

**ELEMENTARY
PARENT
HANDBOOK
2026-2027**



Palisades Elementary Schools

Durham Nockamixon Springfield Tinicum

Dear Parents:

We share a common interest – your children. Our staff works very hard to provide the best possible program for our students. It is only when home and school work together in a spirit of mutual cooperation and support that we can expect them to achieve their full potential. We need your help.

The first step in this process is to make sure that you have all the information you need about your children's schools and educational program. The Elementary Parent Handbook is designed to answer your questions and address your concerns. We have tried to touch on every aspect of the school program – curriculum, special services, policies, and procedures. There is also a section on what you can do to help your children succeed in school.

Communication is a two-way process, and we would like to hear from you. Please do not hesitate to call us or visit if you have any questions, concerns or suggestions for improvement.

Sincerely,

Mrs. Marie Collie

Mr. Scott Davis

Mrs. Amber Schlosser

Elementary Principals

PALISADES ELEMENTARY SCHOOLS

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COMPREHENSIVE PLAN 2026-29:

OUR MISSION:

Palisades School District inspires passion, shapes purpose, and champions potential in every learner.

OUR VISION:

The Palisades School District will awaken passion and purpose for learning, and cultivate a perspective that serves others in the pursuit of excellence ensuring all students are prepared for success.

CORE COMPETENCIES FOR STUDENTS: In addition to developing foundational academic and technical skills, our students will be afforded opportunities to strengthen core competencies in these areas:

• Effective Communication	• Advocacy for self and others
• Curiosity and creativity	• Appreciation of diversity and Cultural understanding
• Innovative and Ethical Leadership	• Civic and global engagement
• Independent problem solving and perseverance	• Responsible citizenship and community service oriented
• Critical thinking and analysis	• Finding Passion and Being ambitious
• Technological Competency	• Collaboration

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ACCESS TO CURRICULUM

Students, parents/guardians, and community members have access to curriculum by visiting the [curriculum webpage](#) for the district. Policies 105, 105.1, and 105.2 govern curriculum development, curriculum review by students/parents/guardians, and exemption from instruction, respectively.

ASSESSMENT

TESTING

State Standardized Testing in English Language Arts and Math currently takes place in grades 3, 4 and 5 in the elementary school, with individual results provided to a student's parents. State mandated PSSA testing for science occurs in fourth grade. Group administered intelligence tests are given in grade 2.

Many less formal measures are utilized to group for instruction and assess student growth and achievement. They include reading curriculum based assessments, math, and writing assessments for students in grades K-5.

Acadience is an in-depth diagnostic assessment of literacy and mathematical skills that assists educators in determining the many possible reasons why a student may be struggling to make reading/math progress. This assessment is given to students in grades K - 5 for reading and math, three times per year.

MAP (Measures of Academic Progress) is a computer-based assessment that links to curriculum, measures item difficulty, and may be used to measure a student's academic growth in reading and math over time. This assessment is given to students in grades 2 – 5, three times per year.

Testing procedures are recommended by district committees and approved by the Palisades School Board.

ATTENDANCE

ABSENCE FROM SCHOOL

When your child is absent for illness or other reasons, a signed excuse must be returned to school within three days of the absence, or it will automatically be classified as an illegal absence. Excuse notes may be emailed to the building secretary, **Gina Adams, at gmadams@palisadesd.org**.

Legitimate reasons for a student's absence include: illness, quarantine, recovery from an accident, required court attendance, death in the family, observance of a religious holiday, and family educational trips with prior approval of the principal. All other reasons for absence are considered illegal.

Students who arrive late to school but before 11:45 AM, or who leave school after 11:45 AM are recorded as tardy. The minutes are added up and marked as the correct fractional part of a school absence. Students arriving after 11:45 AM, or leaving before 11:45 AM are marked absent for ½ day.

EXCUSING STUDENTS DURING THE SCHOOL DAY

Students arriving late and/or leaving school early for a medical or dentist appointment must have a signed parent note. Upon return, a doctor's note must be provided in order for the tardy/post tardy to be excused. Please try to schedule appointments after school whenever possible.

Before leaving the building, your child must be signed out in the early dismissal notebook in the school office (and signed in, if he or she is returning to school before the end of the day). Students will not be released to anyone other than a parent or guardian without a signed note from you.

Parents who choose to pick children up at the end of the day are requested not to arrive before 3:30 PM. Parents must be present on the premises at dismissal time prior to the departure of buses. Otherwise, students will ride home on their assigned bus.

EDUCATIONAL TRIPS

Parents sometimes wish to take a family educational trip during days when school is in session. Trips of this kind will be considered excused absences under the following conditions:

1. Parents submit a written request before the trip and it is approved by the school principal.
2. The child has carried out an educational activity as directed by the principal.
3. The student makes up all schoolwork that has been missed.
4. Trips that extend beyond 10 days must be approved in advance by the superintendent.

If these conditions are not met, the absence will be illegal.

In accordance with [Board Policy 204](#), we utilize the following [Attendance Acknowledgement Chart](#) when reviewing a student's attendance record.

BULLYING/HARASSMENT (Refer to [Board Policy 103](#))

REPORTING PROCEDURES

1. Each building administrator will identify a staff person responsible for receiving reports of and documenting alleged bullying and communicating that information as set forth below.
2. The staff person responsible for receiving reports of bullying will document and investigate each alleged incident and report to the building administrator.
3. Annually, the building administrator will compile a report for the District administration to be incorporated into the District safety report to the Pennsylvania Department of Education.

The Palisades School District is committed to providing a healthy, safe, and positive learning environment for all students. In an effort to provide students guidance in reporting inappropriate behaviors such as bullying and harassment, students and their parents can click on the Bullying/Harassment Form on your school's website to report an incident. The principal will receive the report and will then conduct an investigation.

Disciplinary Consequences

Disciplinary consequences will be based on the seriousness and repetitiveness of the behavior and may include the following:

1. Parent conference;
2. Loss of privileges, including limitations on participation in extracurricular activities;

3. Suspension;
4. Risk assessment; and
5. Police contact

Note: Incidents that occur outside of the school environment are not actionable by school staff unless they create a substantial disruption to the school environment. Upon receiving a complaint of unlawful harassment, the building principal shall immediately notify the district Compliance Officer, Mr. Lou deFonteny at ldefonteny@palisadesd.org or 610-847-5131 ext. 4009. The Compliance Officer shall authorize the building principal to investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation.

CHILD CUSTODY

The school recognizes that special problems exist when parents are separating and no formal custody arrangement has been developed. Once legal custody is established, the school abides by the court decision. Until custody is determined, it is very important that the child not become the target of parental disagreement. Child snatching by one parent or the other is a highly upsetting experience, not only to the parties involved, but to the other children as well. Therefore, the Palisades Board of Education has developed the following policy:

Parents must present a photo ID and sign out students when taking them from school.

The Palisades District considers the parent with whom the child resides as the guardian of the child while the courts are resolving the question of custody.

The non-custodial parent must have permission from the custodial parent before removing a child from school.

Local police will be immediately notified in the event a child is removed from school in violation of this policy or under circumstances where the right of the person removing the child appears to be in doubt.

CONTACTING TEACHERS

TELEPHONING

During the school hours of 9:00 AM to 3:30 PM, the teacher's responsibility is in the classroom. If you wish to contact a teacher, you may leave a phone message on their extension or email them before 8:30 AM. They will get back to you at their earliest convenience. Many times, contacting the teacher can ease your mind about some point of confusion or clarify any concerns you may have.

School telephones are not to be used by students unless given permission from the teacher or the office.

DRESS CODE

Students are expected to come to school neat and clean. At all times, clothing should reflect good taste, common sense, and pride in their school and themselves. Specifically:

- Jackets/coats may only be worn outside and must be placed in cubbies/lockers at the start of the school day.
- No hats or headgear are to be worn during the day except with a written medical directive.
- No pajama tops and/or bottoms are permitted.
- Shirt length should be long enough to tuck in. Midriffs should not be exposed whether standing, sitting or bending/stretching.
- Sagging pants or low-cut pants that expose undergarments or body parts are not allowed.
- All clothing should be of such a length so that no undergarments, buttocks, and/or other private body parts are exposed *whether standing, sitting or bending*.
- Shirts with profanities, lewd suggestions or graphics, offensive language or pictures, and/or drug/alcohol related slogans or prints are not permitted.
- Jewelry which could distract the educational process or which could be a safety or health issue is not acceptable.
- No wearing flip-flops or backless sandals during gym/recess for safety reasons.

The dress code will be enforced during all school sponsored events/trips. The Principal reserves the right to deem an article of clothing inappropriate based on safety, distraction, and/or because it may cause property damage. Dress code violations will incur a request to change clothing and/or to remove the objectionable item. Repeated violations will result in parent notification and possible further disciplinary action.

EDUCATIONAL PROGRAM

ELEMENTARY SCHOOL DAY

School for elementary students begins at 9:00 AM and ends at 3:30 PM.

OPENING EXERCISES

Opening exercises are held every day. They include the Pledge of Allegiance, a moment of silence, morning announcements, and morning meeting.

CLASS GROUPING

Classes in the Palisades School District contain children of varying academic abilities. Throughout the day, students may be regrouped for instructional purposes based on achievement in reading, language arts, and math.

HOMEWORK

Daily homework for all children is an important part of their educational program. Homework assignments reinforce learning that has taken place in school. It helps to develop independent work-study habits, responsibility, and long-range planning. Finally, parents can keep track of their children's learning by checking homework on a regular basis.

Time expectations for homework vary for grade levels as follows:

Grade 1 and 2	20 – 40 minutes
Grade 3 and 4	30 – 45 minutes
Grade 5	45 – 60 minutes

Parents can help by supplying a quiet place with a desk or table for writing. They should help the child plan a time every day for homework. Some children work best if they do their homework right after school; others need time to play before settling down to work.

Parents should be available for help with homework if needed. However, homework is your children's responsibility, not yours. Parents should not feel obligated to read every word, check every problem, or note every mistake. If your child becomes frustrated and is unable to complete homework, please inform the teacher in writing. It is much more important for you to take a positive interest in everything your child does in school and to make sure that television, playtime and

outside activities do not interfere. High achievers in school spend a minimum of time watching TV or other screen-time devices.

REPORT CARDS

All elementary students will receive a written report three times during the school year. Report cards will be sent electronically to the primary adult listed in PowerSchool.

In grades K-5, students will be evaluated using the standards-based elementary report card created by a district committee. The areas include English Language Arts, Math, Science, Social Studies, Art, Music, Physical Education/Health, and Spanish. The achievement of skills in each area is rated on the following levels of performance:

- 4 - Exceeding Proficiency
- 3 - Meeting Proficiency
- 2 - Approaching Proficiency
- 1 - Below Proficiency
- NA - Not Assessed

Students will also be assessed in identified learning skills/behaviors known as Characteristics of a Successful Learner.

SIX-DAY CYCLE

Every school in the district operates their schedule on a six (6) day cycle instead of five (5) day week. At the elementary level, this means that your child will have art, music, library, Spanish, health, and physical education on one day within that six-day cycle.

The first day of school is DAY 1 and the cycle follows. If we are closed for a snow emergency or holiday, the children do not miss a DAY of the cycle. For example, if January 23rd were DAY 3 and we were closed for inclement weather, January 24th would be DAY 3. Therefore, no special subjects would be missed.

ASSEMBLY PROGRAMS

Student assemblies are carefully planned as learning experiences for children. Programs might include artistic performances or scientific programs by outside professional groups or student performances in music, dramatics or literature.

Assemblies do not always involve the whole school; they may be as simple as one class performing for another.

LIBRARY/MEDIA CENTER

The school library/media center is the learning resource center for the school. Each center houses many volumes of fiction, non-fiction, and reference works, as well as non-print media such as filmstrips, records, charts and supplemental collections of all kinds.

Multi-media computers with access to the Internet are available for student use in each school. The school librarian/media specialist adds the best available material to existing collections, brings new items to the attention of students and staff, provides instruction in library use, trains community volunteers as library aides, reads aloud to children, and provides instruction on computer use. They keep in close touch with state and county library/media center resources to discover new ways to enhance student library experiences.

PHYSICAL EDUCATION/HEALTH

A planned program in physical education/health is an important part of the educational program and is required by law. Every student must participate in physical education/health classes unless excused in writing by a physician.

Adaptive physical education programs, in place of regular classes or in addition to them, are provided according to doctor's recommendation.

INSTRUMENTAL MUSIC LESSONS

Small group instruction in instrumental music is available to students in grades 3, 4 and 5 for string lessons, and 4 and 5 for band lessons through the district's instrumental music teachers.

Instrumental teachers demonstrate different musical instruments in classrooms in September and May. Children who are interested in learning to play will bring home information about lease-purchase of instruments from a commercial music company.

EDUCATIONAL SERVICES

GUIDANCE AND COUNSELING SERVICES

The elementary developmental guidance program operates in grades K – 5 and is designed to help children understand their feelings and learn to make informed decisions. School counselors may provide a specific guidance lesson to an entire classroom or work with students in small groups, lunch bunches, and individually as needed. Students can schedule a conference with the counselor when they feel the need to talk over a problem. Along with being good listeners, counselors are specifically trained to help children learn problem-solving skills.

CharacterStrong's Tier 1 curriculum weaves character education and life skills together, allowing schools to focus on character traits while teaching skills like emotional regulation and responsible decision-making.

CharacterStrong helps schools implement MTSS by providing a comprehensive system that supports Tier 1, Tier 2, and Tier 3 with curriculum, structured interventions, progress monitoring, and professional development.

Counseling services are also available to parents who want to discuss a problem their child might be having. They can also plan group sessions for parents on topics such as parenting skills, health and nutrition, and helping children succeed in school.

Counselors can refer parents to the proper school personnel and/or community resources to address such concerns as bullying (board policy #249), dating violence (board policy #252), and family issues.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

This team of professional staff members regularly reviews student assessment data to identify individual, classroom, and building academic and behavioral needs. This team helps to develop action plans, interventions, and/or enrichment opportunities for students.

READING/MATH INTERVENTION/TITLE I

Each elementary school has a Reading/Math Intervention and/or Title I program. At Springfield Elementary, teachers and assistants work with students in grades kindergarten through five who need additional support in reading/math to

strengthen their skills and confidence as readers. Students are assessed at the beginning of each school year to determine eligibility for this program.

PALISADES SCHOOL DISTRICT TITLE I PARENT ENGAGEMENT POLICY

The School District is committed to providing a quality education for every child in the district. When schools and parents form strong partnerships, all children's potential for academic success improves significantly.

The School District will engage parents in the development of the LEA plan and in the process of school review and improvement.

- Title 1 parents will participate in the development of the Title 1 Plan and will be part of the school review and school improvement procedures.
- Title 1 parents will serve on the planning committees for the Title 1 Plan and the School Improvement Plan.
- A minimum of two meetings will be held to provide Title 1 parents the opportunity for input into the planning, implementation, and evaluation of the Title 1 program.

The School District will provide technical assistance and support to its Title 1 schools in planning and implementing effective parent engagement activities.

- Assists the Title 1 schools in identifying clear and measurable goals for parent engagement.
- Actively support staff and promote efforts that increase the level and quality of parent and family engagement.
- Provide parents and staff information, materials and training on required and effective parent engagement policies and practices.
- Provide to Title 1 schools best practices, ideas, materials, new approaches, research and other program information in order to help schools improve their parent and family engagement programs.
- Research and model effective parent and family engagement activities and practices.
- Provide resource materials for parent meetings, workshops and take-home learning activities.
- Assist Title 1 schools with training and ideas on engaging hard-to-reach parents in school events and activities.
- Collaborate with the PTA, Parent Advisory Council, community agencies and businesses to provide activities that build capacity for parents to assist learning and participate in school processes, such as parent workshops or family unity activities.

The School District will build the schools' and parents' capacity for parent engagement by

offering programs to strengthen the school/family partnership by providing materials and training for school staff and parents.

- Educate school staff and parents in the value of contributions of parents and how to reach out to, communicate with and work with parents as equal partners to implement and coordinate parent programs and to build ties between parents and the school.
- Provide staff development for teachers, parents, administrators, staff, and others on how to increase the level and quality of family involvement.
- Provide training to parents in understanding topics such as the importance of challenging academic standards and how they can help their children meet them; monitoring their children's progress and math skills that help parents work with their children.

RIGHT TO KNOW

This year, Springfield Elementary School received federal funds for Title I Math, Part A programs. Throughout the school year, we will be providing you with important information about this law as it relates to your child's education. This letter lets you know about your right to request information regarding the professional qualifications of all the classroom staff working with your child. Our district or school will be able to provide you with the following information regarding the qualification of your child's teacher(s):

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.
3. Whether the teacher has any advanced degrees and the field of discipline of the teacher's certification or degree.

If at any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child's teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information:

1. Whether the paraprofessional has completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an associate's degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality through our state's certification procedure for determining the quality of paraprofessional staff.

4. Whether the paraprofessional has (a) the knowledge of and ability to assist in instructing mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, mathematics, and other support appropriate.

To request this information please contact your child's school by phone at 610-847-5131 or by email at sdavis@palisadessd.org.

Opportunities for Involvement/Volunteering

Parents will be encouraged to participate in school events and volunteer in activities such as:

Classroom visitations and observations, Family Resource Center projects, Participation on School-Wide Improvement Plan Committee, Reading to small groups or individual students, School committees, and School Assemblies.

Notice to Parents of Children Who Reside in the Palisades School District

In compliance with state (Chapter 14) and federal law, notice is hereby given by the Palisades School District that it conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services. If your child is identified by the school district as possibly in need of such services, you will be notified of applicable procedures. Individualized services and programs are available for children who are determined to need specially designed instruction due to a disability.

If you believe that your school-age child may be in need of special education services and related programs, screening and evaluation processes designed to assess the needs of the child and his/her eligibility are available to you at no cost, upon written request. This process may include a review of functional vision, hearing, speech and language. You, as the parent, may request screening and evaluation at any time, whether or not your child is enrolled in the district's public school program. Requests for screening and multidisciplinary evaluation are to be made in writing to the principal of your child's school, or to Mr. Lou deFonteny, Director of Student Services, Palisades School District, 39 Thomas Free Drive, Kintnersville, PA 18930.

In compliance with state (Chapter 15) and federal law, the Palisades School District will provide to each protected handicapped student without discrimination

or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

For further information on the rights of parents and children, provision of services, evaluation and screening (including purpose, time, and location), and rights to due process procedures, you may contact the building principal in writing, or Mr. deFonteny, as noted above.

In compliance with state law (Chapter 16), the district provides screening and evaluation services to determine whether students are in need of enrichment and/or acceleration opportunities beyond those provided within the regular education program.

When a student is identified as Mentally Gifted, an individualized educational program plan is developed and provided at no cost to the student or parent. Screening and evaluation procedures include referrals from parents or teachers, administration of a class-wide ability measure in grade 2, review of performance on standardized achievement measures, and individual assessment of academic and cognitive skills. Parents may initiate the screening or evaluation process; however, only one evaluation to determine eligibility for gifted services will be honored within a school year. Such requests are to be in writing to your child's principal.

Confidentiality: All information gathered about your child is subject to the confidentiality provisions contained in federal and state law. The district has policies and procedures in effect governing the collection, maintenance, destruction and disclosure to third parties of this information. For information about these policies and procedures, as well as rights of confidentiality and access to educational records, you may contact the building principal in writing, or Mr. deFonteny as noted above.

Confidentiality and School Records Policy

To facilitate the educational interests of our pupils, the school collects, maintains and disseminates educational records. Directory information is housed in the

school office and includes such items as the registration form, report cards and results of standardized tests. The confidential file is maintained by the school counselor and contains the results of individual testing, personal information, and special education reports. The student's health record is kept on file by the school nurse.

These records are available to parents and students aged 18 and over. To review any or all of these records, a written request must be sent to the building principal. An appointment will be scheduled. During the appointment, the school counselor or other professional personnel will be present to answer questions.

Other than school personnel with legitimate reasons for seeing your child's records, no one is permitted to see the files without your written permission (except in the case of a court subpoena). This policy protects your right to privacy.

Your child's confidential file is reviewed at the end of the 3rd, 5th, 8th, and 12th grades by the school counselor. Material no longer necessary is destroyed.

Official administrative records will be maintained in perpetuity by the school district. Confidential records will be destroyed two years after graduation, or by age 23 for students who withdraw from school, with the possible exception of certain special education records.

A copy of the Student Records Policy and its accompanying Procedures is available for review in every school office.

ENROLLMENT OF STUDENTS (Refer to Board Policies [200](#), [201](#), and [202](#))

FIELD TRIPS (Refer to [Board Policy 121](#))

Types of Field Trips:

Grade-level and Class trips:

- Trips in which the entire grade or class is invited to attend as an integral part of the curriculum or grade-level experience:
 - Day trips are typically less than \$100 per student including admission fees, transportation, and food (i.e. 5th grade trip to Liberty State Park, 4th grade trip to Harrisburg)
 - Overnight trips will likely exceed \$100 depending upon length of stay and destination. Costs include: travel, lodging, admission fees, and food.

Club trips:

- Trips in which members of the particular club are invited to attend as part of an integral part of the club experience.
- Day trips are typically less than \$100 per student including admission fees, transportation, and food (i.e. Elementary Environmental Club to Earth, Ski Club)
- Overnight trips will likely exceed \$100 depending upon the length of stay and destination. Costs include: travel, lodging, admission fees, and food.

Selection for Participation:

- For class or grade level trips, every student has the opportunity to attend/participate. In the event extra seats or slots are available, the building level administrator has the discretion to fill those slots as appropriate.
- For club trips, priority is given to members of the club. If interest exceeds seats, the building administrator has the discretion to fill those slots as appropriate.

Classes are allowed to take one or more educational field trips each year as extensions of class work. All trips are approved on the basis of their educational merit by the building principal. Not all teachers or classes take field trips.

Before each trip, children are prepared by their teacher for the experience. Subsequent classroom activities are developed which relate directly or indirectly to the field trip. Every student who leaves school for a field trip must have a signed permission slip from parents. However, trips are part of the school program and all children are expected to participate.

Parents often enjoy chaperoning field trips to help teachers supervise children. However, F.C.C. regulations require that no more than five adults (including teachers) may ride the school bus with children. There may be times when the number of chaperones must be limited. **All parents who chaperone a field trip must have their Act 24, 34, 114, and 151 clearances on file in the district office.**

FOOD SERVICES

CAFETERIA SERVICES

Every child has the option each day of purchasing breakfast and/or lunch at school. Menus are sent home on a regular basis. Students may also bring lunch from home.

The cafeteria uses a computerized Point of Service system. This is a debit system that requires money to be deposited into a student account. Students may also continue to use cash to pay for lunch and ala carte items on a daily basis.

Information about cafeteria procedures will be sent home at the beginning of each school year.

CLASS PARTY GUIDELINES

- Celebrations at school provide a unique opportunity to help make healthy eating fun and exciting for children. With the increased awareness of food allergies, tolerances, medications and safety risk for our students, we have enhanced our “Baked Goods from Home” guidelines. This new guideline applies to all food items brought into school for student consumption during the school day.
- The health of today’s school environment continues to improve. Students are now offered healthier school meals with more fruits, vegetables and whole grains through the National School Lunch Program and the School Breakfast Program. The Smart Snacks in School standards published by the USDA will build on those advancements by ensuring that all snack foods and beverages available for sale to students meet Calorie, Sodium, Fat and sugar limits and are tasty and nutritious. For further information regarding school meals go to: <http://www.fns.usda.gov/>
- We are no longer allowing items to be prepared or baked at home and brought into school for class parties. You may however purchase goodies from your local bakery, and supermarket. We are also providing a guide. Store bought items should be pre-wrapped and ingredients clearly indicated on the label. Our cafeteria staff has prepared a Student Catering Guide, in the event you would want our staff to provide for your child’s party. A variety of ice cream, cookies, pudding, pretzels, yogurt parfaits, chips, fruits and vegetables are available for pre-order. If you would like a cake or brownie mix prepared, please drop off your box mix, and we would be happy to assist.
- Fundraisers- During the school day, a food fundraiser will need to have written permission from the building principal, and the food service department to ensure the standards are met. The guidelines do not apply during non-school hours, on weekends, and off campus fundraising events.
- Student Menu Catering guides and ordering sheets are available at your building's office.
- Please check with the teacher in advance, about allergies and/or specific restrictions before sending snacks for the class.

Please contact Chris Berdnik, Business Administrator, if you have any questions 610-847-5131 ext. 4007 or e-mail cberdnik@palisadesd.org.

GIFTS (Refer to [Board Policy 322](#))

The purpose of this Administrative Regulation is to further define terms used in Board Policy 322. The letters in the policy correspond with the lettered definitions in the AR.

Board policy

1. The Board considers the acceptance of (a) gifts (b) by administrative, professional, confidential, and classified employees (c) an undesirable practice.
2. It is the policy of the Board that (a) staff members not accept gifts (b) of significant value, as determined by the immediate supervisor.
3. The Superintendent or designee (a) may approve acts of generosity to individual district employees in unusual situations, but (b) shall report such instances to the Board on a timely basis.

Administrative Regulation

1. a) "gift" does not include modest items of food, refreshments, greeting cards, items with "little intrinsic value" (i.e. plaques, framed certificates and trophies), and prizes in events open to the public.
1. b) This AR applies to all employees of the Palisades School District while fulfilling their primary, EDR or game worker duties.
1. c) Gift giving is considered undesirable because the practice may be perceived as a quid pro quo benefit to obtain favorable treatment for an individual, company (vendor) or organization.
2. a) This statement does not apply if the gift is based upon a personal or family relationship with a Palisades employee, so long as the gift is motivated by the relationship (e.g. a birthday present for your brother who is a Palisades employee).
2. b) The gift is valued at \$20 or less, so long as the gift is not cash, and the employee accepts no more than \$50 in gifts from the same source (individual, company (vendor) or organization), in total, in a school year (July 1 – June 30). It is the responsibility of the employee to keep an annual record of the value of the gifts received.

3. a) Unusual situations include:
 - i) Birth/adoption of a child
 - ii) Marriage
 - iii) Retirement
 - iv) Death in the family
 - v) Catastrophic illness or loss of property
3. b) In June of each year the Superintendent will report to the Board the number and type of situations as described in 3a that occurred in the district.

HEALTH SERVICES

Nurses are available in each building from 8:45 AM to 3:45 PM each day to assist students with minor health-related needs. Illness or serious injuries must be dealt with by your private physician. **Working parents need to make arrangements for the care of their sick child with a relative, neighbor, or babysitter. It is imperative that the school has an emergency number in case we cannot contact the parents. The person listed as the emergency contact must be willing to come to school to pick up the child who is ill or injured.**

MEDICAL EXAMINATIONS

State law requires that all children in grades K or 1 (first year in school), 6 and 9 have medical examinations. Dental exams are required for children in grades K or 1, 3 and 7.

Whenever possible, we suggest that your doctor and dentist complete these necessary examinations. Forms for this purpose will be sent home early in the year at your request.

If the medical and dental forms are not returned to the school by October 1st, your child will be scheduled for a physical assessment by the school dentist.

USE OF MEDICATION IN SCHOOL

Medication will only be administered to students in schools under the following rules:

Medicine will be given in school when failure to do so would jeopardize the health of the student, or the student would be unable to attend school if medicine were not made available during school hours.

Medicine must be brought to school by the parent and must be in the original labeled container supplied by pharmacist or doctor. **AT NO TIME SHOULD A STUDENT CARRY HIS/HER OWN MEDICATION!**

All medicine sent to school must include a signed form from the doctor stating purpose, dosage, time, and possible side effects and a note from the parent giving permission for the nurse to administer the medication.

Medicine may be administered in the school health office only by nurse, the designee of the principal, parent or student (where the family physician so directs).

All medication to be administered will be kept in the school health office.

HIV INFECTION

Per [Board Policy 203](#), policies and administrative regulations pertaining to attendance and school rules pertaining to illnesses and other diseases will apply similarly for students infected with HIV. Only the Superintendent or Director of Student Services are to release information pertaining to students affected with HIV. Staff development opportunities in universal precautions will be made available to employees.

HOMEBOUND INSTRUCTION

HOMEBOUND INSTRUCTION

Homebound Instruction is provided for students who cannot attend school because of extended illness which requires absence from school of more than two weeks' duration. Upon the recommendation of a physician and the completion of the form "Physicians Report for Homebound Instruction," homebound instruction totaling five hours per week may begin. Forms and further information are available in the guidance office.

NOTE: A parent/legal guardian must be present during the period of time the homebound instructor is in the home.

HOMELESS SERVICES

The McKinney-Vento Homeless Assistance Act provides schools with guidance regarding how to assist "children and youths" who lack a fixed, regular, and adequate nighttime residence. A student/family that meets the definition of being homeless can be assisted by a District social worker to advise them of District and local resources that may assist the student and family. Every effort is made to help students continue in their school of origin or the school that is in their best interest, including possible transportation arrangements. If a student or family believes they may qualify for homeless services, please contact the school counselor to request assistance or the Palisades School District Homeless Liaison, Lou deFonteny (610-847-5131 ext. 4009; ldefonteny@palisadesd.org).

McKinney Vento Homeless Assistance Act

McKinney Vento Homeless Assistance Act (McKinney-Vento Act) is a Federal Law designed to address the needs of homeless children and ensure educational stability. Under this Act, school districts are responsible to support students/families through identification, connection to resources, and ensuring educational stability.

Homeless Definition: When a family experiences a loss of housing related to factors that create instability in housing forcing them to live in motels, hotels, camping grounds, in cars and other related **insufficient living conditions** (lack of regular fixed and adequate sleeping accommodations), they are considered homeless. Homeless youth who are not in the care of their parents or legal guardian and are not supported by a resident of a district who completes a 1302 affidavit thereby agreeing to support the student gratis (without compensation), are designated **Unaccompanied** and also meet the definition of homelessness.

Homeless Identification: School Districts begin identification of homeless students during the enrollment process. Should a parent, guardian or student believe they meet the definition to be considered Homeless under the McKinney Vento act, they should notify the registrar or school counselor. The registrar or school counselor will notify the Homeless Liaison who will reach out to support the family/student.

District Responsibilities: The LEA ensures students, families, and unaccompanied youth are aware of their McKinney-Vento rights and available program services. The LEA ensures all shelters and community homeless service providers are aware of the transportation mandate made available to those students experiencing homelessness. The LEA allows students to remain in their school of origin should a dispute arise. The LEA ensures

that internal policies and/or procedures do not create or exacerbate educational barriers to the identification, enrollment and retention of students experiencing homelessness. The LEA ensures the timely and accurate identification of students experiencing homelessness. The LEA ensures the immediate enrollment of students experiencing homelessness. The LEA ensures assisting unaccompanied homeless youth with enrollment, school placement decisions, and academic supports. The LEA addresses child/family referrals to appropriate health care, dental services, and other medical services. The LEA ensures families experiencing homelessness have access to district-wide parent involvement activities and initiatives. The LEA ensures collaboration, communication and service coordination between the school, the previous school and community agencies to meet the needs of students/families experiencing homelessness.

Homeless Dispute Process: Anytime there is a disagreement that may arise regarding the education of homeless students including school placement, the district will first attempt to resolve the concern with the family/student. The district may also consult with the Bucks County Intermediate Unit Region 8 Liaison to resolve disputes. If the dispute cannot be resolved, a complaint may be filed with the Pennsylvania Department of Education (PDE). The district may also notify the family, in writing, that the PDE is being consulted to assist in the homeless determination. A written explanation of the district's decision will be provided allowing the family to dispute the determination. Throughout the dispute process, education will continue in the school last attended or in the district in which they are seeking enrollment. Access to education and services continue during the dispute process.

PARENT ENGAGEMENT

HELPING CHILDREN SUCCEED IN SCHOOL

One of the best ways for parents to help their children in school is by showing a strong, positive interest in education. For example:

Pay careful attention to papers and projects your children bring home from school. Display examples of their work proudly on the family bulletin board or refrigerator door.

Let your children know that you expect them to give their best efforts to their schoolwork, including completing homework every night and finishing long-term projects on time.

Take your children to the library and read aloud to them even after they have learned how to read. Make sure they see you reading for your own enjoyment. In addition, parents should make sure that their children get enough sleep at night and eat balanced meals, including breakfast.

The Board believes that the education of students is a joint responsibility that it shares with the parents. To ensure that the best interests of each student are served in the

educational process, a strong program of communication between home and school must be maintained.

The Board believes that parents have a responsibility to support and encourage their child's career in school through the following actions:

1. Require that students observe all school rules and regulations and accept their own responsibility for children's willful in-school behavior.
2. Send children to school with proper attention to their health, personal cleanliness and dress.
3. Maintain an active interest in the student's daily work and provide a quiet place and suitable conditions for completion of assigned homework.
4. Read, sign and return promptly all communications from school when requested.
5. Attend conferences set up for the exchange of information on the child's progress in school.
6. Participate in in-school activities and special functions.

Parents should also consider that there is a negative correlation between children's school achievement and the number of hours they spend watching television and playing video games. The higher the achievement, the fewer hours of television/video games; or, to put it another way, the lower the achievement, the greater the number of hours of TV/video games. Parents should monitor both the quality of programs viewed by their children and the amount of time they spend in front of the television.

PARENT GROUPS

Each school has its own Parent-Teacher Association. The aim of these groups is to create communication between parents, community members and school staff. Fund raising efforts by these groups have helped to provide children with many special programs and additional equipment. PTA offers events which are of educational interest and incorporate family fun.

You will receive information, early in the year, about the PTA in your school. We encourage you to join and participate in their activities. If you are a newcomer to the community, the parent-teacher group is a good way to meet your neighbors and to support quality education. If you are interested in participating in any way,

leave your name with the school secretary, and an officer of the group will contact you.

PERSONAL ELECTRONIC DEVICES (Refer to [Board Policy 237](#))

Elementary students may not use any electronic or wearable device during the school day, including dismissal and on district-provided transportation.

Elementary school students must keep electronic or wearable devices powered off or silenced and in backpacks (or otherwise away) at all times except as follows below:

- Smart watches that serve multiple purposes may be worn, but the phone features (texting, gaming, Internet viewing, and calls) are to be off.
- Teachers or building administrators may permit an elementary student's use of an electronic or wearable device to address a student's urgent health or safety needs, or in the event of an emergency.
- Nothing in this policy shall affect access, provision or use of an electronic or wearable device as stated in an Individualized Educational Program or Section 504 Service Agreement.

SCHOOL CLOSINGS

EMERGENCY CLOSINGS, LATE STARTS AND EARLY DISMISSALS

During inclement weather, the superintendent may decide to close schools for the day, delay opening for one, two, or three hours, or dismiss early if school is already in session. In certain circumstances – loss of power or heat, for example – it might become necessary to close an individual school. There may also be the option to close school buildings but have teachers and students participate in learning activities remotely using their Chromebooks so that the day counts as a student learning day. The superintendent will make that call on a case-by-case basis.

Should it be necessary to close school because of inclement weather, our SchoolMessenger communications system will be used to notify parents and guardians of school closings at approximately 5:00 AM. The announcements will be made on stations WFMZ/FM100.7 or you can call for a recorded message at the

Palisades School District at 610-847-5131 (press 5 then 1). You can also check our website at www.palisadessd.org or visit our Facebook page (search Palisades School District, Bucks County).

When schools must be dismissed early because of weather conditions, children should know what to do if no one is home when they arrive. Alternative plans for children to follow are part of every parent's responsibility.

SEARCHES (Refer to [Board Policy 226](#))

The school district may lawfully search students or their belongings including, but not limited to lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, without a warrant, if there is reasonable suspicion that there is a threat to the health, safety, or welfare of the student or the school population. Additionally, the school district may lawfully conduct reasonable suspicion-less searches in certain circumstances where there is a threat to the health, safety, or welfare of the school population. School district employees are not required to obtain permission from a student's parent or guardian prior to conducting a search, but have the discretion to notify them prior to the search. If contraband is found during the search, school district employees are required to notify the student's parent or guardian. This policy contains strict guidelines as to how the search is to be conducted, and prohibits any search which would require a student to remove primary clothing or undergarments.

STUDENT ACCIDENT INSURANCE (Refer to [Board Policy 211](#))

The Board shall provide parents the opportunity to purchase Voluntary Participation Student Accident Insurance Plan coverage. Insurance coverage options include school-time only student accident insurance, round-the-clock 24 hour accident insurance, student life insurance, and student dental accident insurance. Information about the plan and purchase procedures will be provided in paper copy and on the district website. While the beginning of the school year is the preferred time to purchase student accident insurance, parents may elect to purchase coverage at any time during the school year. Parents are responsible for filing any claims related to the purchased insurance.

STUDENT CONDUCT AND DISCIPLINE (Refer to [Board Policy 218](#))

Philosophy

The community, school board, faculty, and staff of the Palisades School District believe that the goal of student discipline is to establish and maintain a positive, orderly educational environment, which is conducive to effective teaching and learning. This environment is one in which:

- Standards of behavior are clearly defined and administered
- Self-respect is nurtured and respect for others is required
- Disciplinary responses are appropriate to the misbehavior
- Students, parents, and school personnel have specific rights and responsibilities

The following are the District's basic school rules that will be upheld in every school, K – 12:

1. Put forth your best effort in school and school-related activities.
2. Stay where adults are in charge.
3. Respect others' feelings and ideas: no swearing; threatening, or insulting others.
4. Respect others' safety: no fighting, pushing, tripping, or hitting.
5. Respect others' property: no stealing, extorting, defacing, or destroying.
6. No class disruption or refusal to follow adult direction.
7. No weapons.
8. No alcoholic beverages, cigarettes, or drugs of any kind.
9. Attend school and class except when legally excused.
10. Dress and groom yourselves in a manner which meets community and school standards of safety, health, cleanliness and decency.
11. No bullying.

The Palisades School District subscribes to a progressive system of discipline, with infractions handled at the lowest possible level, and consequences starting small and increasing in response to the severity of the misbehavior. By pairing misbehavior and fair and firm disciplinary responses, the District ensures that its disciplinary practices and procedures are consistent, reasonable, and equitable. Administrators will make every effort to communicate with parents whenever disciplinary consequences are assessed, not only to inform them of the situation but to solicit their support. The administration has the right to determine the final

dispensation of the appropriate disciplinary consequence. Disciplinary infractions are divided into three levels, with a sample of behaviors assigned to each level provided, as well as appropriate disciplinary responses.

LEVEL I: Misbehavior that impedes orderly classroom procedures and interferes with orderly operation of the classroom. These misbehaviors can usually be handled by an individual staff member but sometimes require the intervention of other school support personnel. Examples of Level I behaviors include: Disturbing/annoying classmates or teacher, not following directions, being unprepared for class, mishandling/misuse of property or materials. Teachers/staff Members may handle Level I violations by redirecting a child, restricting privileges, contacting a parent, or assigning a detention.

LEVEL II: Misbehavior, which in frequency or seriousness, tends to disrupt the learning climate of the school. These infractions, which usually result from the continuation of LEVEL I misbehaviors, require the intervention of personnel on the administrative level because the execution of disciplinary options at LEVEL I have failed to correct the situation. Also included in this level are misbehaviors which cannot be handled by the classroom teacher and are serious enough to require corrective action on the part of the administrative personnel. Examples of LEVEL II behaviors include abuse of others (verbal and/or physical), dangerous or aggressive behavior, blatant disrespect, bus infractions, dishonesty, defiance or insubordination, harassment, violation of dress code, profanity/obscene gestures, producing gestures, producing graffiti, and chronic or repeated LEVEL I infractions. Administrative personnel will handle LEVEL II infractions. Consequences may include principal-parent-student conference, written apologies to affected parties, detention assigned, loss of certain school privileges.

LEVEL III: Misbehavior directed against persons or property whose consequences may seriously endanger the health or safety of others in the school. This level includes criminal acts. This level includes two (2) types of serious acts of misconduct. While both types can be considered being criminal in nature, the first type (which can include fighting physical force and harassment) may best be handled by the disciplinary mechanism found in the school; whereas infractions of the second type (e.g. arson, weapons, possession of drugs, etc.) are so serious that they always require the immediate removal of the student from school and intervention of law enforcement authorities (and possible expulsion). Examples of behaviors at this level include assault, fighting (the excessive use of physical force), harassment, destruction of property/vandalism, false alarms or fictitious 911

calls, threats/terroristic threats and directed toward students/staff, possession of weapons (or parts of weapons), possession or use of alcohol or other drugs, possession or use of fireworks or explosive devices, continuation of LEVEL I or II infractions, and misuse of district technology. Consequences may include in or out of school suspension, as well as other disciplinary consequences as mandated by school district policy or law enforcement. Please note that in cases of severe violations that can be classified as criminal acts, specific disciplinary actions must be made mandatory in accordance with School District Policy.

SUSPENSION PROCEDURES:

In the case of a 1-3 day suspension, the child will be given oral notice and the opportunity to respond. Parents will immediately be contacted, followed up by a written letter of suspension. Students shall be expected and permitted to make up, without penalty, exams, tests, projects and other work missed while on suspension. In the case of a 4-10 day suspension, the procedures listed above will be followed. Additionally, within the first 3 days of suspension, an informal hearing with appropriate school officials will be provided, where the student has a right to speak, to question witnesses present, and to provide his own witnesses. The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended. The student's parent/legal guardian will also meet with the appropriate administrator to discuss ways in which future offenses can be avoided.

EXPULSION is the exclusion from school for any period of time of more than ten consecutive school days and requires a formal hearing before the board of school directors. Appropriate notices and all information to which students are entitled will be furnished to students and their parents/guardians prior to a school board hearing.

SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (SWPBIS)

is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive. The system is based upon a three-tiered model. The first tier (universal) serves as the foundation upon which the other two tiers are built. This tier provides a system of support to all students on preventative practices that emphasize teaching and reinforcing expected student behaviors. Tier two (secondary) provides targeted interventions to support students classified as "at risk", who require more intervention than is typically provided within tier one

universal support. Supports offered in tier three (tertiary) require the most intensive level of intervention for students with the most significant behavioral/emotional support needs.

If a student misbehaves during the school day, at a school event, or on the bus, they may receive a Discipline Referral. This could be considered either a staff managed or administrator managed problem behavior. Please see [Behavior Referral Definitions](#).

Three times per year, teachers will complete a universal screening behavior tool, the Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE), for students in their class. We will use this information to identify students who may be at risk and would benefit from additional school support and interventions. Parents/Guardians of those students who score at risk will be contacted by the school. If you have any concerns regarding this screener, please contact the building principal.

STUDENT DROP-OFF & PICK-UP

ELEMENTARY SCHOOL DAY

School for elementary students begins at 9:00 AM and ends at 3:30 PM.

EARLY ARRIVAL OF STUDENTS

The Palisades School Board adopted the following policy: “No student will be permitted inside the schools of the district before the scheduled arrival of the first bus.”

Therefore, no elementary student will be able to enter the school building until 8:45 AM. Working parents need to make appropriate arrangements with neighbors, relatives, or babysitters.

This policy was adopted because the school staff is busy preparing for the day’s program and is not able to supervise early arrivals.

Springfield Drop-Off

Drop off and pick up will occur on the side of the building at the beginning of the school day. Cars must exit immediately. Please drop off and go. If you must get out of the car, park in a non-numbered spot, not in the drop off area. This should occur between 8:45 and 9:00 a.m. If you arrive after 9 a.m., you will be expected to park in a non-numbered/visitor area and sign your child in at the office. Parking in front of the school is prohibited.

Springfield Pick-Up

If you plan to pick up your child everyday, we must have a request in writing explaining specifically which days your child will be picked up during the week and by whom. At that time, they will be placed on the daily pick up list. If you have intermittent times you will need to pick up your child, please email (gmadams@palisadesd.org), before 3 p.m. the day of the pick up so that your child can be called at dismissal time (no phone calls will be accepted for transportation changes). If someone other than you will be picking up your child, please make sure their name is listed when you update the student emergency information on-line. This person will also need to show a photo ID in order to pick up your child.

STUDENT EXPRESSION (Refer to [Board Policy 220](#))

Printed material may only be distributed by students with the express permission of the building principal or designee, in accordance with the rules and regulations outlined in this policy. Procedures established by the building principal or designee for distribution or for posting of materials shall in no way conflict with the civil rights of students. Students who fail to adhere to this policy are subject to disciplinary measures.

STUDENT GOVERNMENT (Refer to [Board Policy 228](#))

Each elementary building determines how their government will be configured. All students have the right to organize, conduct meetings, and elect officers. The purpose is to develop student leadership, provide an experience in democratic decision making, and provide students with a voice regarding school/district issues.

SUICIDE AWARENESS, PREVENTION AND RESPONSE (Refer to [Board Policy 819](#))

TECHNOLOGY (Refer to Board Policies [237](#), [815](#), [815.1](#), [815.2](#), [816](#))

Technology has become an essential part of education in the Palisades School District. Throughout the school day, students have the opportunity to use district-owned technology to support their learning.

For more information regarding our One to One Program for district issued devices, including Chromebook insurance, please visit [Palisades School District 1:1 Program](#).

TRANSPORTATION

Bus transportation to and from school is provided. The safety and welfare of all students residing in the Palisades School District is a primary concern. The information and rules of conduct contained here are intended to create school days that begin and end on a positive note for everyone. Please review this information with your child(ren). Working together, we will provide a safe and pleasant experience for everyone.

BUS STOP PROCEDURES:

1. All students are expected to arrive at the prescribed bus stop at least five (5) minutes ahead of the posted stop time. The student should stand ten (10) feet back from the roadway, wait for the bus to come to a complete stop and watch for the driver's signal that it is safe to board the bus.

- Students **must be visible** to the driver or the bus will not stop and the bus cannot wait on the roadway for tardy students.
2. Each student must use his/her assigned bus stop. Exceptions may be made for childcare purposes and in co-parenting situations through the school office and with the approval of the transportation director. Any student intending to board a bus other than his/her assigned bus **must** obtain a bus pass from the office at school in advance of boarding or transportation will be denied.
 3. Palisades School District does not transport any non-district students on its buses for public or private schools.
 4. Parents are responsible for the safety of their children while going to or from the bus stop and when waiting at the bus stop before boarding the school bus and resume responsibility when the student is discharged from the school bus.
 5. Parents may contact and/or leave a message at the bus garage using any of the following methods: Busconcerns@palisadessd.org; Transportation Hot Line at 610-847-5131 ext. 4300 (for recorded delays); Krapf bus depot manager, Anthony Santi, at 484-812-0150; or Chris Berdnik, Business Administrator, at 610-847-5131 ext. 4007.

BUS CONDUCT (school rules apply)

Follow the directions of the driver.

Use appropriate and respectful language and behavior.

Remain seated at all times.

Keep head, hands, feet and all other objects inside the bus.

CONSEQUENCES OF INAPPROPRIATE BUS CONDUCT

Infractions occurring on the bus will be reported to the Principal of the school and appropriate disciplinary action will be taken. This action may consist of, but not be limited to, verbal warnings, in-school and after-school detentions, temporary suspension of transportation privileges and, in the case of severe or recurring problems, permanent suspension of bus privileges.

TUTORING (Refer to [Board Policy 116](#))

For the convenience of parents, the Palisades School District will maintain a list of available tutors. This list shall be composed solely of Palisades School District employees who are interested in tutoring privately and/or those currently providing homebound instruction. This list will be available to parents through the building guidance counselor. A Palisades employee who is engaged by parents as a tutor is not affiliated with the Palisades School District for tutoring services. Tutoring rates and times will be established by the parent and the tutor.

A Palisades employee MAY NOT tutor a student currently assigned to his/her class. Individual teachers shall not suggest that a student receive tutoring for their course, nor shall they make specific recommendations for a tutor if asked by a student or parent.

VISITORS/VOLUNTEERS

Please refer to [Volunteering in Our Schools](#) for more information.

WEAPONS AND DANGEROUS DEVICES

The Palisades School District Board of Education has charged the Administration with the responsibility of establishing reasonable guidelines designed to protect the health, safety and welfare of the students, employees, and visitors in its schools. The possession of any weapon, facsimile, or dangerous device on school property, in any school vehicle, or at any school sponsored event presents a threat to the safety of the people in the school community, is strictly prohibited, and will be subject to administrative and/or legal action. Weapons may be defined and identified by three categories:

A. Designed to inflict bodily harm and/or intimidate people such as, but not limited to, firearms, knives, metal knuckles, straight razors, explosives, noxious or irritating or poisonous gasses, poisons, drugs, incinerating devices, bludgeons, chains, stars, nunchakus and/or other items which serve no legitimate educational purpose at school.

B. Articles designed for other purposes, but which are misused to inflict bodily harm and/or intimidate people such as, but not limited to, compass, scissors, screwdriver, file, comb, pen/pencil, and other common household items.

C. Articles designed to represent themselves as weapons such as replicas, models or other facsimiles, and are used, or can be used to intimidate or scare people.

