from the supplier and provide this with your requisition.

TAP - (Thorpe Assistance Program)

TAP (Thorpe Assistance Program) is the title given to the Student Assistance Program at Jim Thorpe Area High School. The Program is designed to identify barriers that may be affecting a student's academics, attendance, behavior, or health. The goal of the Student Assistance Program is to provide early intervention and support services to children identified as having difficulties achieving success in school.

The **Thorpe Assistance Program** consists of a core team of professionally trained student assistance members. The team does not diagnose, treat, or refer for treatment; however, they may refer assessments for a specific treatment.

Referrals to the **Thorpe Assistance Program**, which are confidential, may be made by the school staff, a parent or guardian, peers, a community member, or by the student himself. A referral is made by completing the information on the attached link.

[TAP Assistance Program](#)

Student behaviors that are appropriate for TAP include academic decline, disciplinary problems, sleeping in class, frequent visits to the nurse's office, observable expressions of anger or sadness, overheard conversations about alcohol or drugs, significant weight loss or gain, frequent trips to the restroom, distinct behavior changes, changes in friends, overheard conversations about self-harming or being sad or depressed, loss of interest in activities, etc.

Parents have the right to be involved in the process and have full access to all school records pertaining to their child, under applicable state and federal laws and regulations. This involvement is key to a successful resolution and underscores the importance of parents' responsibility. **It is important to note that all core team referrals and information is kept confidential from outside sources.**

Teacher Supervision

PA-EETP will be utilized to record all evaluation information for each school year.

SPM / IEP / SLO (Student Performance Measure, IEP Goal Progress, or Student Learning Objective)

ALL teachers are required to complete one of these items as part of their 13 Classroom Teacher Rating Form. This accounts for 10% of the final teacher rating.

Evaluations

All faculty will be evaluated through the utilization of a differentiated supervision plan. This will occur through the use of the formal

Danielson Framework. This accounts for 70% of the final teacher rating.

The supervision plan process offers professional employees three models designed to meet their needs. These three models are Structured Supervision, Focused Supervision, and Differentiated Supervision, which include three distinct variations: Formal Supervision, Portfolio, and Action Research.

All Level I professionals, all non-tenured professionals, and all professionals who are in their first year of employment in JTASD regardless of tenure will be placed in Structured Supervision. Upon successful completion of a Level II certificate, employees will be placed in the Differentiated Supervision Model.

All professionals working in the district for two or more years who hold the appropriate Level II certificate and received an overall satisfactory rating on the previous evaluation are eligible for the Differentiated Supervision Model.

Employees who need additional help will be assigned to the Focused Supervision model. A team including administrators, the employee, and a teacher selected by the employee will work with the employee on the areas of performance that need improvement.

Administrators reserve the right to remove professionals from the Portfolio or Action Research models at any time and place the teacher in the Formal Supervision model or assign the teacher to the Focused Supervision Model.

Building Level Score

The building(s) level score will count for 10% of the final rating. If a teacher does NOT have a Teacher Specific Data Score, the Building Level Score will count for 20% of the final rating.

Teacher-Specific Data Score

This will count for 10% of the final rating for those who teach a data-specific (PSSA-tested) subject. Teacher-specific data is supplied for Keystone trigger course teachers and special education teachers with 11 or more students. If a teacher does not fall into one of these categories, the LEA selected measure goes from 10% - 20 %.

Technology

Technology concerns or requests should be handled through email to the tech department at techsupport@jtasd.org.

Any safety concerns should be reported to the administrators immediately.

Please make requests for technology setup at events at least 3 days in advance.

TORCH

TORCH is part of the Jim Thorpe Area School District's SWPBIS (School-wide Positive Behavioral Interventions and Supports).

T - Teamwork
O - Organization
R - Respect
C - Choice
H - Honor

School-wide Positive Behavior Interventions and Supports (SWPBIS) is a framework designed to enhance students' understanding of behavior expectations at school. Schools work within the framework according to their specific needs. Staff members and students are taught strategies aligned to the expected behaviors to ensure consistency across different contexts (in classrooms, the lunchroom, and restrooms, for example).

Visitors and/or Volunteers

Visitors must report directly to the main office when entering the building and must present a photo license. They will be issued a VISITOR

sticker to wear while in school. Visitors will not be permitted into teachers' classrooms during instructional times unless the teacher has notified the main office.

IF YOU SEE AN UNKNOWN PERSON IN THE BUILDING WITHOUT A VISITOR STICKER, PLEASE APPROACH HIM/HER AND ASK TO SEE THEIR VISITOR PASS. ESCORT THEM TO THE OFFICE IF THEY ARE NOT WHERE THEY ARE SUPPOSED TO BE OR DO NOT HAVE A PASS.

Virtual Instruction Days

There are two different options for Virtual Instruction Days when the weather becomes unbearable: VID Days and FID Days.

1. VID Days - these are Virtual "live" instructional days. This is where you will log on and provide live instruction to your students using the modified bell schedule provided to you and your students on those designated days.
2. FID Days - these are our "flexible" instructional days, where you will not have any "live" instruction with the students. You are responsible for posting assignments to Schoology and having open office hours via Google Meet to better assist your students.

Please keep in mind that on the Virtual Instruction Days, you may be asked to do the following while not in the school building:

- Complete Vector trainings or any additional trainings provided by administration
- Attend virtual PLCs
- Attend virtual faculty meetings

High School and District Contacts List

Class of 2027	J. Frey jfrey@jtasd.org	K. Albert kalbert@jtasd.org
Class of 2028		
Class of 2029	M. Vermillion mvermillion@jtasd.org	T. Thompson tonia.thompson@jtasd.org
Class of 2030	R. Kovac rkovac@jtasd.org	O. Lewars owen.lewars@jtasd.org
Art Club	M. Leblond	mleblond@jtasd.org
Band	S. Christ	steven.christ@jtasd.org
Canteen	Senior Class Advisors	
Cheerleading	G. Mele	gavrielle.mele@jtasd.org
The Flame	H. Zakrewsky	hzakrewsky@jtasd.org
FBLA	T. Thompson	tonia.thompson@jtasd.org
History Club	C. Holub cholub@jtasd.org	R. Ellison rellison@jtasd.org
Mock Trial	T. Thompson	tonia.thompson@jtasd.org
NHS	T. Thompson	tonia.thompson@jtasd.org
Prom Committee	Senior Class Advisors	
Scholastic Scrimmage	R. Ellison	rellison@jtasd.org
School Play	S. Christ	steven.christ@jtasd.org
Spanish Club	J. Frey	jfrey@jtasd.org
Stage Crew	J. Conrad	jmconrad@jtasd.org
Student Council	R. Kovac	rkovacjr@jtasd.org
Strength Coach	J. McGowan	jmcgowan@jtasd.org
Yearbook Staff	B. Schwartz	bschwartz@jtasd.org

Department Chairs (IRT)

Science	J. Conrad	jmconrad@jtasd.org
History	C. Walkowiak	cwalkowiak@jtasd.org
English	R. Kovac	rkovacjr@jtasd.org
Mathematics	N. Oswald	noswald@jtasd.org
World Languages	J. Getz	jgetz@jtasd.org
Business/Computers	G. Strubinger	gstrubinger@jtasd.org
Physical Education	D. McAndrew	dpmcandrew@jtasd.org
Special Education	C. Boyle	candice.boyle@jtasd.org

Traffic Pattern from 2025-2026 School Year

ISSUE RAISED BY BOROUGH: Cars at stand still on 10th street while waiting to get in for parent pick up.

- Parents arriving as early at 2:35 when gates do not get opened until 2:55 pm



A FEW YEARS AGO.....

- CONCERNS:
- Backup of parents dropping off onto 10th street - blocking the buses from getting to the far entrance
- Blocks emergency responders getting to the front of the building due to stacked cars waiting
- When this was used previously, the traffic became backed up onto North Street - danger of more accidents
- Difficulty for buses to turn into the 2nd entrance due to cars exiting - need to be able to make a wide turn



An additional option that was suggested....

- Snaking thru the staff parking lot will block parked vehicles from being able to leave - Impacts: parents here for meetings, agency reps, IU Therapists, etc.
- Vans and buses will be delayed due to cars blocking the entrance and exit paths
- Lack of manpower to be outside to oversee the traffic pattern
- The more room we give them, the earlier more cars will come



OPENING GATE TO THE BACK EARLIER/add movable barrier:

- Decrease in security and safety of the staff and students
 - Cars idling against the building
 - No security to monitor what is happening in the back of the building
- More cars will come earlier to be in the front of the line
- Staff are not available to assist until 3:05 PM at the earliest
- Security gets stretched thin because of the additional area of responsibility
- Distraction to students who are still trying to learn - taking away for the instructional time