Workshop Meeting

Monday, July 13, 2026 7:00 PM
District Board Room, 1000 Union Street, Lehighton, PA 18235

1.	**Opening Exercises**	**Speaker(s):** Board President
1.1.	Call to Order	**Speaker(s):** Board President
1.2.	Opening Exercises	**Speaker(s):** Board President
1.3.	Roll Call	**Speaker(s):** Board Recording Secretary
1.4.	Public Comment	**Speaker(s):** Board President
2.	**Academic Affairs Committee**	**Speaker(s):** Jason Moser & Gretchen Laviolette
2.1.	ATSI Non-Title I School Plan 2026-2027	
2.2.	CLIU Title III Consortium	
2.3.	ECYEH Letter of Agreement	
2.4.	Pathstone MOU	
2.5.	SHINE Program	
2.6.	Carbon, Monroe Pike Drug & Alcohol Preventative Services	
2.7.	MusicFirst	**Speaker(s):** Gretchen Laviolette
2.8.	Word Origins	
2.9.	Achieve for The Practice of Statistics for the AP® Course	
2.10.	Student/Parent Handbooks	
2.11.	Additional Handbooks/Resources	
2.12.	Public Comment	**Speaker(s):** Board President
3.	**Policy Committee**	**Speaker(s):** Jason Moser
3.1.	First Reading of Policies	**Speaker(s):** Jason Moser
3.2.	Second Reading and Final Approval of Policies	**Speaker(s):** Jason Moser
3.3.	Public Comment	**Speaker(s):** Board President
4.	**Finance Committee**	**Speaker(s):** Jason Moser & Matthew Lentz
4.1.	Donations	
4.2.	Settlement Agreement	

4.3.	Director Request for Legal Representation Fees	
4.4.	Public Comment	**Speaker(s):** Board President
5.	**Athletics Committee**	**Speaker(s):** Jason Moser & Kyle Spotts
5.1.	Candidates for Athletic Coaching/Manager Positions	
5.2.	Public Comment	**Speaker(s):** Board President
6.	**Buildings & Grounds Committee**	**Speaker(s):** Jason Moser & Justin Smith
6.1.	Secondary Evacuation Site	
6.2.	Disposal of Surplus Property	
6.3.	Use of School Property	
6.4.	Public Comment	**Speaker(s):** Board President
7.	**Personnel Committee**	**Speaker(s):** Jason Moser
7.1.	Candidates for Employment	
7.2.	Candidates for the Substitute List	
7.3.	Professional Development	
7.4.	Pre-Approval of Employee Continuing Education Courses	
7.5.	Uncompensated Leave	
7.6.	Resignations	
7.7.	Public Comment	**Speaker(s):** Board President
8.	**Technology Committee**	**Speaker(s):** Jason Moser & Gretchen Laviolette
8.1.	Public Comment	**Speaker(s):** Board President
9.	**Safety & Wellness Committee**	**Speaker(s):** Jason Moser, John Orsulak & Gretchen Laviolette
9.1.	Public Comment	**Speaker(s):** Board President
10.	**Miscellaneous**	**Speaker(s):** Jason Moser
10.1.	George's Transportation Agreement	
11.	**Communications**	**Speaker(s):** Board President
11.1.	Public Comment	**Speaker(s):** Board President
11.2.	Adjournment	**Speaker(s):** Board President

LEHIGHTON AREA HIGH SCHOOL

LEHIGHTON AREA SCHOOL DISTRICT
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Suzanne Howland
HIGH SCHOOL PRINCIPAL OF ACADEMIC PROGRAMS AND ACHIEVEMENT

Floyd Brown
HIGH SCHOOL PRINCIPAL OF OPERATIONS AND STUDENT MANAGEMENT

Date: Jul 10, 2026
From: Suzanne Howland, Lehighton Area High School Principal
Re: Additional Targeted Support and Improvement Plan (A-TSI)

Lehighton Area High School Family Update: 2026–2027 Additional Targeted Support and Improvement (ATSI) Plan:

Dear Lehighton Area High School Families,

Lehighton Area High School continues to participate in Pennsylvania's **Additional Targeted Support and Improvement (ATSI)** process as required under the federal Every Student Succeeds Act (ESSA).

An ATSI designation identifies schools in which a specific student group needs additional support to improve academic outcomes. **At Lehighton Area High School, this designation applies specifically to our Students with Disabilities subgroup.** The designation does not reflect the performance of the school as a whole; rather, it provides a focused framework for strengthening instruction, interventions, and support systems for this group of students.

Since receiving the ATSI designation in 2018, Lehighton Area High School has worked collaboratively with the Pennsylvania Department of Education to develop and implement a comprehensive school improvement plan. The plan is based on a careful review of student achievement and growth data and identifies evidence-based strategies to strengthen teaching, learning, and student support.

We are encouraged by progress in several areas. LAHS continues to demonstrate strong overall academic growth, graduation rates above the statewide average, and 100% completion of Career Standards Benchmarks. Our Students with Disabilities subgroup has also demonstrated improvement in ELA growth, mathematics growth, and Algebra I proficiency. While this progress is encouraging, additional growth is needed to meet Pennsylvania's criteria for exiting ATSI status.

Our priorities for the 2026–2027 school year include:

- Strengthening standards-aligned instruction and specially designed instruction for students with disabilities.
- Providing targeted reading and mathematics interventions based on individual student needs.
- Using CDT/FireFly, Edmentum Exact Path, and ALEKS data to identify skill gaps, monitor student progress, and adjust instruction.

- Strengthening reading comprehension, vocabulary development, written responses, and foundational mathematics skills.
- Increasing teacher collaboration through Professional Learning Communities (PLCs), data review, and collaborative planning.
- Supporting the implementation of new English Language Arts and mathematics curricula through ongoing professional learning and instructional support.
- Continuing early attendance interventions, family communication, and individualized student supports.

Our staff remains committed to continuous improvement and to ensuring that every student has access to the high-quality instruction, interventions, and supports needed for success. The Pennsylvania Department of Education will review school data again in Fall 2026 to determine whether the Students with Disabilities subgroup has met the criteria to exit ATSI status.

We appreciate the continued partnership of our families and community as we build upon our progress and work together to provide every Lehighton Area High School student with opportunities to learn, grow, and succeed.

Thank you for your continued support.

Suzanne Howland
Principal
Lehighton Area High School

To view the plan please visit our website under LAHS news www.lehighton.org.

Lehighton Area HS

ATSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Lehighton Area HS		121135503
Address 1		
1 Indian Lane		
Address 2		
City	**State**	**Zip Code**
Lehighton	PA	18235
Chief School Administrator		**Chief School Administrator Email**
Mr Jason Moser		jmoser@lehighton.org
Principal Name		
Suzanne Howland		
Principal Email		
showland@lehighton.org		
Principal Phone Number		**Principal Extension**
610-377-6180		2413
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Tonya Swavely		swavelyt@cliu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Suzanne Howland	Principal	LAHS	showland@lehighton.org
Sandy Michalik	District Level Leaders	LASD Director of Student Services	smichalik@lehighton.org
Floyd Brown	Principal	LAHS	fbrown@lehighton.org
James Gurka	Teacher	LAHS Emotional Support teacher	jgurka@lehighton.org
Jessica Lawrence	Teacher	LAHS Learning Support teacher	jlawrence@lehighton.org
Kelli Costenbader	Other	LAHS Guidance Counselor	kcostenbader@lehighton.org
Kathy Martin	Other	LAHS Guidance Counselor	kmartin@lehighton.org
Laura Goldfeder	Teacher	LAHS Math teacher	lgoldfeder@lehighton.org
Gretchen Laviolette	District Level Leaders	Director of Instructional Technology and Curriculum	glaviolette@lehighton.org
Jason Moser	Chief School Administrator	Superintendent	jmoser@lehighton.org
Timothy Tkach	Board Member	Board Member	ttkach1@lehighton.org
Addyson Wieder	Student	student	57896@students.lehighton.org
Amy Wieder	Parent	Parent	weedz81@hotmail.com
Hailey Haldeman	Student	Student	57856@students.lehighton.org
Steph Haldeman	Parent	Parent	mygirls18209@gmail.com
Brad Haupt	Teacher	Teacher	bhaupt@lehighton.org
Lauren Cortright	Community Member	Community Member	cortrightlk@gmail.com
Maureen Leupold	Community Member	Community Member/Parent	maureenleupold@gmail.com

Vision for Learning

Vision for Learning

The Lehighton Area School District's vision statement is to embody a community that shares in : 1) Meaningful collaboration; 2) A commitment of rigorous instruction and high expectations for 21st century learning; 3) Data driven decision making; 4) A commitment to the physical and mental well-being of all; 5) Developing partnerships and resources to enrich and strengthen civic engagement and community involvement; A safe and supportive environmental through equity and inclusion. By 2026 90% of students in grades 9-11 will be on-track for post-secondary training or employment. By 2030, 90% of graduates will be connected to post-secondary training or employment by the Fall immediately following graduation.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

A total of 68.6% of students exceeded the PA state average of 49.9%, and the growth rate was our highest in five years at 68.6 %. There was positive growth from the previous year, when the score was 58.3%. This figure then rose to 56.5% in 2022–23 and to 61.8% in 2023–24.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Our economically disadvantaged student subgroup has demonstrated consistent, positive growth in ELA proficiency, rising from 41% in 2021-22 to 43.3% in 2022-23 and 51.4% in 2023-24. Most recently, this subgroup achieved a proficiency rate of 64.8% for the 2024-2025 school year, reflecting a strong upward trend and successful implementation of our targeted instructional supports.
Combined Ethnicity	Due to insufficient sample sizes based on population figures, we have limited data. However, the combined ethnicity group achieved an average score of 67.9%, which is significantly higher than the overall average of 49.9%. The participation rate was 99.6%.
African-American/Black	Due to an insufficient sample size, the data for this student group does not provide a statistically significant representation of performance; therefore, it is marked as N/A.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	While 96.4% of our students with disabilities participate, we still struggle to achieve consistent growth. Due to insufficient subgroup data, there are breaks in our trends: in 2021–22, we had a growth rate of 10.0%; in 2022–23, there was insufficient data; in 2023–24, the growth rate was 24.2%; and in 2024–25, it was 22.2%.
Students with Disabilities	Literacy across content areas is important as our students with disabilities continue to demonstrate difficulty with reading comprehension, vocabulary acquisition and written responses across multiple content areas, impacting their performance in state assessments.
Students with Disabilities	Academic growth and proficiency continue to lag behind overall student performance. There is a lack of consistent specialised instruction and targeted interventions for our learning support students who struggle to read.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The Math all-student group outperformed the PA state average for the 2024–25 school year. Our students continue to show an upward trend, as evidenced by the following subgroup data points: 2020–21: 63.6%; 2021–22: 51.0%; 2022–23: 20.0%; 2023–24: 50.7%; 2024–25: 55.4%, compared to the state average of 41.7%. Lehighton Area High School had 100% partipcation.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The number of economically disadvantaged students has grown since the 2022–23 school year: from 13.2% in 2022–23, to 40.8% in 2023–24, and to 45.8% in the 2024–25 school year.
Students with Disabilities	The students increased from 6.1% proficient /advanced in the 2023-24 to 14.3 % in the 2024-25 school year.
White	The number of students in the white subgroup increased from 51.2 % proficient or advanced to 60.6% in the 2024-25 school year
Combined Ethnicity	In the 2024-25 school year, 34.5% of students in the combined ethnicity subgroup were proficient or advanced.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	While Algebra I proficiency for students with disabilities increased from 6.1% to 14.3% during the most recent reporting cycle, 2024-25 achievement remains well below state expectations. Ensuring consistent delivery of standards-aligned instruction, specially designed supports, and intervention fidelity continues to be a challenge impacting mathematics outcomes for this subgroup.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Lehighton Area High School exceeded the statewide growth standard in English Language Arts/Literature, achieving an Academic Growth Score of 100.0. This performance indicates that students made significant academic progress and suggests that current instructional strategies, literacy supports, and data-informed interventions are positively impacting student growth. The school will continue to build upon these successful practices while working to increase proficiency levels for all student groups.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Students with Disabilities	The number of students with disabilities meeting annual academic growth expectations n English Language Arts (ELA) has continued to grow, increasing from 50% in 2022-23 to 78% in 2023-24 and reaching 86% in 2024-25.
Economically Disadvantaged	Economically disadvantaged students performed at 92 for the 2024–25 school year.
White	In the 2024-25 school year, white students performed at 100%.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	There is not a sufficient sample of students of color.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Lehighton Area High School met the PA, statewide , growth standard (70%) in mathematics/algebra. With an Academic Growth Score of 70%, this indicates that students maintained academic progress. The school will build on these successful practices while working to raise proficiency levels among all student groups.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The proportion of students with disabilities increased from 61% in the last sample size year (2022-2023) to 74.0%. The previous year, (2023-2024) there was an insufficient sample size.
White	In the 2024-25 school year, white students performed at 71%.
Economically Disadvantaged	In the 2024–25 school year, the performance of economically disadvantaged students was at 70%.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	The proportion of the sample size in the combined ethnicity subgroup category dropped from 73% in 2022-2023 to 72% in 2024-2025.
White	The number of white students in our subgroup has declined as follows: 100% from 2021-2022, 92% from 2022-2023, 76% from 2023-2024, and 72% from 2024-2025.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The percentage of students who were not chronically absent (76.6%) fell below both the Pennsylvania statewide average (79.6%) and the state performance standard (94.1%). The district will continue implementing a comprehensive attendance improvement plan focused on early identification of at-risk students, increased family engagement, individualized attendance interventions, and collaboration with school counselors, social workers, and community agencies to reduce chronic absenteeism.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The proportion of students with disabilities increased from 62% to 67.7%. The Student with Disabilities subgroup demonstrated improvement in regular attendance compared to the previous reporting year, indicating that targeted attendance monitoring, family communication, and student support interventions are having a positive impact on reducing chronic absenteeism. The district will continue implementing these strategies to sustain and build upon this progress.
Combined Ethnicity	The proportion of combined ethnicity increased from 63.5% to 6767%.
Students with Disabilities	Targeted attendance interventions resulted in measurable improvement for several student subgroups, including Students with Disabilities and the Combined Ethnicity subgroup. These gains demonstrate the effectiveness of individualized supports and ongoing attendance monitoring.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	The proportion of Hispanic students has continued to decline over the past six years, falling from 89.5% to 59.3%.
Economically Disadvantaged	The proportion of economically disadvantaged students has continued to decline over the past six years, falling from 82.2% to 65.3%.
White	Although the White subgroup represents the majority of the student population, only 78.0% of students were not chronically absent. Continued efforts will focus on proactive attendance monitoring, early intervention, and strengthening family-school partnerships to improve regular attendance.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

College Career Standards continue to be a strength of LAHS. For the past two years, 100% of our students have met their career standards, compared to a statewide average of 91% in PA.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	For the past two years, 100% of our students with disabilities have met their career standards, compared to a statewide average of 91% in PA.
Hispanic	Compared to a statewide average of 91% in PA, 100% of our Hispanic subgroup have met their career standards.
White	For the past two years, 100% of our White student subgroup have met their career standards, compared to a statewide average of 91% in PA.
Combined Ethnicity	Compared to a statewide average of 91% in PA, 100% of our Combined Ethnicity subgroup have met their career standards.

Challenges

ESSA Student Subgroups	Indicator
White	While 100% of students met the Career Standards Benchmark, the district's challenge is to sustain this level of performance while ensuring that career readiness activities continue to provide meaningful, individualized experiences that align with students' postsecondary goals and evolving workforce needs.
Combined Ethnicity	Although all students in this subgroup met the Career Standards Benchmark, continued emphasis is needed to ensure career readiness experiences remain rigorous, personalized, and reflective of students' individual career and postsecondary aspirations.

High School Graduation Rate Four-Year Cohort

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Lehighton Area High School exceeded the statewide average for the 4-year graduation rate (92.3% vs. 88.0%) and the 5-year graduation rate (93.6% vs. 90.5%). The subgroup data also shows White students at 92.9% and Economically Disadvantaged students improving to 87.7%, though the latter remains below the overall graduation rate.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

White	The White student subgroup achieved a 92.9% four-year graduation rate, exceeding the statewide average and demonstrating consistent graduation outcomes over multiple reporting years.
Economically Disadvantaged	The Economically Disadvantaged subgroup improved its four-year graduation rate from 83.6% in 2023-24 to 87.7% in 2024-25, reflecting positive growth as a result of continued academic, behavioral, and student support interventions.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Although the Economically Disadvantaged subgroup demonstrated improvement, the four-year graduation rate of 87.7% remains below the overall district graduation rate of 92.3%. Continued efforts are needed to address barriers related to attendance, academic performance, credit attainment, and student engagement to ensure equitable graduation outcomes for all students.
Students with Disabilities	While the district continues to exceed the statewide graduation rate, sustaining high levels of student achievement will require ongoing monitoring of at-risk students through early identification, targeted interventions, credit recovery opportunities, and enhanced family engagement to prevent future declines in graduation rates.

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

All students group 68.6% exceeded the PA state average of 49.9%; with a 99.4% participation rate.
Our economically disadvantaged student subgroup has demonstrated consistent, positive growth in ELA proficiency, rising from 41% in 2021-22 to 43.3% in 2022-23 and 51.4% in 2023-24. Most recently, this subgroup achieved a proficiency rate of 64.8% for the 2024-2025 school year, reflecting a strong upward trend and successful implementation of our targeted instructional supports.
Due to insufficient sample numbers based on population sizes, we have minimal data. However, our combined ethnicity group achieved a score of 67.9%, which is well above the PA state average of 49.9%.
The all-student group outperformed the PA state average for the 2024–25 school year. Our students continue to show an upward trend, as evidenced by the following subgroup data points: 2020–21: 63.6%; 2021–22: 51.0%; 2022–23: 20.0%; 2023–24: 50.7%; 2024–25: 55.4%, compared to the state average of 41.7%.
The number of economically disadvantaged students has grown since the 2022–23 school year: from 13.2% in 2022–23, to 40.8% in 2023–24, and to 45.8% in the 2024–25 school year.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

While 96.4% of our students with disabilities participate, we still struggle to achieve consistent growth. Due to insufficient subgroup data, there are breaks in our trends: in 2021–22, we had a growth rate of 10.0%; in 2022–23, there was insufficient data; in 2023–24, the growth rate was 24.2%; and in 2024–25, it was 22.2%.

Literacy across content areas is important as our students with disabilities continue to demonstrate difficulty with reading comprehension, vocabulary acquisition and written responses across multiple content areas, impacting their performance in state assessments.
Academic growth and proficiency continue to lag behind overall student performance. There is a lack of consistent specialised instruction and targeted interventions for our learning support students who struggle to read.
While Algebra I proficiency for students with disabilities increased from 6.1% to 14.3% during the most recent reporting cycle, 2024-25 achievement remains well below state expectations. Ensuring consistent delivery of standards-aligned instruction, specially designed supports, and intervention fidelity continues to be a challenge impacting mathematics outcomes for this subgroup.
There is not a sufficient sample of students of color.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Classroom Diagnostic Test/FireFly	Administered to ELA trigger course and special education students.
Exact Path Diagnostic Assessment	Administered to ELA trigger course and special education students.

English Language Arts Summary

Strengths

Use of CDT/FireFly and Exact Path diagnostic data to identify skill deficits and monitor student growth.
Implementation of new ELA curriculum for courses for students requiring additional literacy support.
Special education teachers and intervention staff provide targeted instruction based on individual student data.
Ongoing PLC collaboration and data meetings inform instructional adjustments and intervention planning.

Challenges

Accelerate growth for students performing below grade level through consistent intervention implementation and progress monitoring.
Increase proficiency in reading comprehension and analysis of complex informational and literary texts.
Reduce the impact of chronic absenteeism on literacy achievement through early intervention and family engagement.

Mathematics

Data	Comments/Notable Observations
Classroom Diagnostic Test (CDT) and or FireFly	Administered to Fundamentals Math, Algebra 1 trigger course and special education students.
Exact Path and or ALEKS	Students will utilize web based interventions through adapative learning platforms to increae growth

Mathematics Summary

Strengths

The district utilizes multiple data sources, including the Classroom Diagnostic Tool (CDT)/FireFly and adaptive learning platforms (Exact Path/ALEKS), to identify student learning needs, monitor growth, and inform instructional decisions.
Targeted mathematics interventions are provided through Fundamentals of Math, Algebra I support courses, and special education programming, ensuring students receive additional instruction aligned to identified skill deficits.
Teachers regularly analyze diagnostic data to differentiate instruction, adjust pacing, and provide interventions based on individual student performance.
Adaptive learning platforms provide personalized learning pathways, allowing students to practice prerequisite skills while giving teachers real-time progress monitoring data.

Challenges

Despite targeted interventions, many students continue to demonstrate significant skill gaps in foundational mathematics concepts, limiting success in grade-level coursework and on state assessments.

Students entering Algebra I often have unfinished learning from previous grades, requiring additional time for remediation while simultaneously addressing grade-level standards.
Consistent implementation and student engagement with adaptive learning programs vary across classrooms, reducing the overall effectiveness of intervention efforts.
The district must strengthen the use of diagnostic and progress-monitoring data to ensure instructional adjustments consistently lead to measurable student growth across all identified subgroups.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT/FireFly Assessment	Provided as benchmark 3 times annually in Biology trigger course.

Science, Technology, and Engineering Education Summary

Strengths

For the 2024-2025 school year, all student groups were granted a waiver for participation requirements regarding local assessments. Consequently, no formative assessment data is available for this period to inform current performance patterns.
The average for all student group, 68.8%, exceeded the statewide average of 59.2% in 2023-2024.

Challenges

The Biology assessment data for the 2024–2025 school year is limited due to all student groups receiving a participation waiver. As a result, the district has reduced state assessment data available to evaluate student performance, identify achievement gaps, and measure the effectiveness of instructional practices.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Digital profile for each student in Smart Futures.	Incorporated into Computers and Career Readiness course all 9th grade students take.
Students in Years 9–12 meet with their guidance counselor three times a year to discuss career aspirations, course planning, and Act 158.	create schedule changes, help formulate volunteer opportunities and work related dialogues.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

All students subgroup exceeded the performance standard
The student graduation rate at Lehighton Area High School consistently outperformed the Pennsylvania state average of 91.5%, demonstrating a strong institutional commitment to student completion and academic persistence.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

NA, all student groups exceeded this benchmark.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

CDT/FireFly Training and assessments throughout the school year for baseline and growth
Exact Path creates individualized learning paths based on each student's diagnostic results, allowing students with disabilities to receive instruction targeted to their specific skill deficits rather than grade-level content alone. Will be used in ELA and Math .
ALEKS uses artificial intelligence to identify each student's current level of mathematical understanding and creates an individualized learning path that addresses specific skill gaps before introducing new concepts.
LAHS has established a comprehensive data-driven instructional framework by utilizing the Pennsylvania Classroom Diagnostic Tool (CDT) in conjunction with adaptive learning platforms such as Exact Path and ALEKS. Teachers regularly analyze diagnostic and progress-monitoring data to differentiate instruction, implement targeted interventions, monitor student growth, and provide personalized learning experiences that support improved achievement across English Language Arts, Mathematics, and Biology.
Teachers use CDT/FireFly data in conjunction with Exact Path to identify students' literacy strengths and areas for growth, provide individualized learning pathways, monitor progress over time, and adjust instruction to address foundational reading and writing skills.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Many students with disabilities enter grade-level courses with significant foundational skill deficits, creating challenges in accessing grade-level standards while simultaneously addressing unfinished learning through specially designed instruction.
The implementation of the new ELA SAVVAS myPerspectives curriculum requires teachers to develop familiarity with new instructional resources, pacing, and assessment practices while maintaining high levels of student achievement.

Students continue to enter mathematics courses with significant foundational skill gaps, requiring teachers to balance remediation with grade-level instruction while implementing the new McGraw Hill curriculum with fidelity.
The implementation of new core instructional programs in both English Language Arts and Mathematics requires sustained professional learning, collaborative planning, and ongoing monitoring to ensure consistent instructional practices and improved student outcomes across all student groups.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Use multiple professional learning designs to support the learning needs of staff
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Foster a culture of high expectations for success for all students, educators, families, and community members
Continue to support and engage with the development of SWBIS, our model that is continually tweaked to meet students' needs in its fourth year.
CLIU #21 continues to support professional development in staff practices and student learning.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Students who are behind academically, who have moved into the district, and who struggle to meet their Act 158 requirements in Pathway 5.
Although individualized supports and interventions are in place, the district must continue to strengthen the implementation of evidence-based instructional practices, progress monitoring, and inclusive supports to improve achievement and growth for the Students with Disabilities subgroup.
Closing the achievement gap for Students with Disabilities remains a priority, requiring consistent implementation of specially designed instruction, high-quality core instruction, collaborative planning, and targeted interventions to improve proficiency and growth across all content areas.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
All students group 68.6% exceeded the PA state average of 49.9%; with a 99.4% participation rate.	False
Our economically disadvantaged student subgroup has demonstrated consistent, positive growth in ELA proficiency, rising from 41% in 2021-22 to 43.3% in 2022-23 and 51.4% in 2023-24. Most recently, this subgroup achieved a proficiency rate of 64.8% for the 2024-2025 school year, reflecting a strong upward trend and successful implementation of our targeted instructional supports.	False
Due to insufficient sample numbers based on population sizes, we have minimal data. However, our combined ethnicity group achieved a score of 67.9%, which is well above the PA state average of 49.9%.	False
The all-student group outperformed the PA state average for the 2024–25 school year. Our students continue to show an upward trend, as evidenced by the following subgroup data points: 2020–21: 63.6%; 2021–22: 51.0%; 2022–23: 20.0%; 2023–24: 50.7%; 2024–25: 55.4%, compared to the state average of 41.7%.	False
The number of economically disadvantaged students has grown since the 2022–23 school year: from 13.2% in 2022–23, to 40.8% in 2023–24, and to 45.8% in the 2024–25 school year.	False
Lehighton Area High School exceeded the statewide growth standard in English Language Arts/Literature, achieving an Academic Growth Score of 100.0. This performance indicates that students made significant academic progress and suggests that current instructional strategies, literacy supports, and data-informed interventions are positively impacting student growth. The school will continue to build upon these successful practices while working to increase proficiency levels for all student groups.	False
The number of students with disabilities meeting annual academic growth expectations n English Language Arts (ELA) has continued to grow, increasing from 50% in 2022-23 to 78% in 2023-24 and reaching 86% in 2024-25.	False
Lehighton Area High School met the PA, statewide , growth standard (70%) in mathematics/algebra. With an Academic Growth Score of 70%, this indicates that students maintained academic progress. The school will build on these successful practices while working to raise proficiency levels among all student groups.	False
The proportion of students with disabilities increased from 61% in the last sample size year (2022-2023) to 74.0%. The previous year, (2023-2024) there was an insufficient sample size.	False
The proportion of combined ethnicity increased from 63.5% to 6767%.	False
The proportion of students with disabilities increased from 62% to 67.7%.	False

College Career Standards continue to be a strength of LAHS. For the past two years, 100% of our students have met their career standards, compared to a statewide average of 91% in PA.	False
Compared to a statewide average of 91% in PA, 100% of our Hispanic subgroup have met their career standards.	False
Compared to a statewide average of 91% in PA, 100% of our Combined Ethnicity subgroup have met their career standards.	False
For the past two years, 100% of our White student subgroup have met their career standards, compared to a statewide average of 91% in PA.	False
For the past two years, 100% of our students with disabilities have met their career standards, compared to a statewide average of 91% in PA.	False
The percentage of students who were not chronically absent (76.6%) fell below both the Pennsylvania statewide average (79.6%) and the state performance standard (94.1%). The district will continue implementing a comprehensive attendance improvement plan focused on early identification of at-risk students, increased family engagement, individualized attendance interventions, and collaboration with school counselors, social workers, and community agencies to reduce chronic absenteeism.	False
Targeted attendance interventions resulted in measurable improvement for several student subgroups, including Students with Disabilities and the Combined Ethnicity subgroup. These gains demonstrate the effectiveness of individualized supports and ongoing attendance monitoring.	False
The White student subgroup achieved a 92.9% four-year graduation rate, exceeding the statewide average and demonstrating consistent graduation outcomes over multiple reporting years.	False
The Economically Disadvantaged subgroup improved its four-year graduation rate from 83.6% in 2023-24 to 87.7% in 2024-25, reflecting positive growth as a result of continued academic, behavioral, and student support interventions.	False
Lehighton Area High School exceeded the statewide average for the 4-year graduation rate (92.3% vs. 88.0%) and the 5-year graduation rate (93.6% vs. 90.5%). The subgroup data also shows White students at 92.9% and Economically Disadvantaged students improving to 87.7%, though the latter remains below the overall graduation rate.	False
Use of CDT/FireFly and Exact Path diagnostic data to identify skill deficits and monitor student growth.	False
Implementation of new ELA curriculum for courses for students requiring additional literacy support.	False
Special education teachers and intervention staff provide targeted instruction based on individual student data.	False
Ongoing PLC collaboration and data meetings inform instructional adjustments and intervention planning.	False
The district utilizes multiple data sources, including the Classroom Diagnostic Tool (CDT)/FireFly and adaptive learning platforms (Exact Path/ALEKS), to identify student learning needs, monitor growth, and inform instructional decisions.	True
Targeted mathematics interventions are provided through Fundamentals of Math, Algebra I support courses, and special education programming, ensuring students receive additional instruction aligned to identified skill deficits.	True

Teachers regularly analyze diagnostic data to differentiate instruction, adjust pacing, and provide interventions based on individual student performance.	False
Adaptive learning platforms provide personalized learning pathways, allowing students to practice prerequisite skills while giving teachers real-time progress monitoring data.	True
For the 2024-2025 school year, all student groups were granted a waiver for participation requirements regarding local assessments. Consequently, no formative assessment data is available for this period to inform current performance patterns.	False
All students subgroup exceeded the performance standard	False
The student graduation rate at Lehighton Area High School consistently outperformed the Pennsylvania state average of 91.5%, demonstrating a strong institutional commitment to student completion and academic persistence.	False
The average for all student group, 68.8%, exceeded the statewide average of 59.2% in 2023-2024.	False
CDT/FireFly Training and assessments throughout the school year for baseline and growth	False
Exact Path creates individualized learning paths based on each student's diagnostic results, allowing students with disabilities to receive instruction targeted to their specific skill deficits rather than grade-level content alone. Will be used in ELA and Math .	False
ALEKS uses artificial intelligence to identify each student's current level of mathematical understanding and creates an individualized learning path that addresses specific skill gaps before introducing new concepts.	False
LAHS has established a comprehensive data-driven instructional framework by utilizing the Pennsylvania Classroom Diagnostic Tool (CDT) in conjunction with adaptive learning platforms such as Exact Path and ALEKS. Teachers regularly analyze diagnostic and progress-monitoring data to differentiate instruction, implement targeted interventions, monitor student growth, and provide personalized learning experiences that support improved achievement across English Language Arts, Mathematics, and Biology.	False
Teachers use CDT/FireFly data in conjunction with Exact Path to identify students' literacy strengths and areas for growth, provide individualized learning pathways, monitor progress over time, and adjust instruction to address foundational reading and writing skills.	False
Use multiple professional learning designs to support the learning needs of staff	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Continue to support and engage with the development of SWBIS, our model that is continually tweaked to meet students' needs in its fourth year.	True
CLIU #21 continues to support professional development in staff practices and student learning.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
While 96.4% of our students with disabilities participate, we still struggle to achieve consistent growth. Due to insufficient subgroup data, there are breaks in our trends: in 2021–22, we had a growth rate of 10.0%; in 2022–23, there was insufficient data; in 2023–24, the growth rate was 24.2%; and in 2024–25, it was 22.2%.	True
Literacy across content areas is important as our students with disabilities continue to demonstrate difficulty with reading comprehension, vocabulary acquisition and written responses across multiple content areas, impacting their performance in state assessments.	True
Academic growth and proficiency continue to lag behind overall student performance. There is a lack of consistent specialised instruction and targeted interventions for our learning support students who struggle to read.	False
While Algebra I proficiency for students with disabilities increased from 6.1% to 14.3% during the most recent reporting cycle, 2024-25 achievement remains well below state expectations. Ensuring consistent delivery of standards-aligned instruction, specially designed supports, and intervention fidelity continues to be a challenge impacting mathematics outcomes for this subgroup.	True
There is not a sufficient sample of students of color.	False
The proportion of the sample size in the combined ethnicity subgroup category dropped from 73% in 2022-2023 to 72% in 2024-2025.	False
The number of white students in our subgroup has declined as follows: 100% from 2021-2022, 92% from 2022-2023, 76% from 2023-2024, and 72% from 2024-2025.	False
Our hispanic subgroup has continued to decline over the past six years from 89.5%, 85%, 67.5% 65.9%, 63.3% to 59.3%	False
The proportion of economically disadvantaged students has continued to decline over the past six years, falling from 82.2% to 65.3%.	False
While 100% of students met the Career Standards Benchmark, the district's challenge is to sustain this level of performance while ensuring that career readiness activities continue to provide meaningful, individualized experiences that align with students' postsecondary goals and evolving workforce needs.	False
Although all students in this subgroup met the Career Standards Benchmark, continued emphasis is needed to ensure career readiness experiences remain rigorous, personalized, and reflective of students' individual career and postsecondary aspirations.	False
Although the White subgroup represents the majority of the student population, only 78.0% of students were not chronically absent. Continued efforts will focus on proactive attendance monitoring, early intervention, and strengthening family-school partnerships to improve regular attendance.	False

Although the Economically Disadvantaged subgroup demonstrated improvement, the four-year graduation rate of 87.7% remains below the overall district graduation rate of 92.3%. Continued efforts are needed to address barriers related to attendance, academic performance, credit attainment, and student engagement to ensure equitable graduation outcomes for all students.	False
While the district continues to exceed the statewide graduation rate, sustaining high levels of student achievement will require ongoing monitoring of at-risk students through early identification, targeted interventions, credit recovery opportunities, and enhanced family engagement to prevent future declines in graduation rates.	False
NA, all student groups exceeded this benchmark.	False
Accelerate growth for students performing below grade level through consistent intervention implementation and progress monitoring.	False
Increase proficiency in reading comprehension and analysis of complex informational and literary texts.	False
Reduce the impact of chronic absenteeism on literacy achievement through early intervention and family engagement.	False
Despite targeted interventions, many students continue to demonstrate significant skill gaps in foundational mathematics concepts, limiting success in grade-level coursework and on state assessments.	False
Students entering Algebra I often have unfinished learning from previous grades, requiring additional time for remediation while simultaneously addressing grade-level standards.	False
Consistent implementation and student engagement with adaptive learning programs vary across classrooms, reducing the overall effectiveness of intervention efforts.	False
The district must strengthen the use of diagnostic and progress-monitoring data to ensure instructional adjustments consistently lead to measurable student growth across all identified subgroups.	False
The Biology assessment data for the 2024–2025 school year is limited due to all student groups receiving a participation waiver. As a result, the district has reduced state assessment data available to evaluate student performance, identify achievement gaps, and measure the effectiveness of instructional practices.	False
Many students with disabilities enter grade-level courses with significant foundational skill deficits, creating challenges in accessing grade-level standards while simultaneously addressing unfinished learning through specially designed instruction.	False
The implementation of the new ELA SAVVAS myPerspectives curriculum requires teachers to develop familiarity with new instructional resources, pacing, and assessment practices while maintaining high levels of student achievement.	False
Students continue to enter mathematics courses with significant foundational skill gaps, requiring teachers to balance remediation with grade-level instruction while implementing the new McGraw Hill curriculum with fidelity.	False
The implementation of new core instructional programs in both English Language Arts and Mathematics requires sustained professional learning, collaborative planning, and ongoing monitoring to ensure consistent instructional practices and improved student outcomes across all student groups.	False
Students who are behind academically, who have moved into the district, and who struggle to meet their Act 158 requirements in Pathway 5.	False

Although individualized supports and interventions are in place, the district must continue to strengthen the implementation of evidence-based instructional practices, progress monitoring, and inclusive supports to improve achievement and growth for the Students with Disabilities subgroup.	False
Closing the achievement gap for Students with Disabilities remains a priority, requiring consistent implementation of specially designed instruction, high-quality core instruction, collaborative planning, and targeted interventions to improve proficiency and growth across all content areas.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

During the needs assessment process, the team identified several key factors impacting student achievement across English Language Arts, Mathematics, and Biology. While the district has established strong systems for collecting and analyzing data through the Pennsylvania Classroom Diagnostic Tool (CDT), Exact Path, and ALEKS, there is a continued need to strengthen the consistent use of this data to drive instructional decisions and targeted interventions. The implementation of new core instructional programs (SAVVAS myPerspectives in ELA and McGraw Hill Reveal Math) presents an opportunity to improve student outcomes; however, teachers will require ongoing professional learning, collaboration, and instructional coaching to ensure consistent implementation with fidelity. Additionally, the Students with Disabilities subgroup continues to demonstrate significant achievement gaps, emphasizing the need for enhanced specially designed instruction, differentiated supports, and progress monitoring to accelerate learning. Finally, the team noted that the 2024–2025 Biology participation waiver limited the availability of statewide assessment data, making it more difficult to analyze long-term performance trends and evaluate the effectiveness of instructional practices. Collectively, these observations highlight the importance of strengthening instructional consistency, data-driven decision making, and targeted interventions to improve achievement for all students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
While 96.4% of our students with disabilities participate, we still struggle to achieve consistent growth. Due to insufficient subgroup data, there are breaks in our trends: in 2021–22, we had a growth rate of 10.0%; in 2022–23, there was insufficient data; in 2023–24, the growth rate was 24.2%; and in 2024–25, it was 22.2%.	Students with disabilities continue to enter high school with significant foundational skill gaps that require intensive, individualized support. Inconsistent implementation of targeted interventions, limited use of progress-monitoring data to adjust instruction, and small subgroup sizes that create gaps in reported growth trends have limited our ability to achieve consistent academic growth. Strengthening data-driven decision making and ensuring fidelity of evidence-based instructional practices are essential to improving outcomes.	True
Literacy across content areas is important as our students with disabilities continue to demonstrate difficulty with reading comprehension, vocabulary acquisition and written responses across multiple content areas, impacting their performance in state assessments.	Many students with disabilities enter high school reading below grade level, limiting their ability to comprehend complex texts, acquire academic vocabulary, and effectively communicate their understanding through writing. While literacy instruction occurs in English Language Arts, the consistent implementation of disciplinary literacy strategies across all content areas has varied. Strengthening schoolwide literacy practices, increasing collaboration between general and special education teachers, and using diagnostic and formative assessment data to provide targeted interventions will improve students' ability to access rigorous grade-level content.	True
While Algebra I proficiency for students with disabilities increased from 6.1% to 14.3% during the most recent reporting cycle, 2024-25 achievement remains well below state expectations. Ensuring consistent delivery of standards-aligned instruction, specially designed supports, and intervention fidelity continues to be a challenge impacting mathematics outcomes for this subgroup.	Many students with disabilities begin Algebra I lacking foundational mathematical skills necessary for success with grade-level standards. Inconsistent implementation of evidence-based interventions, varying levels of instructional support, and the need for more consistent use of assessment data to inform instruction have limited proficiency gains. Strengthening intervention fidelity, progress monitoring, and collaborative instructional	True

	planning will improve mathematics outcomes for this subgroup.	

Analyzing Strengths

Analyzing Strengths	Discussion Points
The district utilizes multiple data sources, including the Classroom Diagnostic Tool (CDT)/FireFly and adaptive learning platforms (Exact Path/ALEKS), to identify student learning needs, monitor growth, and inform instructional decisions.	The district will continue to use CDT and Exact Path/ALEKS data to identify learning gaps, monitor student growth, and guide instructional planning. These tools will support targeted interventions, strengthen specially designed instruction, and enable teachers to make timely instructional adjustments for students with disabilities. Consistent use of assessment data will improve progress monitoring, intervention fidelity, and collaboration among educators to address the identified literacy and mathematics challenges.
Targeted mathematics interventions are provided through Fundamentals of Math, Algebra I support courses, and special education programming, ensuring students receive additional instruction aligned to identified skill deficits.	xisting mathematics intervention courses and special education supports will be leveraged to provide targeted instruction aligned to student learning needs. Ongoing use of diagnostic data and progress monitoring will help educators adjust interventions, ensure fidelity of implementation, and strengthen collaboration between general and special education staff to improve Algebra I proficiency and overall mathematics outcomes for students with disabilities.
Adaptive learning platforms provide personalized learning pathways, allowing students to practice prerequisite skills while giving teachers real-time progress monitoring data.	Adaptive learning platforms will be used to personalize instruction, address prerequisite skill deficits, and provide teachers with ongoing progress monitoring data. This information will guide instructional adjustments, support targeted interventions, and strengthen collaboration between general and special education staff to improve literacy, mathematics achievement, and overall academic growth for students with disabilities.
Continue to support and engage with the development of SWBIS, our model that is continually tweaked to meet students' needs in its fourth year.	Continued implementation and refinement of the district's SWPBIS framework will promote positive student behavior, increase engagement, and maximize instructional time. A consistent, supportive learning environment will strengthen students' access to targeted academic interventions and specially designed instruction, helping improve outcomes in literacy, mathematics, and overall growth for students with disabilities.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strengthen the district's multi-tiered system of support for students with disabilities by ensuring consistent implementation of evidence-based instructional practices, specially

	designed instruction, and targeted interventions informed by ongoing progress monitoring and diagnostic assessment data. This will improve academic growth by enabling educators to make timely instructional adjustments and provide responsive support based on individual student needs.
	Implement a consistent, schoolwide approach to disciplinary literacy by increasing the use of evidence-based reading, vocabulary, and writing strategies across all content areas. Strengthen collaboration between general and special education teachers and use assessment data to guide targeted literacy interventions so that students with disabilities can more effectively access grade-level curriculum and demonstrate their learning.
	Strengthen the consistency and fidelity of standards-aligned mathematics instruction, specially designed instruction, and intervention implementation for students with disabilities. Use diagnostic assessments, progress monitoring, and collaborative instructional planning to identify learning needs, adjust interventions, and accelerate proficiency in Algebra I and foundational mathematics skills.

Goal Setting

Priority: Strengthen the district's multi-tiered system of support for students with disabilities by ensuring consistent implementation of evidence-based instructional practices, specially designed instruction, and targeted interventions informed by ongoing progress monitoring and diagnostic assessment data. This will improve academic growth by enabling educators to make timely instructional adjustments and provide responsive support based on individual student needs.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2027, at least 70% of students with disabilities receiving targeted interventions in English Language Arts, Mathematics, and Biology will demonstrate measurable growth as evidenced by improvement on the Pennsylvania Classroom Diagnostic Tool (CDT) and/or mastery of individualized learning pathways in Exact Path or ALEKS, as documented through quarterly progress monitoring.			
Measurable Goal Nickname (35 Character Max)			
Students with Disabilities (SWD)			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
100% of students with disabilities receiving interventions will complete baseline CDT assessments and Exact Path/ALEKS diagnostics, and 25% will demonstrate measurable growth toward their individualized learning goals.	25% of students with disabilities will demonstrate measurable academic growth based on CDT progress-monitoring data and/or Exact Path/ALEKS mastery reports.	50% of students with disabilities will demonstrate measurable academic growth based on CDT progress-monitoring data and/or Exact Path/ALEKS mastery reports.	70% of students with disabilities will demonstrate measurable academic growth based on CDT progress-monitoring data and/or Exact Path/ALEKS mastery reports.

Priority: Implement a consistent, schoolwide approach to disciplinary literacy by increasing the use of evidence-based reading, vocabulary, and writing strategies across all content areas. Strengthen collaboration between general and special education teachers and use assessment data to guide targeted literacy interventions so that students with disabilities can more effectively access grade-level curriculum and demonstrate their learning.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2027, at least 70% of students with disabilities receiving targeted literacy interventions will demonstrate measurable growth in reading and/or writing as evidenced by improvement on the Pennsylvania Classroom Diagnostic Tool (CDT), Exact Path literacy data, classroom benchmark assessments, and common writing assessments.			
Measurable Goal Nickname (35 Character Max)			
Literacy Growth for Students with Disabilities (SWD)			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
All students with disabilities who are identified as	40% of students with disabilities receiving	50% of students with disabilities receiving	70% of students with disabilities receiving

requiring literacy intervention will complete the baseline CDT and Exact Path literacy diagnostics. Teachers will then use the assessment data to develop instructional plans. 30% of students receiving targeted literacy interventions will demonstrate growth.	targeted literacy interventions will demonstrate measurable growth on CDT progress monitoring, Exact Path, and/or district literacy benchmark assessments.	targeted literacy interventions will demonstrate measurable growth on CDT progress monitoring, Exact Path, and/or district literacy benchmark assessments.	targeted literacy interventions will demonstrate measurable growth on CDT progress monitoring, Exact Path, and/or district literacy benchmark assessments.

Priority: Strengthen the consistency and fidelity of standards-aligned mathematics instruction, specially designed instruction, and intervention implementation for students with disabilities. Use diagnostic assessments, progress monitoring, and collaborative instructional planning to identify learning needs, adjust interventions, and accelerate proficiency in Algebra I and foundational mathematics skills.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, 60% of students with disabilities enrolled in Fundamental Math and/or Algebra I will demonstrate proficiency or measurable academic growth in mathematics as evidenced by ALEKS progress data, district benchmark assessments, and/or supplemental diagnostic assessments (e.g., CDT or Exact Path). Growth will result from the consistent implementation of standards-aligned instruction, specially designed instruction, targeted interventions, progress monitoring, and collaborative data-driven instructional planning.			
Measurable Goal Nickname (35 Character Max)			
Math Growth Students with Disabilities (SWD)			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
100% of students with disabilities enrolled in Fundamental Math and Algebra I will complete a baseline mathematics diagnostic using ALEKS (and/or district-approved supplemental diagnostic assessments such as CDT or Exact Path), and teachers will develop instructional plans based on identified skill gaps. 30% of students with disabilities will demonstrate growth .	At least 40% of students with disabilities will demonstrate measurable growth toward individualized mathematics learning goals based on ALEKS learning progress, benchmark assessments, and/or supplemental diagnostic data.	At least 60% of students with disabilities will demonstrate continued growth in foundational mathematics and Algebra I skills as measured by ALEKS progress, district benchmarks, and/or supplemental diagnostic assessments.	At least 60% of students with disabilities enrolled in Fundamental Math and Algebra I will demonstrate proficiency or adequate annual growth in mathematics as measured by ALEKS progress data, district benchmark assessments, and/or supplemental diagnostic assessments (CDT or Exact Path).

Action Plan

Measurable Goals

Students with Disabilities (SWD)	Literacy Growth for Students with Disabilities (SWD)
Math Growth Students with Disabilities (SWD)	

Action Plan For: Standards Aligned Math Instruction with Progress Monitoring

Measurable Goals:
• By the end of the 2026-2027 school year, 60% of students with disabilities enrolled in Fundamental Math and/or Algebra I will demonstrate proficiency or measurable academic growth in mathematics as evidenced by ALEKS progress data, district benchmark assessments, and/or supplemental diagnostic assessments (e.g., CDT or Exact Path). Growth will result from the consistent implementation of standards-aligned instruction, specially designed instruction, targeted interventions, progress monitoring, and collaborative data-driven instructional planning.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Administer baseline mathematics diagnostic assessments using ALEKS (and district-approved supplemental assessments (CDT/Edmentum EXACT PATH as needed) to identify individual learning gaps for all students with disabilities enrolled in Fundamental Math and Algebra I. Develop individualized instructional plans based on diagnostic results.		2026-08-31	2026-09-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Special Education Teachers, Fundamental Math and Algebra I Teachers	ALEKS licenses, teacher training, district benchmark assessments, CDT/Edmentum Exact Path (as applicable), PLC planning time	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement standards-aligned mathematics instruction and specially designed instruction with fidelity in Fundamental Math and Algebra I using ALEKS learning pathways, targeted interventions, and evidence-based instructional strategies to address identified skill gaps.		2026-09-08	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Fundamental Math Teachers, Algebra I Teachers, Special Education Teachers, Building Administrators	ALEKS, instructional materials, intervention resources, curriculum guides, co-teaching supports, planning time	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct collaborative PLC and data team meetings every marking period to analyze ALEKS reports, benchmark assessment results, classroom performance, and progress monitoring data. Adjust instructional strategies and interventions based on student performance.		2026-09-21	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Mathematics Department Chair, Special Education Supervisor, Teachers, Curriculum, Supervisor	Student data reports, PLC meeting agendas, benchmark data, ALEKS reports, progress monitoring tools	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide ongoing progress monitoring and targeted interventions for students who are not meeting expected growth benchmarks. Review intervention effectiveness and modify instructional supports based on student data.		2026-10-01	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Special Education Teachers, Interventionists, Mathematics Teachers, Administrators	ALEKS progress reports, intervention materials, benchmark assessments, progress monitoring tools	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Implementation of a consistent, standards-aligned mathematics instructional framework for students with disabilities that includes high-quality core instruction, specially designed instruction, targeted interventions, regular progress monitoring using ALEKS and district assessments, and collaborative data-driven instructional decision-making. Student growth in Fundamental Math and Algebra I will increase throughout the 2026–2027 school year.	Monitor the implementation process through classroom observations, reviews of lesson plans, documentation from Professional Learning Communities (PLCs), ALEKS usage and growth reports, benchmark assessment results and data from student progress monitoring. Instructional adjustments will be made based on the collaborative analysis of student performance. The building administration will conduct monthly instructional walkthroughs to monitor the implementation of specially designed instruction, the

	use of ALEKS, student engagement, and evidence-based instructional practices. Teachers will receive feedback to support continuous improvement.

Action Plan For: Literacy Growth for Students with Disabilities (SWD)

Measurable Goals:
• By June 2027, at least 70% of students with disabilities receiving targeted literacy interventions will demonstrate measurable growth in reading and/or writing as evidenced by improvement on the Pennsylvania Classroom Diagnostic Tool (CDT), Exact Path literacy data, classroom benchmark assessments, and common writing assessments.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide all students with disabilities in grades 9-12 with standards-aligned, evidence-based literacy instruction using the new Savvas ELA curriculum, while implementing specially designed instruction (SDI) aligned to each student's IEP. Teachers will utilize CDT, classroom formative assessments, and Exact Path (or district-approved diagnostic tools) to identify skill deficits and differentiate instruction.		2026-08-24	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
High School Principal, Director of Special Education, ELA Teachers, Special Education Teachers	Savvas ELA curriculum, CDT reports, Edmentum Exact Path diagnostics, IEPs, teacher collaboration time	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct monthly Professional Learning Community (PLC) meetings for general and special education teachers to analyze student literacy data, monitor student progress, identify students requiring additional interventions, and adjust instructional practices based on evidence.		2026-08-24	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Department Chair, Director of Special Education, ELA and Special Education Teachers	PLC protocols, CDT reports, Edmentum Exact Path reports, benchmark assessment data, meeting agendas	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Provide ongoing professional development focused on evidence-based literacy instruction for students with disabilities, including explicit reading	2026-08-17	2027-06-09

comprehension strategies, vocabulary instruction, differentiated instruction, writing supports, and implementation of specially designed instruction.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Curriculum, Director of Special Education, Building Administration, CLIU # 21 consultants and Savvas consultants	Savvas professional learning resources, PDE literacy resources, training materials, instructional coaching	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement Tier II and Tier III literacy interventions for identified students with disabilities based on diagnostic and classroom assessment data. Review student progress every six to eight weeks and adjust interventions as needed.		2026-08-24	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Special Education Teachers, Interventionists, ELA Teachers,	Exact Path, intervention materials, progress-monitoring tools, IEP documentation	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students with disabilities will receive consistent, standards-aligned literacy instruction and targeted interventions. Teachers will routinely use assessment data to inform their decisions regarding instruction and interventions. General and special education staff will collaborate to improve student outcomes, and students with disabilities will demonstrate measurable growth in literacy skills as evidenced by CDT, Exact Path diagnostics, classroom assessments and Keystone Literature performance.	The principal, the director of special education, the ELA department chair, the special education teachers and the PLC teams. They meet every 6–8 weeks for intervention reviews and a quarterly administrative review, and use the following: - CDT and Exact Path diagnostic reports - Classroom formative assessments - PLC meeting agendas and minutes - Walkthrough observations - IEP progress monitoring - Keystone Literature benchmark and proficiency data

Action Plan For: Specially Designed Instruction (SDI) to Improve Academic Achievement for Students with Disabilities (SWD)

Measurable Goals:
• By June 2027, at least 70% of students with disabilities receiving targeted interventions in English Language Arts, Mathematics, and Biology will demonstrate measurable growth as evidenced by improvement on the Pennsylvania Classroom Diagnostic Tool (CDT) and/or mastery of individualized learning pathways in Exact Path or ALEKS, as documented through quarterly progress monitoring.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement evidence-based instructional practices and specially designed instruction (SDI) aligned to students' IEPs in all core content areas. Teachers will use classroom formative assessments, CDT data, and Exact Path/ALEKS diagnostic reports to identify learning gaps, differentiate instruction, and provide targeted interventions.		2026-08-24	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Director of Special Education, General Education Teachers, Special Education Teachers		Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide ongoing professional development for general and special education staff on evidence-based instructional practices, specially designed instruction, differentiation, co-teaching models, progress monitoring, and effective use of diagnostic assessment data to improve student outcomes		2026-08-24	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Curriculum, Director of Special Education, Building Administration, and CLIU #21 consultants and resource consultants	Professional learning materials, PDE resources, instructional coaching, collaborative planning time	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct monthly collaborative data meetings between general education teachers, special education teachers, and administrators to review student progress, analyze CDT, Exact Path, ALEKS, classroom assessment, and progress-monitoring data, and adjust instructional supports and interventions.		2026-08-24	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Director of Special Education, Department Chairs, General Education Teachers, Special Education Teachers	Principal, Director of Special Education, Department Chairs, General Education Teachers, Special Education Teachers	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide Tier II and Tier III interventions for students with disabilities who demonstrate continued academic need. Progress will be monitored every six to eight weeks, with instructional adjustments made based on student performance and intervention data.		2026-08-24	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Special Education Teachers, Interventionists, Building Administration	Exact Path, ALEKS, intervention materials, progress-monitoring tools, and IEP documentation	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students with disabilities will receive consistent, evidence-based instruction and specially designed supports that address individual learning needs. Staff will use assessment and progress-monitoring data to make instructional decisions, resulting in increased academic growth, improved intervention effectiveness, and stronger collaboration between general and special education teachers.	The principal, the director of special education, department heads, general education teachers, special education teachers and PLC teams are involved. Frequency: Monthly PLC/data team meetings - Intervention reviews every 6–8 weeks - Quarterly administrative reviews Method: CDT reports, Exact Path diagnostic reports (English Language Arts),ALEKS diagnostic reports (Fundamental Maths and Algebra I), classroom common assessments and IEP progress monitoring. Walkthrough observations. PLC meeting agendas and minutes including Keystone and benchmark assessment results.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Standards Aligned Math Instruction with Progress Monitoring	Administer baseline mathematics diagnostic assessments using ALEKS (and district-approved supplemental assessments (CDT/Edmentum EXACT PATH as needed) to identify individual learning gaps for all students with disabilities enrolled in Fundamental Math and Algebra I. Develop individualized instructional plans based on diagnostic results.
Standards Aligned Math Instruction with Progress Monitoring	Implement standards-aligned mathematics instruction and specially designed instruction with fidelity in Fundamental Math and Algebra I using ALEKS learning pathways, targeted interventions, and evidence-based instructional strategies to address identified skill gaps.
Literacy Growth for Students with Disabilities (SWD)	Provide all students with disabilities in grades 9-12 with standards-aligned, evidence-based literacy instruction using the new Savvas ELA curriculum, while implementing specially designed instruction (SDI) aligned to each student's IEP. Teachers will utilize CDT, classroom formative assessments, and Exact Path (or district-approved diagnostic tools) to identify skill deficits and differentiate instruction.
Literacy Growth for Students with Disabilities (SWD)	Provide ongoing professional development focused on evidence-based literacy instruction for students with disabilities, including explicit reading comprehension strategies, vocabulary instruction, differentiated instruction, writing supports, and implementation of specially designed instruction.
Specially Designed Instruction (SDI) to Improve Academic Achievement for Students with Disabilities (SWD)	Implement evidence-based instructional practices and specially designed instruction (SDI) aligned to students' IEPs in all core content areas. Teachers will use classroom formative assessments, CDT data, and Exact Path/ALEKS diagnostic reports to identify learning gaps, differentiate instruction, and provide targeted interventions.
Specially Designed Instruction (SDI) to Improve Academic Achievement for Students with Disabilities (SWD)	Provide ongoing professional development for general and special education staff on evidence-based instructional practices, specially designed instruction, differentiation, co-teaching models, progress monitoring, and effective use of diagnostic assessment data to improve student outcomes

Standards Aligned Math Instruction with Progress Monitoring

Action Step
• Administer baseline mathematics diagnostic assessments using ALEKS (and district-approved supplemental assessments (CDT/Edmentum EXACT PATH as needed) to identify individual learning gaps for all students with disabilities enrolled in Fundamental Math and Algebra I. Develop individualized instructional plans based on diagnostic results.
Audience
Math Teachers, Special Education Teachers, Building Administrators
Topics to be Included
ALEKS implementation Interpreting ALEKS and CDT data Progress monitoring Differentiated mathematics instruction Data-driven instructional decision making

Evidence of Learning		
Teachers will analyze student diagnostic data, develop intervention plans, and demonstrate implementation of differentiated math instruction through lesson plans and classroom observations.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Curriculum, Building Principal, Math Department Chair, ALEKS Professional Learning	2026-08-24	2027-06-04

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Opening Inservice, Monthly PLCs, Quarterly PD
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Literacy Growth for Students with Disabilities (SWD)

Action Step		
• Provide all students with disabilities in grades 9-12 with standards-aligned, evidence-based literacy instruction using the new Savvas ELA curriculum, while implementing specially designed instruction (SDI) aligned to each student's IEP. Teachers will utilize CDT, classroom formative assessments, and Exact Path (or district-approved diagnostic tools) to identify skill deficits and differentiate instruction. • Provide ongoing professional development focused on evidence-based literacy instruction for students with disabilities, including explicit reading comprehension strategies, vocabulary instruction, differentiated instruction, writing supports, and implementation of specially designed instruction.		
Audience		
ELA Teachers Special Education Teachers Reading Specialists Administrators		
Topics to be Included		
Structured literacy Reading comprehension strategies Vocabulary development Writing instruction Using Savvas, Exact Path, and CDT data Progress monitoring Differentiated literacy instruction		
Evidence of Learning		
Teachers will implement evidence-based literacy strategies, analyze literacy assessment data, and demonstrate differentiated instructional practices during classroom observations and PLC meetings.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Curriculum, Director of Special Education, Building Principal, CLIU #21 consultants and Savvas Professional Learning	2026-08-24	2027-06-04

Learning Format

Type of Activities	Frequency
Inservice day	Monthly PLCs Quarterly PD Ongoing Coaching
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Teaching Diverse Learners in Inclusive Settings

Specially Designed Instruction (SDI) to Improve Academic Achievement for Students with Disabilities (SWD)

Action Step		
• Implement evidence-based instructional practices and specially designed instruction (SDI) aligned to students' IEPs in all core content areas. Teachers will use classroom formative assessments, CDT data, and Exact Path/ALEKS diagnostic reports to identify learning gaps, differentiate instruction, and provide targeted interventions.		
Audience		
General Education Teachers Special Education Teachers Administrators Department Heads		
Topics to be Included		
Specially Designed Instruction (SDI) Accommodations vs. Modifications Universal Design for Learning (UDL) Co-Teaching Models Progress monitoring IEP implementation Data-informed instructional decisions		
Evidence of Learning		
Teachers will develop SDI-aligned lesson plans, implement accommodations and interventions aligned to student IEPs, participate in collaborative data meetings, and demonstrate effective instructional practices during walkthroughs and observations.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Special Education Director of Curriculum Building Principal Special Education Teachers	2026-08-24	2027-06-04

Learning Format

Type of Activities	**Frequency**
Professional Learning Community (PLC)	Opening Inservice Monthly PLC Meetings Quarterly Professional Learning
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Suzanne Howland	2026-06-18
School Improvement Facilitator Signature	**Date**
Tonya Swavely	2026-07-08

Lehighton Area School District

1000 Union Street, Lehighton, PA 18235

Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the **(Name of LEA Entity)** _Lehighton Area School District_ reviewed and approved the plan(s) at the following Board Meeting, held on **(date)** July 27, 2026. The plan(s) was (were) approved by a vote of_____ **(yes)** and _____ **(no)**.

Plan(s) Approved at School Board Meeting:

Place a check in the box next to the board approved plan(s).

☐ Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances* (Chapter 16)

☒ School Plan(s)

List school name and plan type on the next page.

Affirmed on this 27th day of July, 20 26

By: _____ **(Signature of Board President)**

_____ **(Print Name)**

_____ **Board of Education**

School Name	Plan Type
Lehighton Area High School	ATSI-Non-Title I School Plan

Plan Types:

- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
- ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I

Carbon Lehigh Intermediate Unit #21
4210 Independence Drive
Schnecksville, PA 18078-2580
Gregory S. Koons, Ed.D.
Executive Director
Kimberly A. Talipan
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CLIU 21 Title III Consortium 2026-2027

Memorandum of Understanding with Lehighton Area School District

This memorandum of understanding indicates an agreement to participate in and abide by the terms and conditions of the CLIU 21 Title III Consortium for LEAs that do not meet the $10,000 threshold for self-maintenance of this federal grant and/or select participation in consortium management of this grant. The CLIU 21 Title III Consortium may include school districts, full-time career and technical institutes, and charter schools that meet Title III Consortium criteria and agree to program requirements.

Title III Program Requirements

All Title III-recipient LEAs and members of regional Title III, Part A consortia must adhere to several general requirements of the law as well as perform the three Required Subgrantee Activities described in ESEA/ESSA §3115(c).

General Assurances

1. The LEA assures compliance with the standardized, statewide English learner (EL) entrance and exit procedures and identifies students for EL status within 30 days of enrollment in a school in Pennsylvania [ESEA/ESSA § 3113(b)(2) and 1112(e)(3)].
2. The LEA assures compliance with Sec. 1112(e), Parents Right-to-Know, prior to, and throughout, each school year as of the date of application [ESEA/ESSA § 3116(b)(4)(A)].
3. The LEA assures that it is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126 [ESEA/ESSA § 3116(b)(4)(B)].
4. The LEA assures that each school with English learner students receives funds from non Federal sources to fulfill the LEA's obligations under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA), before using Title III, Part A funds for languages services to EL students [ESEA/ESSA § 3115(g)].
5. The LEA assures that it complies with the requirement in section 1111(b)(2)(B)(ix) regarding assessment of English learners in English [ESEA/ESSA § 3113(b)(3)(A)].
6. The LEA assures that it annually assesses the English proficiency of all English learners participating in a program funded under this subpart, consistent with ESEA/ESSA §1111(b)(2)(G).
7. The LEA assures that consultation took place with teachers, researchers, school administrators, and parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing its educational plan for English learners [ESEA/ESSA § 3116(b)(4)(C)].
8. The LEA assures that it has selected one or more methods or forms of effective instruction to be used in Title III-funded programs and activities to assist EL students attain English proficiency and meet challenging state academic standards [ESEA/ESSA § 3115(f)(1)].
9. The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal head Start agencies, and other early childhood education providers [ESEA/ESSA § 3116(b)(4)(D)].

The Carbon Lehigh Intermediate Unit is an equal opportunity employer and does not discriminate on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, pregnancy or handicap/disability in activities, programs or employment practices. For information regarding civil rights or grievance procedures, contact the Director of Special Programs and Services, Compliance Officer for Educational Programs and Services, or the Director of Human Resources, Compliance Officer for Employment Practices, at the Carbon Lehigh Intermediate Unit, 4210 Independence Drive, Schnecksville, PA 18078-2580, 800-223-4821.

10. The LEA assures that all teachers in any Title III-funded language instruction educational program are fluent in English and any other language used for instruction, including having written and oral communications skills [ESEA/ESSA § 3116(c)].
11. The LEA consults with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA's geographical boundaries [ESEA/ESSA § 9501].

Title III Resources and Activities:

1. Resources and/or reimbursement for purchases will be offered and distributed according to stated LEA allocations, presuming participation in accordance with Federal Title III spending guidelines; funds remaining after final call for allocation expenditures 30 days prior to grant closure will be redistributed to best meet the needs of the consortium, and the requirements of the grant.
2. Title III activities are designed to meet the needs of individual LEAs while allowing for equal distribution of resources. Activities offered through Title III funds are designed to meet the needs of students with limited English proficiency and their parents, as well as the school personnel who serve them. These activities include but are not limited to:
    a. Customized and sustaining ESL Professional Development;
    b. Funding for Tutoring;
    c. Parent Outreach Programs;
    d. Career and Higher Education outreach activities;
    e. Purchase of technology to supplement and enhance instruction;
    f. Purchase of instructional materials to supplement instruction; and
    g. Professional collaboration.

CLIU Responsibilities

1. Maintenance of the written MOU or agreement regarding consortium members' participation, uploaded to the Consolidated Application as an attachment.
2. Submission of the consortium's collaboratively developed Title III, Part A program plan, assurances and budget in the Consolidated Application.
3. Monitoring use of Title III funds, including ensuring the funds are shared and spent to fully carry out the program plan, benefit all consortium members, and ensure fulfillment of Title III, Part A-required activities.
4. Control of all fiscal transactions of the consortium (requisitions, purchases, payments, etc.).
5. Maintenance of records of all inventory lists and financial transactions done on behalf of the consortium.
6. Expenditure monitoring of all participating LEAs to ensure compliance with Title III, Part A supplement, not supplant requirements.

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7. Organizing Title III consortium members' meetings, professional development or other related effective activities.
8. Fulfillment of data gathering, reporting and documentation submission requirements, on behalf of the Consortium, for Title III, Part A monitoring and reporting purposes.
9. With consortium members, assist in coordinating activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal head Start agencies, and other early childhood education providers
10. Compilation of data received from member AUNs and enter aggregated responses into the Title III Professional Development Excel Reporting Tool. This will provide a single, District Fact template record that reports the entire Professional Development requirement for the entire Consortium membership, designated under the AUN of the Lead agency.
    a. https://www.education.pa.gov/Documents/TeachersAdministrators/PIMS/Excel%20Reporting%20Tools/Title%20III%20Professional%20Development%20Activities%20Survey.xls
    b. Note: It is recommended that the Lead Agency (and Member AUNs) retain copies of individual Member LEA data for record keeping purposes.
11. Should the consortium fail to meet Title III growth targets, the CLIU as the lead fiscal agent will:
    a. Assist in developing an improvement plan and ensure the plan is submitted to the SEA. Included in the plan will be:
        i. The specific areas that caused the failure to meet AMAOs; and
        ii. The responsibilities of both the fiscal agent and the LEA members regarding the development and implementation of the plan.
    b. Assist the individual districts in notifying parents within 30 days in an understandable format, and to the extent practicable, in a language the parent can understand.

LEA Responsibilities

1. Reviewing Title III guidelines and requirements
2. Completing any delegated tasks
3. Completing all obligations as outlined in the Title III plan or funding application
4. Providing data to meet annual data reporting requirements, including:
    a. Number of students serving in Title III programs
    b. Number of teachers serving in Title III programs
    c. Completion of the Title III Professional Development Excel Reporting Tool and submitting the file to the point of contact for their LEA's designated Lead Agency Contact
        i. https://www.education.pa.gov/Documents/TeachersAdministrators/PIMS/Excel%20Reporting%20Tools/Title%20III%20Professional%20Development%20Activities%20Survey.xls
        ii. Note: It is recommended that the Member AUNs (and Lead Agency) retain copies of individual Member LEA data for record keeping purposes.
5. With consortium lead, cross-coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal head Start agencies, and other early childhood education providers

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6. Nonpublic consultation
    a. Consortium lead holds responsibility for uploading Nonpublic Affirmation of Consultation to the Title III application
    b. Consortium lead holds responsibility for the provision of services
    c. Consortium lead holds responsibility for monitoring the provision of services

Term

This MOU shall commence on July 1, 2026, or at the submission of the consortium application, and terminates on September 30, 2027, or upon completion of grant requirements and expenditures. A new MOU must be signed each year for which districts choose to receive funding and participate in Title III activities and for which the designated fiscal agent chooses to accept its role and responsibilities for the consortium.

Fees

CLIU reserves the right to collect 2% indirect costs on the total Title III consortium allocation.

Limitations

The terms of the MOU are not intended to alter, amend, or rescind any provisions of Federal or State law. Any part of this MOU that conflicts with Federal or State law shall be considered null and void. If any provision of this MOU conflict with Federal or State law, the provision of the law shall govern.

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Carbon Lehigh Intermediate Unit #21

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CLIU 21 Title III Consortium 2026-2027 Agreement

By signing below, you agree to the terms and conditions set forth by the U.S. Department of Education and the Pennsylvania Department of Education regarding Title III requirements and membership in the CLIU Title III Consortium.

_____ _____
Authorized Signature Date

_____
Printed Name

_____
Title

_____
LEA

_____ _____
Primary Title III Contact E-mail Address of Contact

CLIU #21 Authorized Signature

_____ _____
Signature Date

Dr. Gregory S. Koons, Executive Director

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LOCAL EDUCATION AGENCY LETTER OF AGREEMENT

Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program

Roles and Responsibilities

Name(s) of Participating School District or Schools:

and

Name of ECYEH Region: 7

are committed to complying with the requirements and goals of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program to educate entities/staff who work with children, youth and families, on the rights of children and youth experiencing homelessness and will work collaboratively to eliminate the barriers that may impede enrollment, attendance, or receipt of services that support academic success.

The collaborators will strive to accomplish Pennsylvania's Education for Children and Youth Experiencing Homelessness Program objectives that are specific to their own area(s) of involvement. The above-named public/private entity pledges to collaborate with the above-named region to provide the following specific items/services:

1. Identification of a full-time school employee to serve as homeless liaison.
2. Ensure that McKinney-Vento students enroll in and have full and equal opportunity to succeed in school.
3. Ensure that children/youth in homeless situations are identified by school personnel through outreach and coordination with other entities and agencies.
4. Ensure that public notice of McKinney-Vento rights is disseminated in locations frequented by parents, guardians, and unaccompanied youth, in a manner and form understandable to them.
5. Ensure that school personnel providing McKinney-Vento services receive professional development and other support.
6. Ensure that children/youth/families have access to and receive educational services for which they are eligible, including Head Start, early intervention (IDEA Part C) and other preschool programs.

7. Ensure that children/youth/families receive referrals to health care, dental, mental health, substance abuse, housing and other services.
8. Ensure that disputes are resolved and assistance to access transportation is provided.
9. Ensure that unaccompanied youth are enrolled in school and experience no barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school.
10. Participate in appropriate professional development and technical assistance.

Superintendent: _____

(PRINT NAME)

_____ _____

(SIGNATURE) (DATE)

Homeless Liaison: _____

(PRINT NAME, TITLE)

_____ _____

(SIGNATURE) (DATE)

Regional Coordinator: _____Jeff Zimmerman_____

(PRINT NAME)

_____Jeff Zimmerman_____ _____

(SIGNATURE) (DATE)

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
607 SOUTH DRIVE
HARRISBURG, PA 17120
www.education.pa.gov

Sponsor-to-Sponsor Agreement

Between

Lehigh Carbon Community College

300-13-000-4

(Purchaser)

and

Lehighton Area School District

121-13-550-3

(Seller)

October 1, 2026 through September 30, 2027

Any Child Nutrition Program (CNP) Sponsor selecting to purchase meals from another CNP Sponsor must prepare an agreement utilizing this document which may not be re-typed or changed in any way.

Agreement Page

The Pennsylvania Department of Education (PDE) provides this Sponsor-to-Sponsor Agreement; hereafter referred to as the Agreement, as a service to sponsors, therefore the PDE shall not be named as a party to this Agreement. The Sponsors are the responsible authorities, without recourse to the PDE and/or the United States Department of Agriculture (USDA) regarding the settlement and satisfaction of all issues arising under this Agreement. This includes, but is not limited to disputes, claims, protests of award or source evaluation.

This Agreement is made between the Sponsor purchasing meals, hereafter referred to as the Purchaser, and the Sponsor selling the meals, hereafter referred to as the Seller. A Sponsor is defined as a sponsor in any of the Child Nutrition Programs (CNPs), such as the National School Lunch Program (NSLP), Child and Adult Care Food Program (CACFP), and Summer Food Service Program (SFSP). This Agreement shall not be used between a Sponsor and a Food Service Management Company (FSMC).

All parties certify that he/she shall operate in accordance with all applicable Federal and State regulations governing the CNPs.

This Agreement shall be in effect from October 1, 2026 through September 30, 2027 This Agreement may only be for a one-year period and cannot contain guaranteed renewal clauses.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be signed by their duly authorized representative on the date signed.

Lehigh Carbon Community College	Lehighton School District
Purchaser	Seller
Purchaser's Authorized Representative Signature	Seller’s Authorized Representative Signature
Purchaser's Authorized Representative Name	Seller's Authorized Representative Name
Purchaser’s Authorized Representative Title	Seller’s Authorized Representative Title

Terms and Conditions

A. General Information

1. This Agreement is entered into for the purpose of purchasing meals for the operation of a nonprofit food service program for Lehigh Carbon Community College which will be supplied by Lehighton School District according to the terms of this Agreement.
2. This is an inter-entity agreement authorized by Title 2 CFR 200.318(e). The Purchaser ensures the prices agreed upon are competitive.
3. This Agreement is used for the Seller that prepares, cooks, and packages unitized or bulk-form meals, with or without milk, at the Seller's own facilities. Seller delivers meals ready-to-eat or heat to the site(s) determined by the Purchaser or the Purchaser picks meals up from the Seller. The Seller shall not provide the Purchaser with on-site staff or provide assistance with other administrative aspects of the CNPs.
4. If the Seller contracts with a FSMC, the Purchaser and the Purchaser's sites must have been included in the Request for Proposal (RFP). If added after the RFP was awarded (initial year contract), the Division of Food and Nutrition (DFN) must evaluate if adding the Purchaser/site will constitute a material change to the contract between the FSMC and the Seller. The Seller's FSMC shall not provide the Purchaser with on-site staff or provide assistance with other administrative aspects of the CNPs.
5. The Seller shall procure all products and services used to prepare meals in accordance with all applicable Federal and State regulations.
6. It is agreed by the parties hereto that there are no other considerations, favors, promises, or interests passing between the parties other than what is expressly stated in this Agreement.
7. All parties certify that all terms and conditions within this Agreement shall be considered a part of the Agreement as is incorporated therein.

B. Meal Requirements

1. The Seller will provide meals/snacks, inclusive or exclusive of milk, in accordance with this Agreement and the Federal regulations and policies applicable to the USDA CNPs.
2. It is agreed that the Purchaser and the Seller will utilize the same meal pattern in accordance with the applicable CNPs.
3. The meals/snacks, inclusive or exclusive of milk, will conform to the meal pattern or milk in accordance with the requirements for the following CNPs (check all that apply):
   - ☐ School Breakfast Program (SBP) (Title 7 CFR Part 220)
   - ☐ National School Lunch Program (NSLP) (Title 7 CFR Part 210)
   - ☐ Afterschool Snack Program (ASP) (Title 7 CFR Part 210)
   - ☐ Special Milk Program (SMP) (Title 7 CFR Part 215)
   - ☒ Child and Adult Care Food Program (CACFP) (Title 7 CFR Part 226)
   - ☐ Summer Food Service Program (SFSP) (Title 7 CFR Part 225)
4. Meals will be Inclusive of milk.
5. Meals will be provided to the Purchaser in the following manner: (check all that apply)
   - ☒ Unitized (individual) meals.
   - ☐ In bulk quantities. Seller to provide written instructions listing the planned portion size to be served of each food component to meet the meal pattern requirements and any food safety/ Hazard Analysis Critical Control Point (HACCP) procedures, including but not limited to, heating or cooling instructions.

6. Seller will provide (check all that apply):

- ☒ Trays
- ☒ Serving utensils, i.e. spoons, tongs, ladles
- ☒ Eating utensils
- ☒ Condiments
- ☒ Disposable paper supplies, including but not limited to paper plates, napkins, and cups
- ☒ Safe transportation containers
- ☒ Cleaning of safe transportation containers
- ☒ Cooler(s)
- ☒ Cleaning of cooler(s)
- ☐ Other:

7. Meals must be delivered in food-grade containers approved by the state or local health departments that maintain the proper temperatures of food.

8. Seller will provide Purchaser with menus at a minimum of 1 weeks in advance of the first date listed on the menu. The menus must meet requirements established in Title 7 CFR Part 210, 215, 220, 225, and 226, as appropriate. Purchaser reserves the right to periodically suggest menu changes within the Seller's suggested food cost range throughout the agreement period.

9. Meals/snacks will be delivered or made available daily or other mutually agreed upon period in accordance with the appropriate menu cycle (21-day menus for NSLP, SBP, and ASP; 11-day menu for SFSP). Menu changes may be made only when agreed upon by both parties. When an emergency situation exists, which might prevent the Seller from delivering or offering a specified meal/snack component, the Seller shall notify the Purchaser immediately so substitutions can be agreed upon.

10. No payment will be made to the Seller for meals that are spoiled or unwholesome at the time of delivery or pick up, do not meet detailed specifications as developed by the Purchaser for each food component in the meal pattern, or do not otherwise meet the requirements of this Agreement.

11. The Seller shall not deliver nor bill for incomplete, damaged, or spoiled meals/snacks. The Seller will provide adequate refrigeration or heating to ensure the wholesomeness of food in accordance with state and/or local health codes. Upon delivery or pick up it is the Purchaser's responsibility to maintain adequate refrigeration or heating.

12. The Seller shall deliver the meals/snack(s) to site(s) at the specified site location(s) at the delivery time(s) listed on Attachment A, Site Information, unless there is a schedule change agreed to by both parties. If the Purchaser is picking up, then the meals/snack(s) shall be ready at the time specified on Attachment A, unless there is a schedule change agreed to by both parties.

13. The Seller shall provide a delivery slip with the date and number of meals/snack(s) delivered or picked up. The Purchaser's authorized representative or designee must sign the delivery slip and verify the condition of the meals. The Seller shall only bill the Purchaser for these meals/snacks. The name and address of the Seller and Purchaser must be clearly identified on each delivery slip and each invoice. Payment shall be to the Seller and not to any other party.

14. The Purchaser shall notify the Seller of any modifications and substitutions in meals for students/children whose disabilities restrict their diet. Meal modifications and substitutions shall be made on a case-by-case basis and must be supported by a medical statement with the required information when the modification or substitution cannot be made within the Program meal pattern. Meal substitutions or modifications may result in a different price, to which both parties must agree. There will be no additional charge to the student/child for such substitutions or modifications.

15. The Purchaser will order meals/snacks inclusive or exclusive of milk on a weekly basis notifying the Seller 4 days preceding the week of delivery or pick up. Orders will include totals for each site and each type of meal/snack inclusive or exclusive of milk.

16. The Purchaser reserves the right to increase or decrease the number of meals/snacks ordered with a minimum notice of 5 hours of delivery or pick up time.

17. The Purchaser reserves the right to add or delete sites and provide one (1) week's written notice to the Seller. If a site is added, the Seller would need to agree to the change. Either party reserves the right to cancel the Agreement and provide 30 days notice.

18. The Purchaser may request changes in delivery and packaging in cases of an emergency. Emergencies may include, but are not limited to, wars, acts of public enemies, strikes, work stoppages, natural disasters, acts of God, civil disorders, public health crisis, freight embargos, or loss or malfunctions of utilities, respectively, and which by exercise of due diligence there were unable to prevent. Any price adjustment resulting from the emergency, must be agreed upon by both parties in writing. Additionally, the length of the emergency period should be estimated and agreed to by both parties in writing.

19. The Seller agrees to supply meals/snacks, inclusive or exclusive of milk, to the Purchaser for the prices as described in Attachment B, Price Per Meal Rates.

20. Any costs incurred under this Agreement that does not meet the requirement of regulations are unallowable costs.

C. Certifications

1. If the Purchaser is a sponsor of the NSLP the Seller shall comply with the Buy American provision for agreements involving the purchase of food, Title 7 CFR §210.21 (d). The Seller shall purchase, to the maximum extent practicable, domestic commodities or products which are either an agricultural commodity produced in the United States (U.S.) or a food product processed in the U.S. substantially using agricultural commodities produced in the U.S. The Seller shall certify the percentage of U.S. content in the products supplied to the Purchaser. The Purchaser reserves the right to review Seller purchase records to ensure compliance with the Buy American provision.

2. The Seller shall comply with the mandatory standards and policies relating to energy efficiency contained in the State Energy Conservation Plan in compliance with the Energy Policy and Conservation Act (P.L. 94-163).

3. The Seller shall comply with Executive Order 11246, entitled “Equal Employment Opportunity,” as amended by Executive Order 11375, and as supplemented in Department of Labor regulations, Title 41 CFR Part 60.

4. For agreements in excess of $100,000, the Seller shall comply with Sections 3702 of the Contract Work Hours and Safety Standards Act (Act), 40 U.S.C. §3701-3708, as supplemented by the Department of Labor Regulations, Title 29 CFR Part 5. Under Section 3702 of the Act, the Seller shall be required to compute the wages of every laborer on the basis of a standard workweek of 40 hours. Work in excess of the standard workweek is permissible, provided that the worker is compensated at a rate of not less than 1 ½ times the basic rate of pay for all hours worked in excess of forty hours in any work week.

5. The Seller agrees that state and/or local health and sanitation requirements will be met at all times. All food will be properly stored, prepared, packaged, and transported free of contamination and at appropriate temperatures following HACCP guidelines.

6. The Seller shall maintain state and/or local health certifications for any facility in which it prepares meals and shall maintain their health certification for the duration of the Agreement.

7. The Purchaser shall be legally and financially responsible for the conduct of the food service and shall ensure compliance with the rules and regulations of DFN and the USDA regarding CNPs.

D. Records

1. The Seller will maintain full and accurate records pursuant to the provisions of Federal regulations the Purchaser is required to meet. Recording responsibilities shall be on a calendar month basis supported by invoices, receipts, or other records. The Seller shall promptly submit itemized monthly invoices and daily delivery receipts to the Purchaser. These records are to be kept at the Purchaser’s site.

2. The Seller shall provide meal allergen information and standardized recipes upon request by the Purchaser.

3. The Seller shall maintain and provide to the Purchaser production records for the School Nutrition Programs (SNP). The records must show how the meals provided contribute to the required food components in order to be creditable. Records and supporting documentation (recipes, manufacturer formulation statement, Child Nutrition label, etc.) shall be provided to the Purchaser. The Purchaser must maintain records for a period of three (3) years after the end of the fiscal year to which they pertain (or longer if an audit is in progress). The Seller may maintain this information for the Purchaser, under the Purchaser's name, in the PrimeroEdge Menu Planning system.
4. Upon request, the Seller shall make available all accounts and records pertaining to the program to representatives of PDE, USDA, the Office of Inspector General, and/or the General Accounting Office for audit and/or administrative review purposes.
5. This Agreement shall be construed under the laws of the Commonwealth of Pennsylvania. Any action or proceeding arising out of this Agreement shall be heard in the appropriate courts of the Commonwealth of Pennsylvania.
6. No waiver of any default shall be construed to be or constitute a waiver of any subsequent claim.
7. The Seller and Purchaser shall regard any silence, absence, or omission from Agreement specifications concerning any point as meaning that only the best commercial practices prevail. The Seller shall use materials (i.e., food, supplies, etc.) and workmanship of a quality normally specified by the Purchaser.
8. In the event of the Seller's nonperformance under this Agreement and/or the violation or breach of the Agreement terms, the Purchaser shall have the right to pursue administrative, contractual, and legal remedies against the Seller and shall have the right to seek appropriate sanctions and penalties.

E. Term and Termination

1. The Purchaser or the Seller may terminate the agreement for cause or for convenience by giving 60 days written notice.
2. At any time, because of circumstances beyond the control of the Purchaser or the Seller, either party may terminate the agreement by giving 10 days written notice to the other party.
3. Force Majeure. Neither the Seller nor the Purchaser shall be responsible to the other for losses should the fulfillment of the terms of the Agreement be delayed or prevented by causes beyond its control and without the fault or negligence of either party. Causes beyond a party's control may include, but are not limited to, wars, acts of public enemies, strikes, work stoppages, natural disasters, acts of God, civil disorders, public health crises, freight embargos, or loss or malfunctions of utilities, respectively, and which by the exercise of due diligence the Seller or Purchaser were unable to prevent.
4. The Purchaser is protected under the Commonwealth of Pennsylvania's Tort Claims Act (act), and as such, cannot and shall not be held responsible or other otherwise liable for those actions or inactions specifically enumerated under the Act. Based on the foregoing, each party agrees to protect, indemnify, and hold harmless the other party and its agents, employees, directions, officers, affiliates, consultants, and/or contractors from and against any and all damages, injuries (including bodily injury, dismemberment, and/or death), claims, liabilities, and costs (including reasonable attorneys' fees), which arise or may be suffered or incurred in whole or in part as a result of the acts or omissions of the indemnifying party, its agents, employees, directors, officers, affiliates, consultants, and/or contractors, and whether arising under this Agreement, to the extent permitted by law.

F. Additional Information

The Sponsor may add any additional items that need to be covered in the Agreement.

If the agreement is to begin after the start of the school year (July 1) or the start of the program year (October 1) and the beginning Agreement term date is later than July 1 or October 1, respectively, enter the beginning Agreement term date under this section. The ending Agreement term date will always be June 30 or September 30, respectively.

Do not repeat any items/specifications outlined above.

Sponsor-to-Sponsor Agreement
Site Information

Purchaser Name: Lehigh Carbon Community College

Seller Name: Lehighton School District

Site Name	Complete Site Address	Site Contact Name	Site Contact Phone Number	Meal Service Specifications				
				Meal Type	*Meal Service Time*	*Number of Daily Servings*	*Availablily Time*	*Availability Method*
Lehighton Area School District	1 Indian Lane Lehighton PA 18235	Mrs. Norine Zehner	570-225-7249					
				Supper	4:05pm	35	3:35pm	Served

Sponsor-to-Sponsor Agreement
Site Information

Purchaser Name: Lehigh Carbon Community College

Seller Name: Lehighton School District

Site Name	Complete Site Address	Site Contact Name	Site Contact Phone Number	Meal Service Specifications				
				Meal Type	*Meal Service Time*	*Number of Daily Servings*	*Availablity Time*	*Availability Method*

Sponsor-to-Sponsor Agreement
Site Information

Purchaser Name: Lehigh Carbon Community College

Seller Name: Lehighton School District

Site Name	Complete Site Address	Site Contact Name	Site Contact Phone Number	Meal Service Specifications				
				Meal Type	*Meal Service Time*	*Number of Daily Servings*	*Availablily Time*	*Availability Method*

Sponsor-to-Sponsor Agreement

Price Per Meal Rates

Purchaser Name: Lehigh Carbon Community College

Seller Name: Lehighton School District

Indicate whether Seller will provide meals/snacks *inclusive* or *exclusive* of milk to the Purchaser: Inclusive

The Seller agrees to supply meals/snacks to the Purchaser for the prices listed below:

Meal Type	Unitized or Bulk Form	Estimated Daily Servings	Estimated Serving Days Per Year	Unit Price	Estimated Total
Breakfast	Choose One				$ 0.00
AM Snack	Choose One				$ 0.00
Lunch	Choose One				$ 0.00
PM Snack	Choose One				$ 0.00
Supper	Unitized	35	120	$ 4.95	$ 20,790.00
PM Snack	Choose One				$ 0.00
					$ 0.00
					$ 0.00
					$ 0.00
					$ 0.00
					$ 0.00
					$ 0.00
					$ 0.00
					$ 0.00
					$ 0.00
					$ 0.00
					$ 0.00
				Grand Total of Agreement	$ 20,790.00

LETTER OF AGREEMENT
Between CARBON-MONROE-PIKE DRUG AND ALCOHOL COMMISSION, INC.
And the LEHIGHTON AREA SCHOOL DISTRICT
FOR DRUG AND ALCOHOL
PRIMARY PREVENTION AND STUDENT ASSISTANCE PROGRAM (SAP) INTERVENTION SERVICES

1. **Frequency of Services Provided**: The Commission will provide the School District agreed upon in-school drug and alcohol PRIMARY prevention and SAP/Intervention services through one of its Drug &Alcohol Prevention Specialists (DAPS) over 38 weeks of the school year.

2. **The Designated Contacts for this Agreement**:
   a. The Commission's Assistant Administrator, Rob Mikulski, is the designated contact person for this agreement and can be reached at (570) 421-1960, Ext.2720 or via e-mail at: rmikulski@cmpda.cog.pa.us

   b. **The School District's designated contact person shall be: (Please Complete)**

Name *(please print)*	JASON MOSER, SUPERINTENDENT
Phone Number & Extension	(610) 377-4490 x 7515
E-mail Address:	jmoser@lehighton.org jparteno@lehighton.org

3. **DAPS Prevention/SAP Responsibilities**: The Commission shall provide the following services in accordance with guidelines set by the Pennsylvania Department of Drug and Alcohol Programs (DDAP) and as agreed upon with the individual school districts:
   a. In-school consultation services on the District's annual prevention and intervention plans
   b. Consultation to SAP Core Team families and students as requested, regarding need for referral to community or school-based services and supports, D&A screening for students and when necessary, referral for D&A Level of Care Assessment to determine treatment needs.
   c. Participate in parent/teacher and consultation meetings as requested and maintain data for required reporting to DDAP.
   d. Facilitate school-based D&A individual and/or group primary prevention/education services including Evidence-based programs such as Too Good for Drugs and Life Skills and other specialized SAP groups as appropriate throughout the school year.
   e. In-school consultation services for the District's Student Assistance Program (SAP) team, attendance at SAP Core Team meetings as requested by the District and participation in SAP Core Team Maintenance.
   f. Facilitate and support the school-based aftercare plan for students who may be returning to school from treatment and collaborating with other agency providers

4. **District Responsibilities**: It shall be the responsibility of the District to supply the Commission with a detailed description of the District's prevention/intervention plans and a specific description of the policy & procedure to be followed in delivering these services. It is herein understood that it is the District's responsibility to:
   a. Coordinate and schedule primary prevention program activities with the Commission at the start of the school year and review mid-year for any necessary updates.
   b. Refer at-risk students through the SAP team process. This shall include referral for individual or group intervention activities, screenings or any other requested services.
   c. Coordinate the identified student's schedules for screening and intervention services
   d. Provide adequate confidential office space for Commission staff at assigned schools in the district

5. **Conflict Resolution**: It is assumed that Commission staff within the school district, SAP team members and/or other school staff, themselves shall make a good faith effort to resolve any conflict that may arise between them during the provision of services. In the event these efforts fail to resolve their differences, or if the matter is deemed to be inappropriate for discussion between these parties, then the following procedure will be followed:
   a. School and/or Commission staff shall inform their designated "Contacts" for this agreement of their unresolved conflict.

b. The designated Contacts shall attempt to facilitate an agreeable mediation of the conflict between the Commission staff and School staff within five (5) business days of the notification.
c. If the problem cannot be resolved within the prescribed time frame, then it shall be referred to the Commission's Executive Director and/or corresponding school district administration for final disposition.

6. **Confidentiality Requirements**: State and Federal law prohibits the disclosure and re-disclosure of confidential information gathered as a result of the screening, assessment or intervention activities conducted by any of the Commission's staff, without the specific written consent of the person to whom it pertains. A release of information from the Commission, signed by the service Consumer, is necessary to facilitate the exchange of any and all information:
   a. The District acknowledges that in receiving, storing, processing, or otherwise dealing with any information from the Commission about the students in the Program is fully bound by the provisions of the federal regulations governing Confidentiality of Alcohol and Drug Abuse Patient Records, 42 CFR Part 2.
   b. The District undertakes to resist in judicial proceedings any effort to obtain access to information pertaining to patients otherwise than as expressly provided for in the federal confidentiality regulations, 42 C.F.R. Part 2.

7. **Communication & Technology Use:** The Commission's staff have agency-based e-mail and voice mail at their disposal. It is the Commission's expectation that the District and Commission staff will use these resources to augment face-to-face or written communications. To the extent that computer/telephone equipment is available and where District policy allows, the Commission herein requests that Commission staff be granted access to a telephone and Internet/Wi-Fi access from a computer area at the assigned school to access these communication resources and their work files. The Commission prefers districts not to assign Commission staff a district-based e-mail address.

8. **Interruption of Service due to Staff Leave of Absence, Resignation or Other Unforeseen Circumstance**: Occasionally unforeseen circumstances may result in the unplanned absence of regularly assigned staff to a school district. When a consecutive, extended absence occurs, the Commission will work with the school's designated contact person to negotiate another acceptable coverage arrangement to meet school district's needs. Should the consecutive absence continue for more than six weeks of the school year, and if another acceptable coverage arrangement cannot be agreed upon, the school district may then request a reduction if necessary, in their contract payment, at an agreed upon amount relative to the loss of service following the initial six-week absence.

9. **Annual Reimbursement**: The School District agrees to pay the Commission **$34,200.00** for provision of the services described herein. The Commission will generate an invoice for these services in two installments during the school year, to be paid in September and January.

10. **Term of this Agreement:** This agreement shall be in effect **from September 8, 2026 to May 28, 2027.** The above-enumerated conditions will constitute the basis of this Agreement. Should any area need negotiation, it will be the responsibility of both parties to reach an agreement. In the event the School District is unable to provide funding for these services or, if the Commission is unable to provide the described services, this Agreement may be terminated in thirty days.

Authorized School Personnel Signature and Title	Date
JASON G. MOSER, SUPERINTENDENT	
Print Name	
	7/2/26
Jamie Drake, Executive Director CMP D&A Commission, Inc.	Date

MusicFirst LLC
Orders and Correspondence: **307 W 38th St 16th Floor PMB 267**
New York, NY 10018
Remittance: P.O. Box 25575, New York, NY 10087-5575
Business Address: 104 W. 40th St., Suite 1600 New York, NY 10018
orders@musicfirst.com | Fax: (845) 574 9643

Prepared By	Jason Panucci	Quote Number	00035884
Phone	(212) 254-7218	Created Date	6/17/2026
Email	jason@musicfirst.com	Expiration Date	8/19/2026

Bill To Name	Lehighton Area Elementary Center (PA)	Account Name	Lehighton Area Elementary Center (PA)
Bill To	3 Indian Lane LEHIGHTON, Pennsylvania 18235 United States	Contact Name	Maria DAlessandro
		Email	mdalessandro@lehighton.org

Product	Sales Price	Quantity/Seats	Total Price
MusicFirst Elementary (unlimited seats, per school, annual license)	USD 795.00	1	USD 795.00

Grand Total	USD 795.00

To Order:
Fax PO to (845) 574 9643 or email orders@musicfirst.com. Include Tax Exempt number & email for Accounts Payable. Contact your MusicFirst Sales Manager for credit card payments. A Getting Started Questionnaire (required for setup) will be sent by email. Site is set up within 2 business days. Questions? Email orders@musicfirst.com or call +1 (855) 684-4567

05/20/2026

Ventris Learning
608-925-3124 (fax)
Order@ventrislearning.com

WORD ORIGINS PRICE QUOTE (US RESIDENTS)

Name
Gretchen Laviolette

Title
Director of Academic Programs and Technology

Email Quote To
glaviolette@lehighton.org

Phone
+16103774490

Approved Vendor Number (Optional)

Billing School/District Name
Lehighton Area School District

Billing Address
1000 Union St
Lehighton, PA 18235
United States

Ship to Location
Business Address

Shipping School/District Name
Lehighton Area School District

Shipping Address
1000 Union St
Lehighton, PA 18235
United States

Order

Product	Qty	Unit Price	Price
Spiral Bound Teacher Manuals	8	$275.00	$2,200.00
Printed Morpheme Tiles: 15 sets Level 1 Tiles	6	$300.00	$1,800.00
Shipping & Handling (7.5% with a minimum of $20.00)	1	$300.00	$300.00

www.VentrisLearning.com/
The quote is good through December 31, 2026. Word Origins is still in pre-production and the materials are not expected to begin shipping until late summer. You can place a purchase order by emailing it as a pdf attachment to order@ventrislearning.com. Sales tax, if applicable, is calculated at time of check out or invoice creation.
Ventris Learning
P.O. Box 981
Sun Prairie, WI 53590

05/20/2026

Ventris Learning
608-925-3124 (fax)
Order@ventrislearning.com

	Subtotal	**$4,300.00**
	Total	**$4,300.00**

This price quote is good for 60 days. BFW High School Publishers is committed to delivering the best value for the program you have adopted. Pricing herein may reflect package discounts. Removing or editing components may cancel any package discounting applied to component items. Prices subject to change, including annual increases in November. Shipping fees are estimated; actual shipping fees may vary.

Purchase Orders: Please attach a copy of this price quote to your purchase order and submit your purchase order to:

MPS 16365 James Madison Highway Gordonsville, VA 22942
Email: highschool@mpsvirginia.com / Phone: (540) 672-7744

Quote Number	00144017	Prepared By	Jason Kramer
Created Date	7/6/2026	Email	jkramer@bfwpub.com
Contact Name	Veronica Scarpati	Ship To	Leighton High School 1 Indian Ln Lehighton, Pennsylvania 182351192 United States
Bill To	Leighton High School 1 Indian Ln Lehighton, Pennsylvania 182351192 United States		

Itemized Products

ISBN	EAN	Product	Edition	Author	Sales Price	Quantity	Total Price
131962149X	9781319621490	Achieve for The Practice of Statistics for the AP® Course (Six-Use Online; Add-On)	8	Daren Starnes;Josh Tabor	USD 40.00	20.00	USD 800.00
1319613284	9781319613280	The Practice of Statistics for the AP® Course	8	Daren Starnes;Josh Tabor	USD 178.98	20.00	USD 3,579.60

Itemized Product Total: USD 4,379.60

Total Available for Purchase USD 0.00

Shipping Information

Schools are typically tax exempt however if your school is **NOT** tax exempt, please note that your local tax rate will apply to this quote.

Shipping Location No Shipping

Shipping Fees: USD 0.00
Special Shipping Fees: USD 178.98
Total Shipping Fees: USD 178.98

Grand Totals

Itemized Products + Shipping Fees: USD 4,558.58

Instructor Resources

Digital Adopters: Instructor resources will be available within your product; no action needed
Print Only Adopters: Instructor resources can be unlocked by visiting www.bfwpub.com/AdopterTRM

Digital Subscription Terms

Digital subscription terms: With respect to each product, the number of licenses allocated to you will be determined by multiplying the quantity purchased by the number of uses (where use = year). [Example: 100 units of a 6-use product = 600 licenses.]

Access to each title will expire on the first to occur of (1) all purchased units which would be available over the course of the number of uses have been utilized, or (2) the number of uses has transpired utilizing the following calculation: utilizing July 5 as the start of a new year, (i) If the invoice date falls between January 1 and September 30, the end date of the subscription term shall be calculated as the invoice year plus the number of uses indicated [Example: 100 units of a 6-use product is invoiced on April 15, 2023. The end date based on uses purchased = July 4, 2029]; and (ii) If the invoice date falls between October 1 and December 31, the end date of the subscription term shall be calculated as invoice year plus the number of uses indicated + 1]. [Example: 100 units of a 6-use product is invoiced on November 15, 2023. The end date based on uses purchased = July 4, 2030.]

For complete subscription terms, see bfwpub.com/subscription-terms. Your issuance of a purchase order based on this quote or your payment for the courseware subscription signifies your affirmative understanding and acceptance of these terms.

License uses are not restricted during your subscription term, so as not to inhibit or impede the learning process, but all uses will count toward your purchase quantity based on the above calculation. If you exceed the quantity purchased, you will receive an invoice for the number of licenses used beyond those purchased.

The New Edition Option: If chosen at the time of initial purchase, the New Edition option permits the one-time option to upgrade to a new courseware edition at any time within your active courseware subscription term. It is your responsibility to inform your BFW representative when you are ready to proceed with the upgrade. The New Edition Option does not apply to e-books and applies exclusively to digital courseware and not print products.

Miscellaneous Information

Sole Source Statement: Competition in providing the above named products is precluded by the existence of a copyright. There are no like products available for purchase that serve the same purpose because of exclusive distribution/marketing rights. These products should be purchased directly from BFW (MPS) or its approved depositories. Purchases from any other source would not ensure the item's authenticity/warranty. Unapproved 3rd party vendors cannot provide packages, digital materials or teaching materials. BFW (MPS) cannot provide these items to a school if the student edition has been purchased through a third party. We are the sole source for these items and packages.

Note for Canadian Users: Please note that invoices are issued in CAD, but if payment is to be made via credit card, it will be processed through our US Bank and an exchange rate fee will be applied.

NOTE: If you plan to place an order and will require a signed data agreement, please send to your rep as soon as possible. Agreement reviews take an average of 1-3 weeks to review.

Lehighton Area High School

TRIBE PRIDE

Student & Parent Handbook: 2026-27

District Mission Statement:
Educating students for lifelong success by providing challenging and relevant instruction, fostering academic and personal growth, promoting civic responsibility, cultivating community partnerships and supporting the mental well-being of all in a safe environment.

Lehighton High School Vision Statement:
The Lehighton Area School District will foster a safe and respectful environment where all individuals have the opportunity to reach their potential.

Welcome to Lehighton Area High School!

The administration, faculty, and support staff are excited to welcome our students, families, and community to a new school year at Lehighton Area High School. We look forward to seeing our classrooms filled with students who are actively engaged in learning, participating in extracurricular activities, and showing school spirit through athletics and the arts.

At Lehighton, we believe in moving forward with purpose—embracing opportunities to grow, support one another, and make a positive impact on our school and community. Each new school year brings fresh possibilities, and we are committed to helping every student succeed.

This student and parent handbook is designed to help you become familiar with your responsibilities, our school procedures, and expectations that contribute to a positive and respectful environment. While not every scenario can be covered here, students are expected to act responsibly and treat others with kindness and respect.

Our goal is to create a supportive and inclusive learning environment where each student can reach their full potential. Reaching this goal requires a strong partnership among students, families, teachers, administrators, and the community.

We encourage you to take full advantage of the many resources and opportunities Lehighton Area High School has to offer. May this school year be filled with meaningful experiences, lasting memories, and academic success.

Mrs. Suzanne Howland & Mr. Floyd Brown, Principals, Lehighton Area High School

"Learning is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting."
~ T. H. White, *The Once and Future King*

ALMA MATER

In our dear old Carbon County,
In the midst of town,
Towers our highly cherished building,
As the sun goes down.

Far above our Lehigh waters,
With its waves of blue
Stands our noble Alma Mater
Glorious to view.

When the day will come to leave her
O'er life's sea we roam;
We will always sing these praises,
To our Lehighton home.

Chorus: *Swell the chorus ever louder,*
In her praise delight;
Hail to thee, our Alma Mater
And Maroon and White.

BOARD OF EDUCATION

Alex Matika, President
Tim Tkach , Member
Lory Frey, Treasurer
Heather Neff, Vice-President
William Howland, Member
Jeremy Glaush, Member
Dave Bradley, Member
Denise Hartley, Member
Joy Beers, Member

ADMINISTRATION

Jason Moser	Superintendent
Gretchen Laviolette	Director of Academic Programs and Technology
Suzanne Howland	High School Principal of Academic Programs & Achievement
Floyd Brown	High School Principal of Operations & Student Management
Kyle Spotts	Director of Athletics
Matthew Lentz	Consulting Business Administrator
Sandra Michalik	Director of Student Services
Justin Smith	Director of Operations

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STUDENT & YOUTH RIGHTS

The ACLU-Know Your Rights – A Handbook for Public School Students in Pennsylvania can be found on the District website under Quick Links or by going to www.aclupa.org

PART ONE: GENERAL BUILDING INFORMATION

CONTACT INFORMATION

Lehighton Area High School:	Main Phone:	(610) 377-6180
	Attendance Office:	Extension 2410
	Main Office:	Extension 2400 or 2412

High School Guidance Department: (610) 377-7600

High School Nurse's Office: (610) 377-7570

Confidential Fax: (610) 377-1852

Email Contact:

Mrs. Howland, Principal of Academic Programs and Achievement	showland@lehighton.org
Mr. Brown, Principal of Operations and Student Management	fbrown@lehighton.org
Mrs. Costenbader, Gr. 10/12 Counselor:	kcostenbader@lehighton.org
Mrs. Martin, Gr. 9/11 Counselor:	kmartin@lehighton.org
Mr. Sean Smith, School Security Guard	ssmith@lehighton.org
Mr. John Orsulak, Chief of School Police	jorsulak@lehighton.org

FACULTY & STAFF OF LEHIGHTON AREA HIGH SCHOOL

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HEALTH & PHYSICAL EDUCATION Nicholas Constantino Michael Lusch Vanessa Michalik **LANGUAGE ARTS** Jennifer R. Kovach Sharon M. Leitzel* Eric R. Mushrush Christine Rosenberger Jennifer Shober **TECHNOLOGY EDUCATION** Kevin T. Bond* Bernard M. Shea, Jr.	Samantha Kistler Timothy O'Connor Allison Rheinhardt* Jessica Lawrence Amanda Yusella **MATHEMATICS** Laura Goldfeder Brad D. Haupt Nora Oswald Tracey Rickert Michelle Rohrbach* Veronica Scarpati **LIBRARIAN** June L. Potts **GUIDANCE** Kelli Costenbader, Grades 10/12 Kathy Martin, Grades 9/11 Melissa Hunsicker - Secretary	**OFFICE STAFF** Melissa Armbruster Melissa Hunsicker **SCHOOL POLICE** *John Orsulak Sean Smith **CAFETERIA** Nicole Hayes Director of Food Services **SOCIAL WORKER** Mary Jo Frehulfer **NETWORK ANALYST** Stephen Kalbach

***Denotes Department Head**

VISITATION GUIDELINES

Visitors

In an effort to further improve safety and provide a secure learning environment for all, the Lehighton Area High School has limited campus access and entry to the main front door of the building. Individuals wishing to enter the school will be requested to share their name and purpose for the visit. The office staff will then allow access into the building via the buzzer system to unlock the door. All persons are required to make prior arrangements before visiting an administrator, a teacher or classroom. To maintain safety, individuals requesting entry should not allow others into the building without following the procedure.

Raptor Visitor Registry System

All individuals requesting entry should report directly to the building office to register via the Raptor system and obtain a photo visitor badge. Visitors will be required to provide a driver's license or other photo identification to gain entry. The visitor badge provided must be worn at all times while in the building or on the campus. Upon completion of the purpose for visiting, all visitors must exit through the main office by returning their visitor badge and signing out. This procedure protects the students and staff, but also provides accountability of all individuals in the building should there be an emergency or need to evacuate.

BELL SCHEDULES

Lehighton Area High School operates on a seven-day enrichment rotation. Student start time is 7:30 AM.

Regular Schedule

A Lunch		B Lunch	
Homeroom	7:30 – 7:35	Homeroom	7:30 – 7:35
Period 1	7:38 – 8:23 (45)	Period 1	7:38 – 8:23 (45)
Period 2	8:26 – 9:11 (45)	Period 2	8:26 – 9:11 (45)
Period 3	9:14 – 9:59 (45)	Period 3	9:14 – 9:59 (45)
Period 4	10:02 – 10:47 (45)	Period 4	10:02 – 10:47 (45)
A Lunch	10:50 – 11:20 (30)	Period 5	10:50 – 11:35 (45)
Period 5	11:23 – 12:08 (45)	B Lunch	11:38 – 12:08 (30)
Period 6	12:11 – 12:56 (45)	Period 6	12:11 – 12:56 (45)
Period 7	12:59 – 1:44 (45)	Period 7	12:59 – 1:44 (45)
IE	1:47 – 2:15 (28)	IE	1:47 – 2:15 (28)

Early Dismissal Schedule

A Lunch		B Lunch	
Homeroom	7:30 – 7:35	Homeroom	7:30 – 7:35
Period 1	7:38 – 8:10 (32)	Period 1	7:38 – 8:10 (32)
Period 2	8:13 – 8:45 (32)	Period 2	8:13 – 8:45 (32)
Period 3	8:48 – 9:20 (32)	Period 3	8:48 – 9:20 (32)
Period 4	9:23 – 9:55 (32)	Period 4	9:23 – 9:55 (32)
Period 6	9:58 – 10:30 (32)	Period 6	9:58 – 10:30 (32)
Period 7	10:33 – 11:06 (33)	Period 7	10:33 – 11:06 (33)
A Lunch	11:09 – 11:39 (33)	Period 5	11:09 – 11:42 (33)
Period 5	11:42 – 12:15 (33)	B Lunch	11:45 – 12:15 (30)

2-Hour Delay Schedule

A Lunch		B Lunch	
Homeroom	9:30 – 9:35	Homeroom	9:30 – 9:35
Period 1	9:38 – 10:10 (32)	Period 1	9:38 – 10:10 (32)
Period 2	10:13 – 10:45 (32)	Period 2	10:13 – 10:45 (32)
Period 3	10:48 – 11:20 (32)	Period 3	10:48 – 11:20 (32)
A Lunch	11:23 – 11:53 (30)	Period 5	11:23 – 11:55 (32)
Period 5	11:56 – 12:28 (32)	B Lunch	11:58 – 12:28 (30)
Period 4	12:31 – 1:03 (32)	Period 4	12:31 – 1:03 (32)
Period 6	1:06 – 1:39 (33)	Period 6	1:06 – 1:39 (33)
Period 7	1:42 – 2:15 (33)	Period 7	1:42 – 2:15 (33)

PART TWO: ATTENDANCE & TRUANCY PROCEDURES

ATTENDANCE PHILOSOPHY

The administration of Lehighton Area School District is of the strong belief that good attendance and good academic achievement go hand-in-hand. As a result, regular school attendance will be stressed. It is impossible for a student who is absent from school to duplicate missed classroom experiences. True, the student may "make-up" the homework assigned, but they will have missed detailed explanations, will not be able to participate in the classroom discussions, and will not have seen any of the audio/visual aids and/or demonstrations often used by teachers to supplement lessons. The student should note that class participation is one component of his or her marking period grade.

REPORTING TO SCHOOL

The student is expected to report and be in the building for attendance/announcements by 7:30 AM each morning to avoid being marked tardy.

Upon entering the building, and prior to 7:20 a.m., students should report to the auditorium. Hallways will open for locker usage at 7:20 AM—students are NOT permitted in the hallways until this time unless escorted by a staff member.

Students may report to the cafeteria for breakfast daily beginning at 7:00 AM until 7:25 AM. Any student obtaining a breakfast must stay in the cafeteria for that period of time prior to reporting to homeroom.

ATTENDANCE/ABSENCES

The Lehighton Area School District Policy Attendance/Truancy Procedures are found on the LASD website under Board Policies at www.lehighton.org/policies. The Policy numbers are 204 and 204.1

Attendance Definitions
Truant – incurring three (3) or more unexcused absences
Habitually Truant – incurring six (6) or more unexcused absences
Chronic Absenteeism – incurring ten (10) or more cumulative absences

Electronic Excuse Blank is available on the District Website under Quick Links or at https://www.lehighton.org/excuseblankandeducationaltripform. Excuse Blanks must be returned within 3 days of the absence.

For all students:

- Students with chronic unlawful/unexcused absenteeism may be prohibited from attending school-sponsored events including but not limited to athletics, dances, outings, and field trips—this includes homecoming and prom.
- Disciplinary consequences up to and including in-school suspension may be issued to a student who has accumulated in excess of six unlawful and/or unexcused absences in a given year.
- Students accumulating eighteen (18) days of absence in a school year may have credits for those classes denied and the student may be placed on academic probation. These absences may be any combination of excused, educational trip, unlawful, unexcused, and unverified absences.

- Any student who uses their own communication device (cell phone, etc.) to arrange their own transportation home without prior approval from the school nurse or administration shall be issued unlawful/unexcused absence minutes for any missing time and could face school discipline.

TRUANCY PROCEEDINGS

If a student accrues six (6) or more unlawful absences, the following actions may be taken:

- The building's attendance officer may file a private criminal complaint with the Magisterial District Court for violation of Pennsylvania compulsory attendance law. For students aged fourteen years and younger, the complaint must be filed against the legal guardian(s). For students aged fifteen years and older, the complaint may be filed in the student's name, the legal guardians' name(s), or both. Such filings are made at the discretion of the attendance officer based on the unique circumstances of each case.
- If found guilty of compulsory attendance violations, Pennsylvania law provides for the following maximum penalties: $300 fine plus court costs, suspension of driver's license, and/or community service hours. Additionally, the court may order interventions and disciplinary consequences from the school including successful completion of an individualized truancy elimination program.
- Once a citation is filed for no fewer than six unlawful absences, additional charges may be filed for singular violations.

  PLEASE NOTE: Late arrivals to school will accrue and be counted toward truancy. 200 minutes of late time shall be counted as a half-day of unlawful absence.

Defendant rights regarding truancy:

- If cited for a truancy violation, the local Magisterial District Court will schedule a summary trial. Requests for continuances and rescheduling must be made through that office.
- The defendant(s) may seek and employ legal representation. Any associated costs are the responsibility of the defendant(s) and not the Lehighton Area School District.
- Once a student and/or legal guardian has been cited for truancy, additional charges may not be filed until a subsequent summary trial is held; however, the original filing may be amended to reflect the most up-to-date attendance record.

LATE ARRIVALS TO SCHOOL: TARDY

TARDINESS TO SCHOOL Tardiness is defined as an arrival to the building after the designated time for the start of school. Tardy students must report directly to the office for a tardy slip at that time. Students will be permitted two unexcused tardies each semester, without receiving disciplinary action. A third tardy will result in disciplinary action.

School time missed due to tardiness will be accumulated throughout the school year. Being on time for school promotes academic success and as such it is expected that students enter the building no later than 7:30 AM each day. Students arriving after this time must report to the office and sign in immediately and receive a pass to enter class. Teachers will not admit students to class without proper notification from the office or a late pass. Excessive tardiness to school will lead to progressive disciplinary consequences.

<u>Oversleeping, missing a ride or bus, car trouble, and waiting in the drop off line are not reasons the attendance officer may excuse for tardy arrivals.</u>

Tardy arrivals may be excused for reasons akin to absences so long as proper documentation accompanies the student that same morning.

- Three unexcused tardies (TDU) in a semester will result in a lunch or after school detention. Following the fourth unexcused tardy, two lunch/after school detentions will be assigned and student privileges may be removed. Examples include: revocation of parking privileges, participation in extracurricular activities, school-related events, and incentives. For additional unexcused tardy infractions, Saturday detention or in-school suspension may be assigned.

MAKE-UP WORK FOR ABSENCES

In the event that your student is absent three consecutive days, please contact the Guidance Secretary at (610) 377-6180 ext. 2417, to request your student's homework or to call a student off from school. PLEASE ALLOW A TWENTY-FOUR (24) HOUR NOTICE PRIOR TO PICK UP.

In the event that your student is absent two consecutive days, please refer to the Parent Portal in PowerSchool or have your student check their Canvas account for assignments. It is the intention of the teachers to afford your student the opportunity to recuperate. Upon return, it is the student's responsibility to contact his or her teachers after being absent to make arrangements to complete all missed work.

If a student misses one day of school, they will have one school day to make up the missed work. If a student misses two days, they will have two school days to make up work. If they miss three days, they will have three days to make up the work. If the work is not made up within the time allotted, the grade will be recorded as a zero. When a student misses more than three consecutive days of school, they will have a maximum of ten school days to make up the work upon return to school. In extreme cases, administration reserves the right to extend the amount of makeup time to complete the work.

OPEN CAMPUS PROGRAM

The Lehighton Area High School Open Campus Program provides eligible students with the opportunity to participate in meaningful educational experiences beyond the traditional classroom while developing responsibility, independence, and career readiness.

Approved off-campus experiences may include: Approved Employment, Clinical Experiences (St. Luke's University Health Network, Lehigh Valley Health Network, Jefferson Health, etc.), Cooperative Education, Consecutive Periods of Non-Instruction Time, Dual Enrollment College Courses, Internships, Volunteer Service, Work-Based Learning and Other Principal-Approved Educational Experiences.

Open Campus is a privilege, not a right. Participation is available only to students who consistently demonstrate academic success, responsibility, attendance, and positive citizenship. Parental permission slips will be given at the beginning of each school year and must be returned by each student participating. Students must meet all eligibility requirements and comply with the academic and attendance expectations outlined in the Open Campus Contract in order to maintain Open Campus privileges throughout the school year.

PART THREE: STUDENT DISCIPLINE & CODE OF CONDUCT

STUDENT CONDUCT: General Provisions in the School Building

1. Keep corridors open to traffic by walking on the right side of the hallway and stairs. Do not block traffic by standing in groups.

2. All electronic devices, including cell phones, earbuds, headphones etc shall be put away while in the hallway. Students distracted by devices can impede safe travel in the hallway: no audio or video recording! Students that fail to adhere to this expectation will have their device confiscated and taken to the office.

3. Cell phone use in the restrooms and hallways is prohibited.

4. Pass through corridors quietly. Be considerate of others in the halls and classrooms. The student should pass directly to his or her next class. A student reporting late to class will be subject to consequences given by the teacher or administration.

5. The student is not allowed in the corridors during class time unless they have a SmartPass.

6. Discard trash in waste paper containers. Keep the school clean by picking up paper from the floors.

7. No unauthorized use of the elevator.

8. Breach of Security = OSS - Out-of-School Suspension. Intentionally exposing students, faculty, and staff members to potential harm.

9. Vulgarity, Profanity, and Obscenity are not acceptable in school or on any school property including the school bus. A student using this type of language will be subject to consequences given by the teacher or administration.

CONDUCT AT ATHLETIC AND EXTRACURRICULAR EVENTS

Advisors/coaches may establish rules concerning attendance, behavior, etc. for participants of that activity. Violations of these rules and regulations can lead to removal of the student from the activity.

Parameters for Athletic Events:

1. The student must control themselves – do not annoy others – abide by the official's decisions.
2. Good sportsmanship is an important part of athletics and we encourage our student body to cheer enthusiastically for "our team" and to refrain from any negative comments or behaviors directed to the opposing team, coaches, cheerleaders, and/or fans. Fans' or athletes' misbehavior at PIAA events jeopardizes our team's, and possibly our school's continued competition.
    a. 1st Offense – Student, Athlete, and/or their guest will be ejected from the game. Appropriate charges (harassment, disorderly conduct, ethnic intimidation, etc.) will be filed with the local police. Student suspension could be imposed.
    b. 2nd Offense – Student, Athlete, and/or their guest will be ejected permanently for the rest of the season. Appropriate charges (harassment, disorderly conduct, ethnic intimidation, etc.) will be filed with the local police. Student suspension will be imposed.
2. Discourteous treatment of the visiting team at the school or outside of school will not be tolerated.

3. We encourage the student to be respectful and to stand and join in singing our National Anthem and/or Alma Mater.

STUDENT CELL PHONE & SCHOOL ISSUED DEVICE USAGE

The use of personal electronic devices is a privilege and not an educational right. The following rules and procedures shall apply to students for cell phone usage and other personal devices:

1. Students are permitted to bring cell phones to school; however, upon entering each classroom, cell phones must be placed in the designated cell phone holder provided in that room. Cell phone holders are located in every classroom and are intended to minimize distractions and support an effective learning environment.

2. Students may use electronic devices during lunch, inside the cafeteria, and during assigned study hall periods, unless otherwise directed by school staff. They must be used in accordance with the District's "Acceptable Use Policy". Headphones or earbuds must be worn when listening to any electronic device. Students may NOT make or receive phone calls, video, or take pictures.

3. Students are NOT permitted to take cell phones and devices into restrooms. Such an action may warrant a disciplinary consequence.

4. All texts, calls, or connecting to the Internet during the school day or at school events with a personal device are subject to school rules. Unfiltered connection to the Internet via one's personal cell phone or device is prohibited.

5. Parents are not to call or text students during the school day. Any needed contact can be handled through the main office or guidance office.

6. All devices are the responsibility of the student – teachers, administration, and Lehighton School District are not liable for any damage or loss to personal devices.

7. Filming classes/other students, taking pictures, and/or recording audio is not permitted without permission, and violators could be referred to the police and prosecuted. Such an action may also warrant a school disciplinary consequence.

8. Cell phones and speaker devices—including earbuds and headphones are to be kept "out of sight" while students are in the classroom or in the hallways. A member of the faculty, staff, or administration may confiscate the device for the remainder of the school day if a violation occurs. **Repeated violations will require the cell phone to be picked up by the parent/guardian after school.**

Consequences for violations of cell phone and personal device usage:

* 1st Violation – Teacher/Staff member will give a warning and review the rule with the student.

*2nd Violation - Teacher/Staff member will confiscate the device and keep the device in their possession for the remainder of the class period. The student may pick up the device from the teacher/staff member at the end of the class period.

*3rd Violation - Teacher/Staff member will confiscate the device, bring it to the main office at their earliest convenience, and give it to the Principal. The device will be kept in the main office until the end of the school day. At that time, the student may stop by the main office and pick up their device. The Principal will issue the student a warning and inform parents of the violation..

• All Other Violations – Teacher/Staff member will confiscate the device, bring it to the main office at their earliest convenience, and give it to the Principal. The device will be kept in the main office until the end of the school day. At that time, the Parent/Legal Guardian must stop by the main office and pick up the device. The Principal will issue the student progressive discipline.

• Refusal to Give the Device to the Teacher/Staff Member – If a Teacher/Staff member attempts to confiscate a device and the student refuses to surrender the device, the student will receive progressive discipline. All subsequent incidents of insubordination will be handled appropriately and progressively by Administration.

School issued device usage:

All students are assigned a school-issued laptop computer to support learning. Students are expected to bring their fully charged device to school each day and use it for educational purposes only.

Students are responsible for the care, security, and proper use of their assigned device, charger, and accessories. Devices must be returned in good condition, excluding normal wear and tear, at the end of the school year or upon request by the District.

The use of school-issued technology is a privilege. Any misuse, damage resulting from negligence, unauthorized software installation, inappropriate internet use, sharing of accounts or passwords, or violation of District technology policies may result in disciplinary action and/or the loss of technology privileges.

All use of District devices, networks, internet access, and email accounts is subject to monitoring and must comply with Board policy and the District's Acceptable Use Guidelines.

Pennsylvania Wiretapping Law:

Pennsylvania's wiretapping law is a "two-party consent" law. Pennsylvania makes it a crime to intercept or record a telephone call or conversation unless all parties to the conversation consent. See 18 Pa. Cons. Stat. § 5703 (link is to the entire code, choose Title 18, Part II, Article F, Chapter 57, Subchapter B, and then the specific provision).
The law does not cover oral communications when the speakers do not have an "expectation that such communication is not subject to interception under circumstances justifying such expectation." See 18 Pa. Cons. Stat. § 5702 (link is to the entire code, choose Title 18, Part II, Article F, Chapter 57, Subchapter A, and then the specific provision). Therefore, you may be able to record in-person conversations occurring in a public place without consent. However, you should always get the consent of all parties before recording any conversation that common sense tells you is private.
In addition to subjecting you to criminal prosecution, violating the Pennsylvania wiretapping law can expose you to a civil lawsuit for damages by an injured party.
Consult the Reporters Committee for Freedom of the Press's Can We Tape?: Pennsylvania for more information on Pennsylvania wiretapping law.

ACADEMIC DISHONESTY

According to Berkeley City College, *academic dishonesty* is defined as "any type of cheating that occurs in relation to a formal academic exercise." It may include any or all of the following:

1. Plagiarism: The adoption or reproduction of ideas or words or statements of another person without due acknowledgment.
2. Fabrication: The falsification of data, information, or citations in any formal academic exercise.
3. Deception: Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline or falsely claiming to have submitted work.
4. Cheating: Any attempt to give or obtain assistance in a formal academic exercise without permission from the instructor.
5. Sabotage: Acting to prevent others from completing their work.

Examples of Academic Dishonesty courtesy of Purdue University
https://www.purdue.edu/odos/osrr/honor-pledge/examples.php

What is Plagiarism?

Plagiarism is **NOT** merely copying someone else's words and presenting them as one's own work; it also includes the theft of ideas. Students are expected to compose and submit original work. While citing the words and/or ideas of another writer is expected in research writing, proper conventions surrounding such practices need to be followed. The following website provides clear definitions and examples of plagiarism, both intentional and unintentional: http://www.plagiarism.org/

In order to qualify for any score, student work must be totally free of all forms of plagiarism.

Academic Dishonesty Matrix		
Number of Offenses	**Disciplinary Consequence**	**Academic Consequences**
First	After-School Detention	Zero credit for all involved work
Second or more	In-School Suspension	Zero credit for all involved work.

NOTE: The offenses are cumulative and include all classes. For example, if a student is caught cheating in his or her science class and subsequently found to have plagiarized an essay for English, the essay for English will earn a zero and the student will be assigned to ISS.

This will also become part of the student's discipline record and may affect the student's academic standing.

STUDENT DRESS

The home and school need to cooperate in the matter of dress. Good grooming and dress are, first of all, the responsibility of the parents and students. In addition, for the health, safety, and well-being of all the students, our school is also involved in this responsibility. Proper dress is conducive towards the maintenance of a constructive educational atmosphere; therefore, we would appreciate your support and cooperation with the guidelines that follow:

1. Clothing that may be considered a health and/or safety concern, such as oversized, baggy pants, beltless pants and/or pants that allow undergarments to be exposed are not to be worn. Clothing and appearance should be neat, clean, and in good taste. It should not be extreme to the extent that it focuses attention on the wearer and/or is disruptive to the educational process. No bulky winter coats or jackets are to be worn in the building.
2. No strapless shirts may be worn and at no time may undergarments be visible. The midriff may not be exposed.
3. Clothing having messages with double meanings that are suggestive or violent are not permitted. Clothing promoting alcohol, drugs, tobacco, inhalants, and/or other suggestive images is not permitted.
4. Jeans with holes that show flesh near an inappropriate area is not acceptable. It is acceptable if leggings are worn under the jeans to cover exposed skin.
5. For identification purposes, sunglasses, hats, hoods, headbands, bandanas, doo rags or any type of headgear are not to be worn or carried in the school building. Exceptions may be made to this dress code based on medical or religious restrictions with appropriate documentation.
6. Footwear must be appropriate for the school building. Slippers and Pool/beach footwear such as flip-flops are not permissible. For safety reasons, open-toe or open backed shoes may not be permitted in certain classes.
7. Shorts, dresses, skirts and skorts should extend longer than the wearers' fingertips when placed at their side and/or mid-thigh. Running shorts should not be worn during the instructional day with the exception of physical education class. Pajamas are not allowed to be worn to school except if specified for certain events.

The administration will be the final judge as to whether a student's dress or grooming is inappropriate. If found unacceptable, the problem will be handled privately, and when deemed necessary, the student will be asked to change or other appropriate action will be taken. Administration will attempt to keep the student in class and not interrupt their instructional time to address dress code violations.

Any student found to be in violation of the dress code will be given the opportunity to change into appropriate attire. The first violation of the dress code will result in a written warning. Additional violations of the dress code will result in progressive discipline and/or a parent conference.

BOOK BAG AND SCHOOL SAFETY

Book bags *are* allowed in school. Book bags are permitted to transport books and laptops to and from the classroom. For personal use, females may carry a purse to class, with the stipulation that said purse is small enough to fit under the student's desk.

BULLETIN BOARDS

1. A student may make use of the bulletin board in the cafeteria with administrative approval.
2. Announcements of outside activities will not be made over the public address system.

3. No signs are permitted to be taped or placed around the building. Only with administrative clearance and sign up, may groups advertise meetings or activities on classroom doors.

BUS RULES & REGULATIONS

Students have the privilege of utilizing the transportation services of the School District through George's Transportation, Inc. All school rules apply when on the bus, waiting for a bus, or walking to and from the bus stop. A student who fails to maintain appropriate conduct may be suspended from riding the bus and/or may be subject to other disciplinary action. Students are required to ride their assigned bus. Any changes, temporary or otherwise, must be made by the assigning principal and may require parental consent. Students must adhere to all posted bus rules. Once a student arrives at school, they may not leave school property. Students who leave are subject to the Discipline code. Bus conduct will be monitored in audio and video camera equipped buses. George's Transportation may be contacted at (610) 377-5511.

School Bus Regulations for Students

Proper student conduct on buses is vital to ensure that the safety of all students and the bus driver is not jeopardized. **School bus transportation is a privilege not to be abused.**

1. Students shall wait in an orderly fashion at the approved bus stop
2. Students must wait on the sidewalk or completely off the highway until the bus comes to a full stop before attempting to get on the bus. Form a single line to board the bus
3. Students must go to their seats and stay there until the bus comes to a complete stop at the school or the stop where the students get off. No standing or walking at any time while the bus is in motion.
4. Students shall never put hands, arms, legs, or any part of their bodies out of the window
5. No regulating windows without drive permission
6. No use of profane, foul, or indecent language on the bus
7. No fighting, scuffling, or creating a disturbance
8. Smoking, drinking, or eating is prohibited on the bus
9. Students shall not spit or throw trash in or around the bus
10. Students shall not tamper with the bus or any of its emergency equipment
11. No use of the emergency door is permitted without driver approval
12. No throwing any objects on the bus or out of the windows
13. No use of electronic devices while entering/exiting the bus; no sharing electronic devices
14. No blocking the emergency exits or aisle of the bus
15. No carrying any potentially dangerous objects such as knives, firearms, matches, lighters, fireworks, water guns, scissors, etc.
16. No transporting of any animal
17. If it is necessary to cross the street after getting off the bus, students shall cross within 10 feet of the front of the bus and wait for a hand signal from the driver
18. Students shall respect the authority of the bus driver by obeying them at all times. **Drivers have the authority to assign seats**
19. Not behaving in a manner which would endanger the health, safety, or welfare of other students, or the driver from their responsibility to permeate the bus in a safe manner

NOTE: When bus students arrive at school in the morning, they must report directly to their assigned classrooms. They are NOT permitted to leave the school property

No boarding or departing from any stop other than your designated stop without written permission from school.

Violation of Regulations
Violations of these rules shall be reported by the bus driver on forms provided to the head teacher or principal of the school that the student attends. The principal will discuss the violation with the student and notify the parents or guardian concerning the violation. The child and/or parent will be financially responsible for any damages to the interior or exterior of the bus. If this procedure does not stop the infraction, the principal has the authority to notify parents that the student will not be permitted to ride the bus for a stated period of time. During this period, the parent or guardian will be responsible for providing transportation to and from school.

CAFETERIA / FOOD & DRINKS IN THE CLASSROOM

Although the cafeteria period provides an opportunity for relaxation, the student should be mindful of the fact that many people must use the same facilities; therefore, they are asked to keep their place clean. Students are also expected to conduct themselves in an orderly manner. The student will follow the instructions of the cafeteria proctors, and these instructions are to be followed at breakfast as well as lunch.

In order to maintain respect for student privacy, camera, video, voice recording, and other similar applications are not to be used during cafeteria time. Such applications may only be used for academic purposes if approved by a supervising teacher or administrator. Cafeteria monitors are in place to enforce school rules. Students are expected to treat them with respect and courtesy. Any insubordination will be handled as it would be with any other employee of the School District.

The following rules apply to the cafeteria:

1. Students must report directly to the cafeteria as scheduled.
2. Food and drink is not to be taken outside of the cafeteria and eaten. Students are permitted to drink water from re-fillable bottles in the hallways and in classes with teacher permission, throughout the school day.
3. Students must remain in the cafeteria area and will only leave with permission from faculty/staff on duty in the cafeteria after signing out (SmartPass).
4. Throwing food is strictly prohibited.
5. No food will be allowed to be delivered to and/or brought into the cafeteria from fast-food establishments or other outside vendors.
6. A student who misbehaves at lunchtime will lose cafeteria privileges. In this case, the student will eat in a designated area for a period specified by administration.
7. Theft of food or drink items may result in suspension from school and a citation.
8. The use of food delivery services such as DoorDash etc. by students from school is prohibited.

Students have the option of obtaining lunch from our cafeteria or bringing their own lunch. A Breakfast Program is also offered at the High School. For the 2026-2027 school year, Lehighton Area School District breakfast and lunch meals are free through the Community Eligibility Program (CEP). Only one meal will be provided per student per day. Additional meals will be at an additional cost as well as a la carte items.

Nutrislice:
Our District specific website, https://lehighton.nutrislice.com/m is an online menu tool that is accessible to all parents and students. Nutrislice also has an app that can be downloaded to any smartphone or tablet for Android or iOS. Both the website and app allow you to view the monthly breakfast and lunch menus, compare nutritional information for each menu item, and view announcements for upcoming events in the cafeteria. Menus can be printed from the website, with or without nutritional information, and also in a variety of sizes.

School Café:
School Café is a website and/or app, found at www.schoolcafe.com, where parents and students can manage and view breakfast and lunch account purchases and/or balances. An account must be created using the student's ID number. Once an account is created, you are able to view student balances, cafeteria purchases, and make online payments. There is also an option to set up low-balance notifications and recurring payments. **Please note: If you choose to make a payment online, the site will charge a processing fee to any payment amount.**

If you choose to pay by cash or check, envelopes are available in the office or the cafeteria to submit payment.

Both the Nutrition Group and Lehighton Area School District are dedicated to providing high quality, nutritious meals to our students. For more information on our District Cafeteria please visit www.lehighton.org/foodservice. If you have additional questions or concerns, please feel free to contact Nicole Hayes, Food Service Director, at (610) 377-4490 ext 4012 or via email at nhayes@lehighton.org

Food/Drinks in the Classroom/Halls
Students are permitted to have water and single-serving snacks in school. Teachers will use their discretion in allowing food and/or drink in their classrooms. Students are expected to place trash in the proper receptacles. This is a privilege that may be revoked if abused.

STUDENT SEARCHES

The Lehighton Area School District Policy on Searches is found on the LASD website under Board Policies. The Policy number is 226 and can be found at www.lehighton.org/policies.

School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, without a warrant, when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules.

LAVATORY

1. Teacher permission must be granted before a student may use lavatory facilities during the regular school day.
2. When using lavatory facilities, a student must use the individual classroom sign-out procedures (SmartPass).
3. Cell phones are strictly PROHIBITED from the lavatories as all students have a right to privacy in such locations. A student found to have taken a cell phone or camera into a lavatory may be subject to disciplinary action up to and including suspension.
4. Students should report any damage or vandalism found in the lavatories to a member of the faculty, staff, and/or administration.

SCHOOL DANCES

School dances are a privilege and as such student attendance at these events may be revoked at the discretion of the administration. The following rules and procedures will apply to all school dances, including Prom and Homecoming:

1. Students must be in attendance the school day of the dance in order to attend unless prior approval from the administration is obtained due to a previously scheduled appointment with documentation.
2. Students having chronic attendance issues—i.e. truancy and/or excessive unlawful/unexcused absences and tardies—may be prohibited from attending a school dance.
3. Guests must be in at least ninth-grade and under the age of 21 at the time of the event. Any guest may be denied by either Lehighton Area High School administration or their home school's administration, if applicable, should any information warranting such action be made evident. Guests will be asked to provide a photo ID at the door during admission to the dance.
4. All required paperwork, including guest forms, must be submitted by the established due dates to the advisor.
5. Students may not leave and re-enter any school dance. Any individuals leaving a dance early must immediately leave the property.
6. Students will not be admitted to the dance after the first hour has passed.
7. All tickets sold for dances are non-transferable, and no tickets will be sold after the announced deadline. Deadlines will be posted in the school, on social media outlets like Twitter - @LehightonHighSc, and announced with the daily bulletin and located on the PowerSchool App under the daily bulletin.

General Reminders for School Dances:

- All school rules, including those pertaining to behavior, dress, and tobacco/vape/alcohol, are in effect and applicable to anyone in attendance at the school dance. Any student found in violation of school rules may be asked to leave the dance without refund and face discipline consequences pending the circumstance.
- The laws covering junior driver licenses are in effect and must be observed.

PROM

The prom is a special event and can be very costly for our students. To ensure that each student has the ability to attend we try to keep the night as affordable as possible. When tickets go on sale, they are sold individually and are **non-transferable and non-refundable**. **No tickets will be sold after the sale deadline**. Additionally, the student will follow all school rules while attending the prom, as the prom is a school event, and it is also a privilege. No student with outstanding obligations will be permitted to purchase a ticket.

PUBLIC DISPLAYS OF AFFECTION

The Lehighton Area School District holds the firm opinion that school is not the appropriate place for displays of affection (i.e., hand holding, hugging, kissing, etc.) between students. Such displays are in poor taste; they do not reflect proper respect for the individuals involved. Parental conferences may be scheduled and disciplinary responses directed at those students who do not cooperate with this policy.

SCHOOL WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

At Lehighton High School we believe in Tribe Pride. As part of our school-wide positive behavior interventions and support initiative we have created a set of behavioral expectations for our students in various areas of the building. If a student exhibits these positive behaviors they will be rewarded in a variety of ways. Our goal is to create a positive school culture in which each student feels a part of something special.

The key components of an effective SWPBIS system involve:
- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging appropriate behavior
- Constructively addressing problem behavior
- Effectively using behavioral data to assess progress

At LAHS, there are certain behavior expectations for students. As students navigate through their day, they will encounter our TRIBE PRIDE Matrix, reminding them of how they can be Punctual, Respectful, Inclusive, Disciplined, and Ethical. Teachers, administrators and other staff members will be teaching and reinforcing these positive behaviors throughout the year. Positive referrals or TRIBE PRIDE tickets will be given to students consistently to acknowledge and reinforce positive behaviors. These tickets will be used towards various rewards driven by student interest such as raffles, the school store, classroom incentives, and school-wide celebrations.

LEAVING THE SCHOOL BUILDING WITHOUT PERMISSION

1. No student may leave the building or school property at any time during the school day, including lunch, without securing proper permission from administration. This includes a student requesting to go to his or her car.
2. An unauthorized departure from school will result in disciplinary action.
3. The use of transportation services/food delivery such as Uber, Lyft, DoorDash etc. by students from school is prohibited.

PROCEDURE FOR LEAVING SCHOOL ILL

1. A student who becomes ill while attending classes will make a SmartPass to the nurse and then confirm with the teacher the need to go to the nurse's office. The severity of illness and need to leave school must be reviewed with the school nurse. Efforts to contact parents will be made through the use of telephone numbers provided in PowerSchool.
2. Students may not call or text parents/guardians during this time. Students will be released only to the individuals named in PowerSchool.
3. Students may NOT call parents to be released as an alternative to seeing the school nurse. Any student leaving school without the school nurse's permission will be charged with a class cut and disciplined accordingly.
4. In the absence of the nurse, the principal or designee will be responsible for the release of the student.

CUTTING or TARDY to CLASS/ ENRICHMENT

1. Cutting class or the Enrichment period is a serious offense. A student will receive a "zero" for all work due that period with no opportunity for making up missed work. A detention will be assigned and disciplinary consequences will progressively increase for repeated violations.
2. All students are required to attend the Enrichment period with the only exception being those seniors who have qualified and turned in the necessary paperwork for Senior Early Out Privileges.
3. Any student who cuts Enrichment or is not in their assigned area during Enrichment will be assigned detention. Disciplinary consequences will progressively increase for repeated violations.
4. Students are expected to report to all scheduled classes/assigned areas punctually. Teachers will assess a detention after every unexcused lateness to class or assigned area. Continued lateness to class will be considered defiance and a referral to the principal will be made. **Failure to correct behavior will result in loss of student privileges.**

PHYSICAL EDUCATION EXCUSES

1. All written requests (physician and parental) for release from physical education classes shall be taken to the school nurse's office. Determination of level of participation or exclusion will be made on an individual basis by evaluation of presenting conditions.
2. If an injury or illness necessitates an extended absence from physical education (more than two days) a written physician's excuse is required.

POSSESSION AND/OR USE OF TOBACCO OR VAPE PRODUCTS

The Lehighton Area School District Policy for Controlled Substances/Paraphernalia (Policy 227) will be referenced for guidance when dealing with prohibited items. Students may not smoke, use smokeless tobacco, or possess any form of smoking material on School District Property. School District Property includes its land, buildings, vehicles either owned or leased, or property under its control. Also, the student may not use or possess smoking or smokeless products in his or her car while on school property. This rule also governs student behavior at school-sponsored events.

Safe to Say provides the following tip line to help quit smoking/vaping, please refer for help: "My Life, My Quit" by texting "start my quit" to 855-891-9989. This program provides coaching that helps teens develop a quit plan, identify triggers, practice refusal skills and receive ongoing support for changing behaviors. Self-help and educational materials designed for teens, with input from teens.

Vaping:
First offense – students will be assigned 3 days of ISS. A drug & alcohol (D&A) referral for our vaping education program will be given (with essay component) along with a police referral. If it contains THC- 5 days OSS will be assigned along with a D&A contract, and SAP referral.

Second offense – 5 days ISS will be assigned; if THC – 5 days OSS, D&A contract, SAP referral, and police referral.

Third offense – 5 days OSS and police referral.

STEALING

A student who steals will be responsible to make restitution and will receive disciplinary consequences. In addition, the police may be notified.

VANDALISM

A student who defaces, destroys, or commits any act of vandalism in or around the school building will be held financially responsible for all damages. The student will also be subject to disciplinary action from the administration and, in some cases, the police department, which includes institutional vandalism.

VIOLENCE

If a threat (written or verbal) is made to a teacher, staff member, or another student at Lehighton Area High School, and our investigation confirms its legitimacy, the student will receive an out-of-school suspension which could extend up to ten days pending the situation. During that suspension time, a

referral may be made to our Board of Education for that student's expulsion. In addition, our local police will be notified.

Prior to returning to the school setting, a student found to have made a threat must undergo a risk assessment by a school psychologist.

Students are reminded to be mindful of their language. In matters of violent and/or threatening language, a zero-tolerance approach will be implemented. Claiming a joking or non-serious tone does not constitute a valid excuse for such language.

WEAPONS

No student shall possess, handle, or transmit any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and/or any other tool, instrument capable of inflicting serious bodily injury. It shall also include any explosive materials, such as but not limited to ammunition, blasting caps, gun powder or similar material. implements capable of directly or indirectly inflicting bodily injury, or other object that can reasonably be considered to be a weapon or dangerous instrument in any school building, on any school premises, on any school bus, or off the school grounds at any school activity, event, or function held at or away from school.

Any student discovered in violation of this policy to have any weapon or other item in his or her possession, including locker, backpack, car, or desk, or threatens to use a weapon on another person shall be subject to have said weapon or other item immediately seized by school personnel. In the sole discretion of the principal or principal designee, said student may be excluded and not be permitted to remain in the school building, on any school premises, on any school bus, or at any school activity, event, or function held at or away from school immediately upon discovery.

The principal or designee must notify the parents, the police, and the superintendent of any and all students involved. Mental health crises and other appropriate agencies may also be notified and considered viable resources. Discipline procedures shall be the same as that set forth based on severity of the violation as in Policy 233 of the Lehighton Area School District, including possible expulsion.

A student found to have violated this weapons policy must undergo a risk assessment by a school psychologist.

Students are reminded that everyday items including but not limited to pocketknives and box-cutters are prohibited. Such items should be left at home and not brought to school property. This includes keeping such items in vehicles.

According to PA School Code Act 44, all parents will be notified within 24 hours of a weapon being found on school property, transportation, or at a school event.

THREAT ASSESSMENT

The LASD will utilize a threat assessment model that provides school teams with guidelines to distinguish whether a threat is transient (not serious) or substantive (poses a continuing risk to others). Accurately distinguishing between transient and substantive threats helps the school team to avoid overreacting to threats that are not serious and to focus its attention on serious threats that merit protective action (Burnette, Datta, & Cornell, 2017). A transient threat includes all threats that do not reflect a

genuine intent to harm others. Substantive threats are behaviors or statements that represent a serious risk of harm to others.

BULLYING

According to the Lehighton Area School District Policy on Bullying/Cyberbullying (Policy 249), the Lehighton Area School District is committed to providing all students and employees with the right to a safe and civil educational environment, free from harassment or bullying. Lehighton Area School District recognizes that bullying interferes with the learning process, and may present an obstacle to the academic, vocational, and social/emotional development of students

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

1. Substantially interfering with a student's education.

2. Creating a threatening environment.

3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

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

RACIAL AND ETHNIC INTIMIDATION

There is hereby established a policy strictly prohibiting all forms of racial and ethnic intimidation in any work area, learning area, activity area or any other place under the permanent or temporary control of the Lehighton Area School District, by or toward any administrative or professional staff member, full or part-time employee, contracted services employee, job applicant, visitor, student, aide or volunteer of the Lehighton Area School District. Any student, visitor or District employee who feels that she/he has been victim of racial or ethnic intimidation should contact the building principal as soon as the objectionable conduct occurs or as soon as possible after the incident. If it is determined that any student has engaged in racial or ethnic intimidation in violation of these policies, rules and regulations, she/he shall be subject to appropriate disciplinary action, up to and including suspension or expulsion.

SEXUAL HARASSMENT

Sexual harassment means that someone is treated differently because of their gender. It makes a student feel uncomfortable or unsafe. It is behavior or words that:

- Are directed at a person because of their gender
- Are uninvited, unwanted, and unwelcome
- Cause a person to feel uncomfortable or offended
- Create an environment that makes learning difficult
- May be repeated or may be very offensive on a one-time basis

Any student who believes that they have been subject to sexual harassment shall report the occurrence of all incidents of such conduct to the administration or any faculty or staff member. Action on a complaint

will follow School District Policy 103, Discrimination/Title IX Sexual Harassment Affecting Students and/or Policy 104, Discrimination/Title IX Sexual Harassment Affecting Staff.

ASSAULT

No student shall attack fellow student(s), members of the professional staff, supportive staff, or volunteer aides of the School District.

1. Disorderly conduct will not be permitted in the school building, on the school grounds, or at extracurricular events. The proper authorities will be notified.
2. When a student is involved in a fight, the administration will call the police to issue citations to the student and/or send a referral to the Carbon County Juvenile Probation Office. The student will give a written account of what happened.
3. The severity of such an attack will determine the disciplinary action, including Out-of-School Suspension. If punches are thrown, police will be notified. A second fight may lead to placement in an alternative education program and/or expulsion from school.
4. If one student truly initiates a fight, the second student is directed to walk away from the situation and report the incident immediately to the office. We realize, due to peer pressures, that it may be difficult for a student not to retaliate; but failure to do so can lead to that student's arrest also.
5. Any student refusing to leave the immediate area of an altercation or directly trying to prolong or intensify that situation may also receive a suspension or consequence determined by administration or administrative designee.

SLEEPING/HEAD DOWN IN CLASS

It is the expectation of Lehighton High School that students will be attentive in all classes at all times. Accordingly, any student who consistently keeps their head down during class or who sleeps during class will be referred to the SAP Team (Student Assistance Program) and may face disciplinary consequences.

ALTERNATIVE EDUCATION

Any student in Alternative Education placement based on behavior or discipline may potentially be prohibited from participating in extracurricular activities.

DISCIPLINARY LEVELS AND POSSIBLE CONSEQUENCES

Discipline Code Definitions

Examples of Infractions – Please Note: The following list is meant to serve only as a guide for students and to advise them of the usual and customary consequences of these infractions. The school administrators reserve the right to issue consequences other than those that are customary based upon prior infractions, severity of the offense or individual student needs.

School is a place where students not only learn about the rights and responsibilities of citizenship, but also gain valuable experience in appropriately exercising them. It is important to strike a balance between rights and responsibilities to contribute to the maintenance of a school environment, which is conducive to learning.

LEVEL I

DESCRIPTION: Misbehavior on the part of the student, which impedes orderly classroom procedures or interferes with the orderly operation of the school.

PROCEDURE: Immediate and consistent intervention by the teacher who is supervising the student or observes the misbehavior will include an anecdotal record of the offense(s) and immediate disciplinary action. The teacher may wish to relate/refer the incident to the school principal, guidance counselor, other school personnel or parent/guardian.

EXAMPLES OF LEVEL I INFRACTIONS:

- Eating or drinking in unauthorized areas
- Physical Contact
- Dress Code violation
- Loud boisterous noise
- Inappropriate Language
- Property Misuse
- Electronic Device Violation – use in the classroom or hallway without permission
- Public display of affection
- Running in the classroom, halls, cafeteria, locker rooms, etc.
- Tardy to class
- Defiance/Disrespect/Noncomplia nce
- Classroom Disruption
- Violation of classroom procedures established by teacher
- Misuse or abuse of a SmartPas

LEVEL II

DESCRIPTION: Misbehaviors on the part of the student, which result from the continuation of Level I misbehaviors and require the intervention of the school administration to correct the misbehavior, and/or misbehaviors which tend to disrupt the orderly climate and conduct of the school, serious enough to require corrective action on the part of school administration.

PROCEDURE: Immediate referral to the school principal for disciplinary action. Parents/guardians will be informed of the consequence of the action(s).

EXAMPLES OF LEVEL II INFRACTIONS:

- Continuation of unmodified Level I behaviors
- Defacing school property
- Skipping Class
- Leaving school grounds without administrative permission
- Unexcused/illegal absence
- Excessive/illegal tardiness
- Bus disturbance
- Cafeteria disturbance
- Physical Aggression
- Defiance/Insubordination/Non-Compliance
- Skipping teacher assigned/office detention
- Cheating or lying
- Forgery/Plagiarism
- Gambling
- Throwing objects (pencils, books, snowballs, etc.)
- Loitering around or in other school buildings
- Bullying
- Harassment on the basis of: Disability, Ethnicity, Gender, Physical, Race, Religion, Sexual, Other
- Violation of the Internet Access Policy/Electronic Devices Policy
- Abusive Language/Inappropriate Language/Profanity
- Possession of obscene materials or use of obscene language or gestures
- Use of inappropriate references to drug/alcohol use/possession
- Misbehavior at a school-sponsored activity/event

LEVEL III

DESCRIPTION: Misbehaviors on the part of the student, which result from the continuation of Level I and/or Level II misbehaviors and require the intervention of the school administration to correct the misbehavior, and/or misbehaviors, which tend to disrupt the orderly climate and conduct of the school, serious enough to require corrective action on the part of school administration.

Such behaviors also include acts against persons and property, as well as those, which might endanger the health or safety of others in the school. These acts might be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake; however, depend on the extent of the school's resources for correcting the situation in the best interest of all students and personnel.

PROCEDURE: Upon receiving a report of a Level III violation, the school administrator immediately initiates disciplinary action by conducting an investigation and, if necessary, conferring with the teacher who made the report or other witnesses. Following the investigation, the school administrator will contact the parents/guardians of the student to make a report of the findings and consequences should they be necessary. The referring teacher may receive notification of the student consequence as deemed necessary by administration.

EXAMPLES OF LEVEL III INFRACTIONS:

- Continuation of unmodified Level I and/or Level II behaviors
- Assault and/or battery of another student or school personnel
- Fighting
- Indecent exposure
- Extortion
- Theft/possession/sale of another's property
- Intimidation or threatening behavior toward a student and/or school personnel
- Hazing
- Leading or participating in a walkout
- Vandalism
- Leaving school grounds without permission
- Smoking/vaping or possession/use of tobacco products and/or paraphernalia

LEVEL IV

DESCRIPTION: Misbehaviors on the part of the student, which result from the continuation of Levels I, II, or III misbehaviors and which require the intervention of the school administration to correct the misbehavior. Such behaviors also include acts, which result in violence to another person(s) or property and which pose a direct threat to the safety of others in the school.

These acts are clearly criminal in nature and are so serious that they always require immediate administrative action and may result in the immediate removal of the student from school. The intervention of law enforcement authorities and/or action by the School Board may also be required.

PROCEDURE: Upon verification of the offense, the school administrator will meet with the student. The student will be immediately suspended after due process requirements are met. (See section "Due Process Requirements for Suspension) Parents will be notified and law enforcement officials may also be contacted. Investigations and punishment by these officials is independent of the school's enforcement of its discipline code and does not constitute a double jeopardy. A complete and accurate report is submitted to the superintendent for possible action by the Board of Directors.

EXAMPLES OF LEVEL IV INFRACTIONS:

- Continuation of Levels I, II, II misbehaviors
- Assault and/or battery
- Arson
- Being under the influence of a controlled substance
- Bomb threat
- Engaging in any other conduct contrary to the criminal code or ordinances, the school code, or which create a clear and present danger to the health and welfare of the school community
- Harassment of school personnel
- Distribution/Possession of child pornography
- Leading or participating in a riot
- Possession/use/furnishing/selling of a controlled prescription or over-the-counter substances (alcohol or drugs)
- Possession/use/transfer of dangerous weapons/look-a-likes or explosives
- Setting off incendiary devices (firecrackers, smoke bombs, etc.
- Unwarranted pulling of a fire alarm
- Vandalism of school property or personal property belonging to school personnel

DISCIPLINARY OPTIONS/RESPONSES

Violations of the school discipline code may result in one or more of the following disciplinary options/responses at the discretion of the building level administrator. In-School Suspensions and Out of School Suspensions prohibit a student from participating in extracurricular activities for the length of their suspension.

A. Conference with teacher
B. Conference with school administrator
C. Parent contact
D. Loss of Privileges
E. Warning
F. Lunch Detention
G. Teacher Detention
H. Office Detention
I. Saturday Detention
J. In-school suspension
K. Out-of-school suspension (1-10 days)
L. Restitution
M. Police Referral
N. Referral to outside agency
O. Temporary removal from class
P. Charges under the criminal code
Q. Referral to appropriate law enforcement agencies
R. 10-day full suspension with an informal hearing
S. Referral for psychological services
T. Drug and alcohol policy
U. Formal hearing with a committee of the school board
V. Referral to SAP
W. Expulsion

NOTE: Level I, II, III and IV examples and disciplinary options are not listed in order of progression nor are they limited to those provided.

MISCELLANEOUS INFRACTIONS

NOTE: The list of infractions and actions listed in the discipline code are minimum guidelines for disciplinary action. This list is not all inclusive. Other infractions will be dealt with as they occur with consequences consistent with those listed above. Special circumstances may result in immediate progression to the final steps of the discipline code, or immediate referral to outside agencies in conjunction with the policies of the Lehighton Area School District.

DISCIPLINE HEARING/RIGHT TO APPEAL (DUE PROCESS)

Informal Hearings

Any student subject to an out of school suspension, in accordance with Policy 233, for more than 3 days, will be given an informal hearing before an appropriate school official to explain the circumstances surrounding the event(s) for which the student is being suspended, to demonstrate that there is a case of mistaken identity or to show that there is some compelling reason why the student should not be suspended.

At the informal hearing, the following due process requirements will be observed:

1. Notification of the reasons for the suspension in writing, given to the student and/or parent or guardian.
2. Sufficient notice of the time and place of the informal hearing.
3. The student's right to question any witnesses present at the hearing.
4. The student's right to speak and produce witnesses on his/her own behalf.
5. The district shall offer to hold the informal hearing within the first 5 days of the suspension.

Appeal

After the first informal hearing before the appropriate official, the student has the right to appeal the ruling by the official to the official's immediate supervisor, generally the school principal. Subsequent appeals may be made to the Superintendent of Schools and the Board of School Directors.

WAIVER OF EXPULSION HEARING The Board delegates to the Superintendent the authority to enter into a written agreement with a student and the student's parents/legal guardians, in which the student and parents/legal guardians waive their rights to an expulsion hearing. The student and a parent/guardian by signing such a waiver agreement accept the consequences described in an informal hearing regarding the allegations and the administration's investigation that concluded that the student should be recommended for expulsion from school. In the waiver agreement, the student and student's parent/legal guardian further waive their right to contest the consequences of the agreement by appeal or legal proceedings in any court. Such expulsion agreements are subject to the approval of the Board of Directors. In the event the Board refuses to approve a waiver agreement or the parent/guardian does not agree to the waiver agreement, the Board shall schedule a formal expulsion hearing in an expedited manner.

Formal Hearings

Students facing expulsion from school for more than ten days, or who are suspended, must be afforded all appropriate elements of due process. Part of the due process rights is a formal hearing before the Board of School Directors or a duly authorized committee of the Board. The hearing 17 committee's decision is advisory to the School Board where expulsion is recommended. A majority vote of the entire School Board is required to expel a student.

At the formal hearing, the following due process requirements are observed:

1. Notification of the charges in writing, sent to the parents or guardian by certified mail, and to the student.
2. Sufficient notice of the time and place of the informal hearing.
3. The right to an impartial tribune.
4. The right to be represented by counsel.

5. The right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
6. The right to demand that any such witnesses appear in person and answer questions or be cross-examined.
7. The student's right to testify and produce witnesses on his own behalf.
8. A record must be kept of the hearing, either by a stenographer or by tape recorder.
9. The student is entitled, at the student's expense, to a copy of the transcript.
10. The proceeding must be held with all reasonable speed.
11. The hearing shall be held in private unless requested by the student or the student's parents.

Appeal
Where the student is dissatisfied with the results of the hearing, recourse can be held to the appropriate state court. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate federal district court.

DISCIPLINARY CODES

1. After-School Detention (ASD)
    a. Detention time: 2:20 to 2:50 p.m.
    b. Detention days: Monday through Friday, held in a designated location.
    c. The student shall bring books and spend time in worthwhile study and turn in their cell phone for the duration of the detention.
    d. Cutting of detention will result in a second detention being assigned, regardless of the reason.

2. Saturday Morning Detention (SD)
    a. Detention time: 8:00 a.m. to 11 a.m., in the designated school/room.
    b. Detention place: Report to the Foyer promptly (8 a.m.) for Room Assignment.
    c. The student shall bring books and spend time in worthwhile study.
    d. Failure to attend Saturday morning detention will automatically result in a second Saturday detention or an In-School Suspension.

3. In-School Suspensions (ISS)
    a. In-school suspension will be held in a suspension room.
    b. Phones will be turned into Administration for each day of ISS.
    c. The student assigned to in-school suspension will first report to the office where administration will escort the student to the In-School suspension room.
    d. The student must bring all books and materials for that day.
    e. The student assigned in-school suspension may not participate in any extracurricular activity during the duration of suspension (even throughout a weekend).
    f. Individual behavior learning packets/online courses may be assigned to help modify the student's behavior.

4. Out-of-School Suspension (OSS)
    a. Out-of-school suspension will be used only in the most severe violations of school rules and for repeated offenses.
    b. As in all detention or suspension cases, parents will be notified by phone and in writing of the nature of the offense and the action taken by school authorities.
    c. Anyone suspended from school may not participate in any extracurricular activities during the period of suspension (even throughout a weekend).

d. The student bears the primary responsibility for making up the class work missed during the suspension period.

5. Expulsion (EXP)
    a. Suspension from school as a penalty is used for infractions of school rules as prescribed in this policy manual.
    b. After a student receives three (3) suspensions, his or her case may be referred to the school board for an expulsion hearing. Said hearing shall follow all the steps and procedures of due process as prescribed by law and/or state regulations pertaining to students' rights and responsibilities.
    c. This does not mean that a student must have accumulated three (3) suspensions in a school year before this case will be presented. If the offense is particularly grave, the case can be referred to the board at its next regularly-scheduled meeting. Parents or guardians and the student shall be informed in writing of the Board's decision.
    d. Expulsion is permanent exclusion from school.

PART FOUR: POLICIES & PUPIL SERVICES

ACCEPTABLE USE OF COMMUNICATION AND ELECTRONIC DEVICES

As Lehighton Area High School moves forward with technology, many new devices are now in the classrooms for students to use. The Lehighton Area School District reserves the right to temporarily or permanently remove a user account on the network to prevent further unauthorized activity. See Board Policy 237 on the School District website if further clarification is needed.

All students in grades 9-12 receive a Chromebook and Google Account. The account will be the student's District assigned number followed by @students.lehighton.org. Each student will be assigned a password to their account. Students will create a password, however, the District will also have the ability to access the account and reset the password. Access to these services is considered a privilege. The District reserves the right to revoke access to these services if there is reason to believe the user has violated the District Internet Acceptable Use Policy (IAUP) or the law. The IAUP applies to the Google account and the student's use thereof.

EXPECTATIONS AND GUIDELINES FOR SCHOOL ISSUED DEVICES

Students enrolled on a full-time basis will be assigned a laptop computer to enhance learning. When a school issued device is provided, a student is expected to use this device while on school property. These devices are to be returned as received, except normal wear and tear as determined by the District, at the conclusion of each school year or when requested by any school District official. The assignment and use of a laptop computer is considered to be a privilege. Inappropriate use or neglect of a laptop computer, sleeve, charger, the Internet and/or any installed software could result in the loss of laptop computer privileges. Loss of privileges will not change classroom expectations and/or assignment completion.

Best Practice Guidelines and Expectations for the Use of Digital Devices:

Every student is responsible for the appropriate use of their digital device both at school and at home, if applicable. District-issued digital devices are to be used for educational purposes only. All commercial, illegal, unethical and inappropriate use of District-issued digital devices is prohibited, as outlined in School Board Policy.

- Students are responsible for keeping track of their device and taking precautions to keep it safe. Make certain the locker is completely closed and locked when storing your device. If you store the device in a backpack, make certain the backpack is never left unattended.
- The top four repair requests for laptop computers: cracked casing, cracked screens; frayed charger cables; and beverage spills on keyboards. To avoid these issues:
    - Do not place anything on the keyboard before closing the lid (i.e. pen, pencil, disks).
    - Do not eat or drink while using your laptop computer. Students prone to spills may wish to invest in a keyboard cover.
    - When using USB storage devices or connecting the power cord to the laptop computer, carefully remove and attach these devices.
- It is expected that all laptop computers will be fully charged at home for the start of the school day. Failure to charge the laptop computer is equivalent to not being prepared for class. Students will have the opportunity throughout the day to charge laptop computers in classrooms.
- It is expected that all High School students will bring their laptop to school with them everyday. Students who forget to bring their laptop computer to school *will not* be provided with a loaner.
- Cords, cables and removable storage devices should be inserted carefully into the laptop computer.
- Students should not carry laptop computers while the screen is open.
- Laptop computers must remain free of any writing, drawing, stickers or labels that are not the property of the District.
- Downloading unauthorized games, applications or software by students is not permitted.
- All software will be licensed, approved and installed by a District computer technician.
- Students should not loan the laptop computer to anyone (including family members) and should not share login or password information for any web site or services.
- Do not lean on the top of the laptop computer when it is closed.
- Clean dirty screens with an anti-static cloth. Do not use tissues, paper towels or any other kinds of material that will scratch the laptop computer screen.
- Be careful not to drop or throw backpacks or laptop sleeves. The laptop computer will get damaged.
- When closing and storing the laptop computer in the sleeve, put the computer in sleep mode or turn it off to prevent overheating.
- Inappropriate language and materials used as screensavers and/or desktop images are not permitted on laptop computers.
- When using your school email:
    - Do not open, forward or reply to suspicious emails.
    - Be wary of email attachments from unknown senders. The email could be a virus.
    - Never respond to emails that ask for personal information, logins, or passwords.
    - Think before you write and send an email. Be polite and courteous at all times.
    - Know your audience. For example, an email to a potential employer is more formal than an email to a friend.
- When using the Internet:
    - Do not visit inappropriate websites or click on questionable links.
    - The use of proxies to bypass District filtering is not acceptable.
- When using social networking sites when appropriate:
    - Be polite and courteous. Offensive language should be left out of social network posts and comments.

- Do not post photographs or information that could embarrass you, your family or your friends. Once posted online, information is hard if not impossible to erase.
- Do not post personal information such as address, cell phone number, class schedules or daily activities.
- Potential employers, colleges and universities, graduate programs and scholarship committees search the Internet and social networking sites to screen applicants.
- If students have reason to believe another student is using the District network or laptop computers in a manner that violates School Board Policy, contact the Principal or Assistant Principal.

SOCIAL MEDIA GUIDELINES

Board Policy 815.2 (District Social Media) states that students should not be using Social Media sites during the school day. Outside of school, it is important to keep your digital footprints positive.

1. **Try to Limit your Social Media Use.** Recent studies suggest that students who spend more time on social media sites are likely to demonstrate poor academic performance. These habitual behaviors can distract you from your academic work, social interactions, and sleep duration, and lead to a sedentary lifestyle and physical inactivity, which in turn can render you vulnerable to sickness and mental health problems.
2. **Do not Impersonate Others on Social Media.** Because it is a type of identity theft, it falls under the 1998 US Identity Theft and Assumption Deterrence Act. Depending on the gravity of the actions and their consequences, social media impersonation may also be harassment. Creating a fake account is illegal.https://www.bitdefender.com/cyberpedia/what-is-social-media-impersonation/ https://www.michalsons.com/blog/liability-impersonating-someone-online/9696
3. **Treat Others with Respect.** Never bully, troll, make fun of, or harass people online. Report any behavior that appears to be bullying.
4. **Never give out any personal information.**
5. **Be Nice. If you can't say something nice, don't say anything at all!**
6. **T.H.I.N.K. before you post.** Students are responsible for social media posts (outside of school) that impact the school environment. Is it: **T**rue, **H**elpful, **I**nspiring, **N**ecessary, and **K**ind?

ACCIDENT INSURANCE

The Lehighton Area School District makes available to all students a group insurance policy. Brochures and application forms are given to the student at the beginning of each school year and may be found on the District website at www.lehighton.org/parents/student-accident-insurance. A student who participates in athletics must be covered by accident insurance, either the school policy or a parent signed waiver guaranteeing family coverage. Injuries due to fights are not covered by school insurance. Insurance does not carry over from one year to the next.

ARTICLES PROHIBITED FROM SCHOOL

Problems arise from time to time because a student brings an article to school that is hazardous to the safety of others or in some way interferes with the operation of the school. The following is a simple list of undesirable items which will be confiscated should they be brought to school:

1. Firecrackers, lighters, and/or matches.
2. Large studded wristbands, thick-neck chains, and wallet chains.
3. Any materials that could be used for gambling purposes.
4. Toy guns, water pistols, slingshots, and laser pointers.
5. Vaping devices and electronic cigarettes.

No student shall possess any object that could be classified as a weapon (See section on *Weapons*) with the exception as hereafter set forth. Notwithstanding anything to the contrary, the aforesaid devices may be brought into school for legitimate school purposes (such as to assist in a speech, exhibition, or project in connection with any course or extracurricular activity sponsored by the School District) but only after pre-approval is made by the principal (or designee) in writing prior to said event. In such an event, said device shall be required to be deposited with the principal or designee at the school office until such time in the school day as it may be needed when it will be checked out of the school office for that limited period of time. Further, parental permission shall be required in writing for the same. Should a student violate this policy to have any weapon or other item in his or her possession, including locker, backpack, or desk, they would endure the consequences outlined in the section on *Weapons*.

CLASS DUES

In order for a student to attend their outing and/or prom, all class dues must be paid in full prior to the event, and the student must complete the class fundraiser.

Junior class dues: $40.00 plus fundraiser.
Senior class dues: $40.00 plus fundraiser.

This also applies to all transfer students.

Students will be given the opportunity to fundraise towards their dues throughout the year if they so choose.

COMMUNITY HALLOWEEN PARADE

The student is reminded that participation in the Community Halloween Parade is **NOT** school sponsored. The school will not be responsible for anything related to the parade including an accident or misbehavior.

CHANGE OF ADDRESS AND TELEPHONE

A student changing their residence or telephone is required to report this change to the Attendance Secretary.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently re-authorized in December 2015 by the Every Student Succeeds Act (ESSA). The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school.

Under the McKinney-Vento Act, education agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment.

Local Educational agencies are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths. The law indicates that the LEA liaison shall ensure that all homeless children, youth and families are identified through coordinated activities with other entities.

DEFINITION OF HOMELESS (MCKINNEY-VENTO ACT SEC. 725(2); 42 U.S.C. 11435(2): CHILDREN WHO LACK A FIXED, REGULAR AND ADEQUATE NIGHTTIME RESIDENCE:

- "Doubled up" – Sharing the house of others due to the loss of housing, economic hardship or similar reasons.
- Living in motels, hotels, trailer parks, camping grounds, due to lack of adequate alternative accommodations.
- Living in emergency or transitional shelters.
- Living in a public or private place not designed for humans to live. Migratory children living in the above circumstance.
- Living in cars, parks, abandoned buildings, substandard housing, but or train stations or similar settings
- Unaccompanied Youth – Children or youth who meet the definition of homeless and not in physical custody of a parent or guardian.

Residency and Educational Rights:
Students who are in temporary, inadequate and homeless living situations have the following rights:

- Immediate enrollment in the school they last attended or the school in whose attendance area they are currently staying even if they do not have all of the documents normally required at the time of enrollment
- Access to free meals and textbooks, Title I and other educational programs and other comparable services including transportation
- Attendance in the same classes and activities that student in other living situations also participate in without fear of being separated or treated differently due to their housing situations

When a student is identified as being McKinney-Vento eligible, staff will:

- Assist with enrollment, monitor school attendance and arrange transportation (preK-8 students)
- Provide school supplies and other school related materials as needed
- Advocate for and support students and families through school and home visits
- Set clear expectations for student behavior, attendance and academic performance
- Assist students/families access with community services
- Assist students so they can participate in sports, field trips and other school activities regardless of their ability to pay or to provide their own transportation.

For additional information, contact LEA Homeless Liaison at 610-377-4490 ext. 7525 or view the District McKinney Vento Resource Guide at www.lehighton.org/parents/parent-student-handbooks. Board Policy 251 – Students Experiencing Homelessness, Foster Care and Other Educational Instability, may also be reviewed for additional District information.

CUSTODY

If there is a court order limiting or restricting the noncustodial parent's contact with the child, a copy of the court order should be brought to the school, communicated with appropriate school personnel, and inserted into the student record. Without a court order that restricts a parent's rights, both natural parents have equal access to the child and the child's records. However, the child will only be dismissed to a parent or guardian or to a designee identified by the parent or guardian in writing.

AUTOMOBILE AND PERSONAL TRANSPORTATION DEVICE REGULATIONS

See Board Policy 223

Definitions

Motor Vehicle - A vehicle which is self-propelled except an electric personal assistive mobility device or a vehicle which is propelled solely by human power.

For purposes of this policy, the term Motor Vehicle includes a car, truck, bus, motorcycle or a motor-driven cycle.

Motorcycle - A motor vehicle having a seat or saddle for the use of the rider and:

(1) designed to travel on not more than three wheels in contact with the ground; or

(2) designed to travel on two wheels in contact with the ground which is modified by the addition of two stabilizing wheels on the rear of the motor vehicle. The term includes an autocycle.

Motor-Driven Cycle - A motorcycle, including a motor scooter, with a motor which produces not to exceed five brake horsepower.

Pedalcycle - A vehicle propelled by human-powered pedals (ie. handcycles, bicycle, recumbent bicycles, tricycle, hand-and-foot recumbent tricycles, quadricycle)..

For purposes of this policy, the term pedalcycle shall include motorized pedalcycles and pedalcycles with electric assist, also known as E-bikes. E-bikes are not required to meet the registration, licensing, or insurance requirements that standard motor vehicles are subject to and are permitted on sidewalks; however, restrictions may apply.

Motorized Pedalcycle - A motor-driven cycle equipped with operable pedals, a motor rated no more than 1.5 brake horsepower, a cylinder capacity not exceeding 50 cubic centimeters, an automatic transmission, and a maximum design speed of no more than 25 miles per hour or an electric motor-driven cycle equipped with operable pedals and an automatic transmission powered by an electric battery or battery pack-powered electric motor with a maximum design speed of no more than 25 miles per hour. [2]

Pedalcycle with Electric Assist - A vehicle weighing not more than 100 pounds with two or three wheels more than 11 inches in diameter, manufactured or assembled with an electric motor system rated at not more than 750 watts and equipped with operable pedals and capable of a speed not more than 20 miles per hour on a level surface when powered by the motor source only. The term does not include a device specifically designed for use by persons with disabilities.

A Parking Permit must be purchased at the High School Office in order to park motor vehicles on campus. Parking Permit Display Stickers are not available until the second week of school each school year.

1. Any Senior or Junior who feels that they can justify driving to school and currently holds a valid driver's license shall obtain the necessary registration/Google form in the front office or the District website. A $10.00 registration/sticker fee will be assessed when the form and copies are submitted to the administrator/administrative designee and a parking sticker is available.

   Parking stickers will be sold during lunches in the second week of school according to the following schedule:
   Day One – Seniors
   Day Two – Juniors

Day Three – Underclassmen

After the second week of school, parking stickers can be purchased in the main office on a first come, first served basis. Parking spaces are not assigned. Students with a valid permit may park in any open space designated for student use on a daily basis. In the case that all parking stickers are purchased, students will be placed on a waiting list once they submit the registration and required copies to the administrator/administrative designee. Students may not submit a registration form until they have acquired their driver's license. **Parking stickers are NON-transferrable, may not be sold by a student to another student, and must be purchased yearly from the front office. Any student no longer needing a parking tag is asked to notify the main office.**

2. Any Senior or Junior student who seeks permission to drive on school property must have proper property and bodily injury liability insurance, and the student along with his or her parents/guardians must agree, by their signature on the application form, to be financially responsible for any damage done to School District property by their vehicles. ***Forgery of parental signatures shall result in the loss of student parking privileges for the school year***. Student parking is a privilege, not a right, and should be recognized as such.

3. The student is urged to lock their motor vehicle at all times during the school day or while attending activities at the school. The school cannot be held responsible for anything stolen from a vehicle or for any damage to a vehicle or personal transportation device on school property.

4. All traffic regulations and all practices which contribute to the safety of students within the Lehighton Area School District shall be observed at all times.

5. Students must obey school regulations and all the laws of the Commonwealth of Pennsylvania. The speed limit on parking lots/school grounds is 10 m.p.h. Students are not to park in the fire zones, bus loading zones, and/or adjacent to any yellow curb.

6. Motor vehicles and other personal transportation devices may not be used in any manner during the school day, except for the initial arrival and departure, unless permission is received from administration or administrative designee.

7. A student who has properly registered their vehicle/personal transportation device may park in those designated spaces in the student lot. The student must park in the student lot. Under no circumstances will parking be permitted on entrance or exit roads, or in the faculty lot (unless otherwise designated).

8. Any student who attempts to park in a space reserved for teachers/administrators or parks in the student lot without proper registration will receive disciplinary action and will lose driving privileges for a specified amount of time determined by administration.

9. A student having seven or more unexcused tardies during a semester may have their parking privileges removed for the remainder of the current semester.

10. Infractions of parking regulations and/or driving regulations may result in notification of police authorities and parking privileges will be revoked.

11. If "reasonable suspicion" is evident, a student's vehicle may be searched.

AWARDS

Near the end of each school year a number of students are recognized for their outstanding achievement in various academic areas and/or in athletics. While the Most Valuable Players Awards for each sport are determined by the students (team members), the other scholarship recipients are determined by a committee composed of faculty and other designees. The committee's decision is final.

CAFETERIA PAYMENTS

The cafeteria offers an automated point of sale system that allows students to enter a PIN number to access their account in order to pay for a meal. Payments to the student account must be made before 8:30 am in order to be accessed that day. Checks should be made to LASD or an electronic payment may be made through the point of sale registration on the Food Service link under departments on the LASD website or at www.schoolcafe.com

Note: Money left in a student's account at the end of the year will roll over to the next year. Seniors graduating must submit a written request to the cafeteria in order to receive leftover funds at the end of the year. Nutrition Group Contact information: nhayes@lehighton.org

EMPLOYMENT

The school occasionally receives requests from employers for part-time help. If a student is interested, they should come to the guidance office where the requests are listed.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

This law affords certain rights to Parents and Eligible Students in regards to Education Records that are maintained by schools. These rights transfer to the student when they reach the age of 18 or attend a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;

- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law. Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

PUPIL RECORDS POLICY

The Board of Education has adopted Policy 216 - Student Records. The policy's function is to allow (1) school authorities to gather information necessary to facilitate its educational responsibility; (2) assure the student, parent, and/or legal guardians right to privacy. Copies of the Student Records Policy are available in each building and the District Office.

STUDENT EXPRESSION/DISTRIBUTION AND POSTING OF MATERIALS

The Lehighton Area School District Policy on Student Expression/Distribution (Policy 220) addresses student expression in general and distribution and posting of materials that are not part of District-sponsored activities. Materials sought to be distributed or posted as part of the curricular or extracurricular programs of the District shall be regulated as part of the school District's educational program.

RELEASE OF SENIORS' NAMES AND ADDRESSES

It has been the policy of the high school, as recommended by the National Association of Secondary School Principals, that it remains the best policy not to give students' names to anyone unless a state statute or ruling of an attorney general mandates such a service. This requires schools to give lists of seniors (with addresses) to the Armed Forces recruiters. The law also states that students should be given an opportunity to have their name excluded from the list. If any senior would like to remove their name from the list, they should see a secretary in the main office. This should be done early in the school year. If any junior would like to have their name removed from the upcoming senior list next fall, they should see a secretary in the main office sometime during the month of May.

FIRE/EMERGENCY DRILLS

Fire and emergency drills are required during the school year. We at Lehighton Area High School are aware of the serious hazard of emergencies and stress the need for efficient, faculty-supervised drills. The student will leave the room in a single file and go to the exit in an orderly fashion. There shall be NO TALKING. Explicit directions concerning drills are given at the beginning of the year by each teacher in each classroom and also posted on the bulletin board. The first two persons to reach an exit door will hold the door open until all students have left the building. The door should then be closed. The teacher should be the last to leave the room and should close the windows and door. Each drill should be considered as being serious and the student must conduct themselves accordingly.

Students must take all evacuation drills seriously. They must follow building evacuation procedures and report to their designated attendance area. **Inappropriate behavior will not be tolerated and could result in a meeting with school administration or a Saturday detention.**

1. When a fire alarm is heard, students are to move quickly and quietly without talking, running or pushing to the nearest or designated exit and then proceed away from the building as directed. Students must remain quiet for the duration of the drill. Teachers will take attendance at evacuation locations.
2. During a drill, an exit may be closed to simulate a condition which could happen during an actual fire. If a regular exit is blocked, teachers will direct the students to the nearest available exit.

LOCKDOWN DRILLS

Lockdown drills are practiced throughout the school year. We at the Lehighton Area High School are aware of the seriousness of school and society issues, and we stress the need for efficient, faculty-supervised drills.

Lehighton Area High School uses three types of response protocol actions:

1. Hold: A HOLD "In your room, clear the halls " is called when non-instructional areas need to be secured. When a HOLD is called, all classroom doors are locked, students are not permitted to leave a classroom, and instruction continues. Students in a non-instructional area—i.e. hallway or lavatory—should report back to their assigned location immediately.
2. Secure: A SECURE "Get inside. Lock outside doors" is called when there is a potential threat outside of the school. When a SECURE is called, all classroom doors are locked, students are not permitted to leave a classroom, and instruction continues. Students in a non-instructional area—i.e. hallway or lavatory—should report back to their assigned location immediately.
3. Lockdown: A LOCKDOWN "Locks, Lights, Out of Sight!" is called when there is an immediate threat inside the building. All areas in the building must be secured. All instruction stops and classrooms are secured. Students in a non-instructional area—i.e. hallway or lavatory—should prepare for Run, Hide, Fight. There is to be NO TALKING during a LOCKDOWN.

Any student causing a behavior disruption during a lockdown or any student who fails to comply with lockdown procedures will be subject to disciplinary consequences.

LOCKERS

It is a choice of each student to obtain a lock for their locker. The student will also be responsible for giving the combination to the main office to be kept on file. All locks must be secured on the locker at all times. The school cannot be responsible for valuables taken from hall or gym lockers that are not secured. The student should also be aware of the fact that hall (and gym) lockers are School District property and are not their private property. Therefore, a student shall have no expectations of privacy in their locker. In addition, lockers are subject to random and periodic searches and canine sniff searches. Also, there may be times when the lockers may be examined without the student being present. The District reserves the right to cut the lock for any reason without notice in its sole discretion. In such an event, the District is not responsible for damages or replacement of the lock.

LOST AND FOUND DEPARTMENT

All articles that have been found shall be taken to the lost and found table located outside the main office where they will be held until they can be claimed through proper identification.

Periodically, building administration will authorize the clearing of lost and found items. At such a time, all clothing items will be donated to charity, while other items will be discarded. Students will be informed via morning announcements of lost and found clearings several days prior to such action.

NATIONAL HONOR SOCIETY (revised 1984, 1997, 2009, 2015, 2020, 2022)

The Lehighton Area High School Daniel I. Farren Chapter of the National Honor Society is a duly chartered and affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards in four areas of evaluation: character, leadership, scholarship, and service. Students are selected for membership by a majority vote of a five-member principal-appointed faculty council, each fall.

Students in grades 11 and 12 with a cumulative weighted GPA of 3.8 or better are eligible for membership. The GPA from the end of the previous school year will be used for candidacy. Each student who meets this criterion is invited to complete a candidate application packet to provide the faculty council with information regarding the candidate's character, leadership, scholarship, and service.

For the four areas, two forms of input will be utilized to evaluate each candidate. School disciplinary records will be reviewed and the faculty will be solicited for input regarding each candidate's character. To evaluate leadership, the candidate will fill out a form detailing their school extracurricular involvement. Every candidate will also be asked to choose two advisors, coaches, supervisors, etc, to each fill out a reference form. The candidate's weighted GPA will be utilized and the faculty will be solicited for input regarding each candidate's scholarship. To evaluate a candidate's service, each candidate will submit documentation indicating their community service as well as a service essay.

The following guidelines have been developed to provide a clear understanding of what is considered acceptable for community service hours. All interested students are encouraged to check with the NHS advisor(s) for clarification if uncertain of qualification.

In order to qualify as service hours,

- Time must have been served by assisting at a non-profit, established organization.

- If the established organization is school related, the organization must be one of which the student is not affiliated and, therefore, will not be listed on the student's high school transcript as an extracurricular activity.

- Any activity done as a requirement for a school organization of which the student is a member does NOT qualify as service hours.

- The name of an unrelated adult who is affiliated with the non-profit, established organization and who can account for the hours must be acquired.

- Hours must be accumulated from the summer prior to the candidate's freshman year up to the time of application.

Some examples of acceptable opportunities along with similar counterexamples are as follows:

Acceptable	Unacceptable
Setting up tables, baskets, and/or selling tickets at a basket raffle	Shopping for items and assembling baskets and/or selling tickets in advance for a basket raffle
Washing/drying cars at a car wash	Hanging signs promoting a car wash and/or shopping for items for a car wash
Selling baked goods at a bake sale	Shopping for ingredients and/or baking goods to be sold at bake sale
Volunteering to help at a middle school event when involved in an equivalent high school activity	Coach requires assistance at a middle school event when involved in an equivalent high school activity

*All above acceptable opportunities cannot be for school organizations of which the student is a member/participates.

The advisor(s) will verify that all hours were completed as stated by the candidate. Since community service hours are verified by the National Honor Society advisor(s), the candidate must be certain the hours they list are verifiable by the person identified on the form. Any hours that cannot be confirmed by the contact given will not be included in the applicant's total. If the number of hours confirmed by the contact are lower than what the candidate listed, the candidate will automatically be disqualified for membership consideration.

The candidate's application packet will be carefully reviewed by the faculty council. Each form of input for the four areas will be scored according to a predetermined rubric. A cutoff score will be determined by the faculty council and any applicants whose total scores meet or surpass the cutoff score will be selected for membership. All candidate information is considered confidential.

Candidates will be notified regarding selection or non-selection according to a schedule given with application. Following notification, a formal induction ceremony is held at the school to recognize all the newly selected members. Once inducted, new members are required to at least maintain the same level of performance in all four criteria that led to their selection. Members will pay $10 dues per semester, participate in community service (minimum of 30 hours per year) and school service (minimum of 10 hours per year), and attend all meetings. Failure to meet the membership guidelines will lead to disciplinary action and possible dismissal.

NURSE'S OFFICE

The Nurse's Office is located on the main floor in the Guidance Suite. The school doctor conducts physical examinations. All health records of the students in the Lehighton Area High School are kept on file in the Nurse's office.

Any emergency, accident, or illness that occurs in school is taken care of in the Nurse's Office by the school nurse, or referred to the school doctor or family physician. Minor ailments are the responsibility of the parent/guardian. A student who becomes ill in school should report to the nurse or to the main office if the nurse is not available.

Anaphylaxis is an acute reaction to food, medication, insect bites, etc. Knowing that acute anaphylaxis is one of the most serious and life-threatening non-traumatic conditions that a school nurse may have to deal with, and knowing without prompt intervention it can be fatal, the Lehighton Area School District will act using the following standing order/protocol from the school physician:

When symptoms of acute anaphylaxis occur, the ambulance will be called immediately, and 0.2 to 0.3 cc of adrenalin/epinephrine via auto injection will be administered to the victim. If a parent/guardian does not want this medication administered in a severe medical emergency, a signed statement to the effect should be hand-delivered or sent certified mail to the student's school building to the attention of the school nurse.

HEALTH SCREENINGS

High School students are required by state mandate to have the following screenings completed during the school year.

Grade 9 – Height and Weight / Vision Screen
Grade 10 – Height and Weight / Vision Screen
Grade 11 – Height and Weight / Vision Screen / Hearing Screening / Physical Exam (School or private)
Grade 12 – Height and Weight / Vision Screen

Parents will be notified of any abnormalities found during screenings. The school vision screening, though done yearly, is not a substitute for a comprehensive eye examination done by an eye care specialist.

ADMINISTRATION OF NON-PRESCRIPTION MEDICINE DURING SCHOOL HOURS

Medication MUST be turned into the nurse first thing in the morning prior to 7:30 a.m. Permission to administer non-aspirin analgesic must be given on the appropriate form. All non-prescription medication must be delivered to the school nurse in the original, labeled container with directions and permission issued by the parent.

A STUDENT IS NEVER TO KEEP MEDICATION IN HIS OR HER POSSESSION!

The school nurse, at their discretion, may choose to send a student home due to illness or medical concerns. A student sent home by the nurse will not be marked absent for the day and their time will be excused. **Any student choosing to make their own arrangements to be picked up from school due to illness without seeing the nurse will be marked unexcused for the remainder of the school day and may be assigned disciplinary consequences.** Any unexcused/unlawful absence may result in a score of "zero" for the missed work.

MEDICATION POLICY

The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication in accordance with the direction of a physician to a student during school hours will

be permitted only when failure to take such medicine would jeopardize the health of the student and/or the student would not be able to attend school if the medicine were not made available during school hours. For purposes of this policy, "medication" shall include all medicines prescribed by a physician, including over-the-counter medications.

Before any medication may be administered to any student during school hours, the Board shall require the written or verbal request of the physician and/or physician's office, which shall:

1. Give permission for each administration and shall relieve the Board and its employees of liability for administration of medication.
2. State the time at which, or special circumstances under which, the medication shall be administered.
3. State the length of period for which medication is prescribed and the possible side effects of medication.
4. The document(s) shall be kept on file in the office of the school nurse.
5. The Superintendent shall develop procedures for the administration by the school nurse, designee of the school, the parent, or the student, where the physician so directs.
6. Medications shall be securely stored and kept in the original, labeled container in the nurse's office.
7. The school nurse shall maintain a record of the name of the student to whom medication may be administered, the prescribing physician, the dosage and timing of medication, and a notation of each instance of administration.

MEDICATION POLICY CONCERNING FIELD TRIPS

Responsibilities of advisor, parent, and student on field trip when a student needs to take medication:

1. Before the trip occurs, the advisor will ask participants if anyone will require medication while on the trip.
2. The parent or physician requesting that the medication be taken must complete the proper form. The form must accompany the medication while on the trip. Forms can be secured from the school nurse.
3. All medication must be given to the advisor or designated adult on the day of the trip. Medication must be in the original prescription container. No medication may be taken if not in the original prescription bottle.
4. It would be wise to have only enough medication in the bottle to cover the day(s) of the field trip. There is no need for the student to have their entire prescription with them.
5. The student will be allowed to self-administer their medication while supervised. The student must take the medication in front of the advisor/designee.
6. Understanding the laws of confidentiality, there will be no comments made about types of medication or its purpose. There is to be no discussion about a student's medication.
7. It is required that the person delegated to supervise student self-administration of medication shall meet with the school nurse prior to the field trip to review the policy.

FUNDRAISING

Wholesaling and retailing are not permitted in school unless it is a school-sponsored fundraising activity. The high school principal/athletic director or designee must approve all fundraising activities. A financial report must be submitted to the office at the conclusion of the activity.

INCLEMENT WEATHER

If it becomes necessary to close school because of the weather, official notification will come from all local radio, TV stations, Twitter, @LehightonHighSC, and our School Messenger system. School Messengert is a District-wide calling system that we use to notify parents about various topics and issues

at the high school and District wide. Please make sure all contact information in PowerSchool is accurate. It is the family's responsibility to contact the school office if changes are needed.

On “Snow Days,” when there is no school, there typically are no activities. In rare circumstances, permission may be granted by the Superintendent or designee on a case by case situation.

If there is an early dismissal because of inclement weather, (1) there are to be no practice sessions; (2) all evening events including those conducted by outside groups will be canceled. If the weather is deteriorating but school has not closed, the principal or athletic director will determine if regularly scheduled activities or events will be held.

INSTRUCTION RELATED TO HIV/AIDS

The State Board of Education has rules that require school districts to teach both the dangers of and prevention of AIDS. In high school, this will be done in the 9th/10th grade Wellness courses. Teachers will excuse any student who, for moral or religious reasons, opposes instruction on the topic of sexually transmitted diseases if the student has a parent or guardian hand deliver or send by registered mail to the high school principal’s office, a signed statement that they do not want their child in health class during these discussions. This MUST be done in order for the student to be excused from these discussions. Then, too, should a parent wish to examine the material that will be used in AIDS lessons, they can make arrangements by calling the high school at 610-377-6180.

PERSONAL PHONE MESSAGES

Only in the case of an emergency will a student be called out of class to relay a message.

SPECIAL EDUCATION NOTICE TO THE PARENTS OF CHILDREN WHO RESIDE IN LEHIGHTON AREA SCHOOL DISTRICT

The Lehighton Area School District conducts ongoing identification activities as a part of its school program for the purpose of identifying a student who may be in need of special education and related services.

Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions:

1. Autism/pervasive developmental disorder
2. Blindness or visual impairment
3. Deafness or hearing impairment
4. Development delay
5. Mentally gifted
6. Intellectual Disability
7. Multi-handicapped
8. Neurological impairment
9. Other health impairments
10. Physical disability
11. Serious emotional disturbance
12. Specific learning disability
13. Speech and language impairment

If a parent or guardian believes that their school-age student may be in need of special education services and related programs or a young child (age 3 to school-age) may be in need of early intervention, screening and evaluation processes designed to assess the needs of the child and their eligibility are available at no cost, a parent or guardian may request screening and evaluation at any time, whether or not their child is enrolled in the District's public school program. Requests for evaluation and screening are to be made in writing to the Director of Special Services.

For further information on the rights of parents and children, provision of services, evaluation and screening (including purpose, time, and location), a parent or guardian may contact, in writing, the person listed above or any building principal.

Confidentiality: All information gathered about a 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 the policies and procedures, as well as rights of confidentiality and access to educational records, please contact the Director of Special Services, Mrs. Samantha Kistler, or a building principal.

PART FIVE: ACADEMICS & GUIDANCE

CAREER EDUCATION

Lehighton Area School District strives to meet the academic standards for career education and work. In an ever evolving workplace, it is important that students have an opportunity to assess interests, build skills and identify and explore careers that are aligned with their skills. Career education and exploration is provided across all academic settings through a comprehensive kindergarten through 12th grade plan.

Step One: Career Awareness: In elementary school, students are exposed to a wide range of careers through guest speakers, videos, guidance lessons and field trips. Teachers, school counselors, and parents help students develop an awareness of the importance of good work habits, educational achievement and character development.

Step Two: Career Exploration: In middle school, students are encouraged to explore their interests by completing interest inventories and gathering information about careers including working conditions, educational requirements and skills needed. Teachers, school counselors and parents motivate students to identify their abilities and skills and continue to support strong work habits and good decision making skills.

Step Three: Career Preparation: In high school, students will be introduced to career clusters to assist with course selection of elective credits. A career cluster is a broad grouping of careers that share similar characteristics and whose employment requirements call for many common interests, strengths and competences. The appropriate course options will help students develop a comprehensive course plan for high school in preparation for future careers.

The five career clusters:

- Arts, Media & Communication
- Business, Finance, Technology, & Entrepreneurship
- Health & Human Services
- Engineering, Science, Mathematics & Industrial Technology

College Scholars

Step Four: Career Development: Based on the career goals chosen, students will be advised to continue preparing for their careers.

COMMENCEMENT

Commencement exercises will be held on School District property. If the ceremony is held indoors, limited seating may be available and all guests may be required to have a ticket for the ceremony. Parents/Guardians/Guests of the students who disrupt the exercises will be subject to removal from the proceedings and disorderly conduct charges being filed with the local authorities.

STUDENT DRESS FOR COMMENCEMENT ACTIVITIES

According to the Lehighton Area School Board, student attire for commencement is formal. District Board of Directors Graduation Requirement Policy 217, states the following student attire for commencement is as follows:

1. The cap is to be worn flat and pulled well down on the forehead. Tassels are worn on the left side.
2. Students will be required to return home for proper dress in the event they report for the ceremony in unacceptable attire, as deemed by District staff.

In addition to the traditional cap and gown that must be worn by all graduates, only certain regalia are acceptable for adornment during the ceremony, including: National Honor Society, National Art Honor Society, Military, and others as approved by administration.

All outstanding obligations must be paid in full prior to commencement in order to participate. If a student has financial problems and cannot secure the proper attire, they may contact a building administrator and proper attire will be found discreetly for the student.

COMMENCEMENT SPEAKERS

The top four students of the class, as of progress reports of the fourth marking period, may have the opportunity to be commencement speakers with Valedictorian and Salutatorian given the first choice when final grades for the fourth marking period are entered. If the candidates decline, other students may be eligible based upon class ranking. All copies of the completed speeches **MUST** be in the hands of an administrator one week prior to the graduation date of the current school year. The written speech must be given to an administrator personally.

COMMENCEMENT PRACTICE

All graduating seniors are required to attend ALL scheduled commencement practices. Students who arrive late to commencement practices must make up that time. Any student failing to attend required practices or causing a disruption at practices may be denied participation in the commencement event.

COMMENCEMENT DISCIPLINE PROBLEMS

Participating in commencement exercises is a privilege; therefore, any student who does not follow the rules for commencement, and/or the rules of the school, may be denied participation. The student should refrain from behavior that disrupts commencement activities. Students who disrupt the exercises will be

subject to removal from the proceedings and possible disciplinary actions, including disorderly conduct charges being filed with the local authorities.

POWERSCHOOL USAGE

Parents/Guardians and students are encouraged to use PowerSchool to monitor grades. Doing so allows parents/guardians to get real-time updates regarding their child's academic performance and attendance. Progress reports can be obtained from the guidance office by request. Any parent/guardian needing PowerSchool log-in and/or password information, should contact the high school guidance office—this includes the smart phone application.

Additionally, daily announcements are posted in PowerSchool. These are the same announcements made each morning in school. Students and parents/guardians should review these announcements with frequency to ensure pertinent school information is received. Students taking dual enrollment courses outside of the LAHS building are responsible for any missed announcements and should keep up-to-date via PowerSchool.

COURSE EXEMPTION BY EXAMINATION

A student may challenge a course by successfully completing an examination of the student outcomes for the course. In order to qualify, a student must have maintained an average of 93% or above in prior courses of the academic discipline. The teacher of the subject will construct an examination based on the student outcomes for the course and have the exam approved by the principal and assistant to the superintendent. A standardized examination may be used if the examination measures the student outcomes of the course. To successfully challenge a course, a student must score at least a 93% on the teacher-developed examination or an equivalent score on a standardized examination. The student will be provided with the course syllabus prior to taking the exam.

After earning a 93% or above on the exam, credit will be recorded on the student's permanent record and will be used for ranking purposes. The student must enroll in the next sequential course offered in the subject area.

Graduation credit will be awarded. No student may take the course for a higher grade at a later date. No graduation credits will be awarded for Middle School courses.

A student will be limited to earning a maximum of one (1) exemption per school year by this method. Courses with a laboratory component or shop experiences cannot be challenged unless a laboratory component is included in the examination.

CLASS RANKINGS

Class rankings are determined by arranging all students in order of their weighted grade point average. A student that repeats a course due to previous low grades or other reasons shall have both grades computed in their class rank. Class Rank will only be calculated twice a year after the semester grades have been submitted.

COURSE LOAD

All students are required to maintain a full schedule each school year. They are required to attempt a minimum of seven (7) credits for a full 180 school days.

GRADING/GRADING SYSTEM

Marking period grading breakdown:

50% - Assessments
35% - Graded work
15% - Participation

Report cards will be available every forty-five days. Academic achievement will be designated on both report cards and on permanent records by percentage. COURSE FAILURE OCCURS WHEN A STUDENT RECEIVES A 60% OR LOWER GRADE.

Give special attention to the following:
A student receiving between 40% and 60% as a final average for a course may pass that course by attending a credit recovery course. Any student receiving less than 40% as a final grade **MAY NOT** attend summer school or take a correspondence course for credit. The student percentage grade is a product of assignments, class participation, projects, activities, written and oral exams, and ATTENDANCE. Finally, all grades will be shown in terms of whole numbers, and that percentage will be used to make all calculations.

GRADING SCALE

90%-100 =A
80%-89%-B
70%-79%=C
61%-69%=D
00%-60%=F

Other marks include:

I – Incomplete
A mark of "incomplete" indicates that some class work has not been finished or a test has not been taken, usually because of excused absence from school. Please see **Makeup Work for Absences** for the number of days given to a student to complete missed work due to absences.

WF – Withdrawal Fail WP – Withdrawal Passing W – Withdrawal from LAHS Rolls

Important Academic Dates/School Calendar (*See District website - Calendars*)

- Final marking period grades are completed at nine (9) week intervals. They are posted in PowerSchool five (5) days after the marking period ends, except for the last marking period.
- Parents can contact the school at any time to check on the progress of your child (children) or use PowerSchool.
- The date for graduation for the Class of 2027 will be set by the school board at their regular April meeting.

CALCULATION OF THE GRADE POINT AVERAGE (GPA)

During the course of a school year, two different types of Grade Point Averages (GPA) can be calculated for each student. The first is known as the "simple" or "non-weighted" GPA, while the second type is "weighted." The "simple" GPA is calculated four (4) times a year, at the end of each marking period,

using the grades from that report period to determine who qualifies for our honors lists. This "simple" GPA is never used to determine class rank. The "weighted" GPA is calculated at the end of the first semester and again at the end of the school year. Final course grades are used in this calculation, and the quality points are based upon the level (AP, Honors, College Prep, or Applied) of the course. This GPA rewards those students who have selected the more difficult courses (and did well). It is the "weighted," end-of-the-year GPA that is used to determine a student's official class rank. OF THE TWO, THE "WEIGHTED" GPA IS THE MOST IMPORTANT. IT IS ALSO CUMULATIVE.

Dual Enrollment is never factored into grades for Honor Roll purposes, but will be included in the final transcript.

Lehighton Area High School offers the following levels of courses:

AP - Classes provide advanced learning and give students the opportunity to study and learn at the collegiate level.
Honors - Classes offered for high-achieving students - covering additional topics or some topics in greater depth than in the College Prep level.
Dual Enrollment - College classes held both on and off campus that students may take while concurrently enrolled in high school.
College Prep - Courses that students take to prepare them for the academic rigor of college.
Applied - Courses for students who have difficulty in specific subject areas. Most of these classes are co-taught which enables a student to receive additional help in the subject matter with a small student teacher ratio.

THE "SIMPLE" GPA

One example is given:
90%-100% = 4.00
80%-89% = 3.00
70%-79% = 2.00
61%-69% = 1.00
60% - 0% = 0.00

EXAMPLE "SIMPLE GPA"

Name of Course	Credit	Grade	Quality Pts.	Credit & Actual Point
Honors Critical Writing	1.0	98	4.00	1 x 4.00 = 4.00
Honors Chemistry	1.0	91	4.00	1 x 4.00 = 4.00
College Prep History	1.0	88	3.00	1 x 3.00 = 3.00
Physical Education	1.0	75	2.00	1 x 2.00 = 2.00

13.00 /4.0 = 3.25 is the "Simple GPA"

WEIGHTED GPA

The weighted GPA is calculated at the end of each semester and is used for class rank at the end of the year. A student's weighted GPA is based upon a multiplier that is determined by the level of each course. Below are the steps used to calculate the weighted GPA.

Each course is multiplied by a percentage based upon the level of the course to determine the student's weighted average.

Applied Course	Average X 0.9	85% X 0.9 = 76.5%
College Prep Course	Average X 1.0	85% X 1.0 = 85%
Honors and Dual Enrollment	Average X 1.1	85% X 1.1 = 93.5%
Advanced Placement	Average X 1.2	85% X 1.2 = 102%

The number of credits for each course is then multiplied by the semester average for each course. For example:

½ credit course in Health and Wellness (College Prep):
85% X 1.0 = 85% ½ X 85% = **42.5%**
1 credit course in Honors Geometry (Honors):
85% X 1.1 = 93.5% 1 X 93.5% = **93.5%**
½ credit course in Interior Design (College Prep):
93% X 1.0 = 93% ½ X 93% = **46.5%**
½ credit course in Honors English (Honors):
90% X 1.1 = 99% ½ X 86.9% = **49.5%**
½ credit course in Honors Personal Finance (Honors):
88% X 1.1 = 96.8% ½ X 96.8% = **48.4%**
1 credit course in College Prep History (College Prep):
95% X 1.0 = 95% 1 X 95% = **95%**

Use the newly calculated averages (from above), add up all of the values and divide by the number of credits earned to calculate the **weighted average**.
42.5% + 93.5% + 46.5% + 49.5% + 48.4% + 95% = 375.4
375.5 ÷ 4 (sum of credits earned) = **93.85% (weighted average)**

Multiply the **weighted average** by 4 to determine the semester/final Weighted GPA.

0.9385 X 4 = 3.754

3.754 is the student's Weighted GPA.
Again, a student's "weighted" GPA is cumulative while progressing through high school. That is, this calculation is made at the end of each Semester using all of the grades earned by the student while in high school up to this point.

REQUIREMENTS TO ACHIEVE HONOR LISTS

Honor Lists Requirements have been established by a faculty/administration committee. In order to qualify for any of the honor lists, a student must be carrying 7.0 credits for the school year. Likewise, the student may not have "I" or "W" grades on their report card. Honors requirements are based upon weighted GPAs.

DISTINGUISHED HONORS

A student must have a 3.8 or higher weighted GPA in all classes with no grade lower than a 90%.

HONOR ROLL

A student must have a 3.52 or higher weighted GPA in all classes with no grade lower than 83%.

GRADE PROMOTION REQUIREMENTS

MINIMUM GRADUATION CREDITS NEEDED: **22**
At the start of senior year students must be in good standing with a minimum of 15 credits.

CREDIT RECOVERY – SUMMER/WINTER SCHOOL

Summer school and Winter school programs are usually offered soon after the close of each school term and after the school day in the month of February. Each full credit course is taught for 30 hours. A student cannot take more than three (3) courses or obtain more than 10 credits in a school year.

A student wishing to enroll in any other correspondence course(s) or wishing to use the services of a private tutor must have prior permission from the high school principal. In the case of a private tutor, in order for the student to receive credit towards graduation, the teacher must be certified in the particular subject being studied. At least thirty (30) hours must be spent with the private tutor in order for the student to receive credit.

A student who satisfactorily completes a course(s), will receive the minimum passing grade on the permanent record – a 61%.

CARBON CAREER AND TECHNICAL INSTITUTE (CCTI)

- Any ninth-grade student interested in attending Carbon Career and Technical Institute should see the Guidance Department about the Exploratory program (10 students are selected for the program each year).
- Any tenth-grade students interested in attending Carbon Career and Technical Institute (CCTI) should come into the guidance office for an application.
- The student must pass a total of five (5) credits, including English 9, Science, History, Math, and two (2) electives to apply.
- Based on the popularity of many of the technical areas, the student is encouraged to apply early. Completed applications should be returned to the LAHS guidance office. All attendance, discipline, and grades from LAHS will transfer to CCTI.

CCTI POST SECONDARY OPPORTUNITIES

Students can earn **FREE** college credits while attending CCTI. CCTI has partnered with post-secondary institutions providing articulation credits (college credits).

Articulation Credit
An articulation credit allows high school students to receive college credit for technical courses they completed while in high school. The articulation process eliminates the need for duplication of courses at the college level, so that students can seamlessly continue their education in a related program at a postsecondary institution. Our technical programs are organized so that students may choose from a variety of post-secondary options, including technical or business schools, community college, or a four-year college program. Having earned articulation credits will save time and money. Articulation credit is absolutely **FREE.**

Articulation Credits are received through an agreement between CCTI and a post-secondary institution. CCTI currently has Articulation Agreements with: Lehigh Carbon Community College (LCCC),

Northampton Community College, Pennsylvania College of Technology, Johnson & Wales University, Universal Technical Institute, and many more.

We encourage you to examine the following websites relating to articulation credits and career resources: PATrac.org, PACareerStandards.com, PACareerZone.org, GettingThemThere.com and PACollegeTransfer.com.

COUNSELING SERVICES

Guidance services offered to the student may be divided into three categories: educational, vocational, and personal. Educational guidance assists the students in the scheduling of appropriate high school subjects and in the making of plans for further education. Vocational guidance includes assistance in choosing a field of occupations as possible choices for future jobs and in knowing some of the requirements and offerings of those job fields. Personal counseling is available through LAHS Guidance Counselors and School Social Worker with outside referrals made when necessary.

CAREER READINESS STANDARDS AND INDICATORS

The Pennsylvania Department of Education (PDE) has adopted Career Readiness standards for all learners. As part of this endeavor, students will be required to produce several artifacts/indicators pertaining to career exploration.

According to Pennsylvania Department of Education:
"The Career Readiness Indicator recognizes efforts to ensure that all students have access to career exploration and preparation activities that are standards-aligned and evidence-based, including the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success."

Lehighton Area High School administration, guidance, and teaching faculty will work to ensure all students meet the required career readiness indicators by the end of their junior year. Over grades 9-11, students will complete no fewer than eight (8) career readiness artifacts/indicators.

Students must complete a specific number and type of career readiness artifacts each year as assigned by guidance counselors and/or administrators. Such artifacts will be entered into a student career readiness portfolio.

DUAL ENROLLMENT

In a partnership with Lehigh Carbon Community College, the Lehighton Area School District offers dual enrollment opportunities for LAHS students that allow them to take college courses for high school and college credit. See Board Policy 204.2.

Applications for dual enrollment are available in the guidance office. Any interested student should make an appointment with the guidance office to discuss the dual enrollment program and its requirements.

Enrollment Requirements:
1. Prerequisites for the course(s) and all appropriate college/university forms need to be completed by assigned due dates. Classes may be taken at LAHS, on the LCCC campuses, or online.
2. Tuition, textbooks, and other applicable fees are the responsibility of the student and/or parent/guardian.

3. For accountability purposes, application forms will not be accepted without full payment. For online courses, the Online Parental Form must be signed and submitted for the student to enroll in an online course.
4. Transportation to courses not held on Lehighton's campus is the responsibility of the student and/or parent/guardian.
5. The student has satisfactorily completed the appropriate units of credit for their grade level.
6. The student must meet District attendance criteria.
7. Students may not take college courses in place of Keystone-related courses or required Keystone remediation courses.
8. Postsecondary courses will be listed on the student's high school transcript, and the grade furnished by the college or university will be factored in the Grade Point Average (GPA). This includes withdrawals and failing grades. Because college grades will permanently follow students and can impact student loan eligibility, we want to ensure that we establish guidelines that will help identify the appropriate students suited for independent, college-level work. Eligibility Requirements: Senior or Junior, 3.0 GPA, good attendance (at least 90% attendance rate of the previous school year), and a history of academic integrity.
9. Juniors and Seniors may take up to two (2) dual enrollment courses per semester for a total of four (4) courses per year. Dual enrollment course requests must be approved by guidance counselors and administration.
10. Courses taken through a dual enrollment program must be at least 3 college credits in order to earn a Lehighton Area High School credit toward graduation requirements.
11. High school credit will be awarded for the college credits earned by Junior & Senior students as it corresponds to the High School elective course it replaces. Seniors may appeal to the high school principal the option to substitute a core course requirement with a dual enrollment course due to scheduling conflicts or courses not offered at the District.
12. For students interested in enrolling in a dual enrollment English or Math course, an entrance exam may need to be taken as per that college/university's policies and procedures. A student who does not meet the needed score on this exam will not be permitted to enroll in that subject area course. All entrance exam scores are determined by the college/university requiring the exam not LASD.
13. A student interested in enrolling in LASD dual enrollment courses beyond the designated school day/calendar and who participate in LASD athletics understand that there may be a conflict between the dual enrollment course schedule and their athletic schedule (practices/games). It will be the discretion of the head coach of the respective sport(s) the student is engaged to determine whether the student will be eligible to participate in that sport based upon the extent of conflict between the dual enrollment schedule and the athletic schedule. Due to this potential conflict, the student may have to choose between the dual enrollment course and the specific athletic sport. It is encouraged that the student consults with their athletic coach prior to enrolling in a dual enrollment course that is scheduled beyond the school day/calendar.
14. It is the responsibility of the student and/or parent/guardian to consult with the college or university that the student may be attending to determine if dual enrollment credit earned will transfer. The acceptance of college credit earned through LASD dual enrollment program is at the discretion of that college or university. LASD will not be held responsible if dual enrollment credits earned are not transferable.
15. You may not drop a dual enrollment class if it is your 7th credit after the drop/add period of five (5) school days after the first day of class (including the first day).
16. A student taking courses using the LCCC online portal are responsible for maintaining up-to-date knowledge of activities, assignments, timelines, and other requirements posted therein.

Dual enrollment students MUST provide their guidance counselor with numerical midterm and final grades.

In order to be enrolled in a Dual Enrollment course, students and parents/guardians must sign an enrollment contract which outlines the rules and expectations of such classes.

LCCC COLLEGE SCHOLARS PROGRAM

The Lehighton Area School District & Lehigh Carbon Community College have embarked on a collaborative dual enrollment program for the current sophomore class. This program is a dual enrollment platform wherein select sponsored high school juniors and seniors have the opportunity to earn an associate of arts degree at the same time they are completing their high school degree. When the student graduates from high school with their high school diploma, they also graduate from LCCC with their associate of arts degree, which may transfer to select four year colleges. These full-time LCCC students will still be Lehighton students and will be able to participate in all high school functions.

Enrollment Qualifications:

1. The parent/guardian must provide a written statement to the guidance office requesting participation in the college scholars program by the end of the third marking period of the student's sophomore year.
2. The student must have achieved a score of Advanced or Proficient on all Keystone Exams—Literature, Algebra, and Biology. In addition, students must meet Act 158 graduation pathways 1 or 2 and successfully pass LCCC placement testing.
3. The student must have successfully completed no fewer than fourteen (14) credits with a minimum weighted GPA of 3.0.
4. The student must be in good behavioral and attendance standing and receive a satisfactory report pertaining to such requirements from building administration.
5. The student must successfully achieve placement test criteria as determined by LCCC.

Admission Process:

1. Contact guidance counselors to determine if the student meets all qualifications for eligibility.
2. Complete placement testing if required by LCCC.
3. Complete online LCCC application and enrollment form.
4. Register for desired/required classes with the LCCC admissions counselor.

Retention in the LCCC College Scholars Program:

In order to maintain continued enrollment in this program, the student must:

1. Begin the program in the Fall/First Semester of their junior year.
2. Schedule and attend classes for no fewer than fifteen (15) credits and earn no fewer than twelve (12) of those scheduled in each semester.
3. Review, sign, and submit the yearly student contract.
4. Provide midterm and end-of-semester numerical grades to the high school guidance office.
5. Comply with rules and regulations outlined by LCCC.
6. Tuition, transportation, and textbook costs are the responsibility of the student. Students who do not meet financial obligations by the deadlines established by LCCC will not be eligible for enrollment in the College Scholars Program and must return to LAHS full-time.

In order to earn the Associate's Degree in General Studies in two years, the student must earn no fewer than fifteen (15) credits per semester as outlined in the general studies degree. Failure to pass/earn fifteen (15) credits per semester will require students to make up credits in order to earn the Associate's Degree in two years.

GRADUATION REQUIREMENTS

Under LASD Board Policy 217, the Lehighton Area School District offers three distinct types of high school diplomas, each with distinct requirements: Academic High School Diploma with Honors, Academic High School Diploma, or a General High School Diploma. All students must be advanced or proficient in Keystone content areas or complete the statewide high school Act 158 graduation pathways as outlined by the Pennsylvania Department of Education.

Academic High School Diploma with Honors Minimum Credit Requirements (26 or more credits)

Subject	Credits
English	4
Social Studies	4
Mathematics	4
Science	4
Physical Education	1
Wellness	1
Computer and Careers	1
*Arts/Humanities	3
Electives (including personal finance requirement)	4

***In addition to earning the prescribed number of credits, students must complete their course of study with a cumulative weighted GPA of 3.25. If students do not earn this cumulative GPA but reach the prescribed number of credits, they will earn an Academic High School Diploma.

Academic High School Diploma Credit Requirements (26 or more credits)

Subject	Credits
English	4
Social Studies	4
Mathematics	4
Science	4
Physical Education	1
Wellness	1
Computer and Careers	1
*Arts/Humanities	3
Electives (including personal finance requirement)	4

***If students do not earn the prescribed number of 26 credits, but earn at least 22 credits as listed below, the student will earn a General High School Diploma.

General High School Diploma Credit Requirements (22 or more credits)

Subject	Credits
English	4
Social Studies	3
Mathematics	4
Science	3
Physical Education	.5
Wellness	.5
Computer and Careers	1

*Arts/Humanities	2
Electives (including personal finance requirement)	4

***Students will also need to complete the Personal Finance requirement by either taking a Personal Finance class within the business department or by taking both Algebra in Everyday Living (.5) and Algebra of Employment (.5).

*The following areas will count toward the Arts/Humanities requirement: Art, Music, Band, Family and Consumer Sciences, Technology Education, World Languages, plus any course in English, Math, Science, and Social Studies above graduation requirements.

State-mandated Exam Proficiency: Act 158 – Pathways to Graduation at LAHS.

In accordance with Pennsylvania's Act 158 of 2018, students must meet statewide graduation requirements through the designated graduation pathways. Act 158 provides alternatives to Pennsylvania's statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology) in order for a student to achieve statewide graduation requirements.

Students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness. Keystone Exams will continue as the statewide assessment Pennsylvania uses to comply with accountability requirements set forth in the federal Every Student Succeeds Act (ESSA). Although students will no longer be required to achieve proficiency on the Keystone Exams in order to meet statewide graduation requirements, students must take the Keystone Exams for purposes of federal accountability.

Below are the five designated graduation pathways that students can utilize to meet statewide graduation requirements.

- Pathway 1 - Keystone Proficiency
- Pathway 2 - Keystone Composite
- Pathway 3 - Career and Technical Education (CTE) Concentrator
- Pathway 4 - Alternative Assessment
- Pathway 5 - Evidence-Based

Please use the following link for specific details on how to meet each graduation pathway (see Pennsylvania Pathways to Graduation Graphic after clicking on the link):
https://www.pdesas.org/Page/Viewer/ViewPage/56/

Lehighton Area High School will help guide students to a viable pathway based upon offerings available through the school.

For students who transfer into LAHS, the school will accept demonstrated completion of a pathway from a previous school district with necessary and appropriate records.

Consideration for Students with Disabilities:

As per Policy 217: "The Board shall permit a student with a disability, whose Individualized Education Program (IEP) prescribes continued educational services, to participate in commencement ceremonies with their graduating class and receive a certificate of attendance, provided that the student has attended

four (4) years of high school. The Board shall issue a high school diploma to each student with a disability who completes the graduation requirements established by the Board or the goals established in the student's IEP, as determined by the student's IEP team."

EARLY GRADUATION FROM LEHIGHTON HIGH SCHOOL (Policy 217)

The Lehighton Area High School administration, counselors and the instructional staff believe that every child enrolled in Lehighton Area High School should remain in school the entire four (4) years to take advantage of all opportunities afforded them regarding course offerings. Every effort should be made to obtain adequate preparation for a field of employment, postsecondary education, armed services, etc. Beyond this, it is our responsibility to reassess our curriculum from time to time and develop a program that will hold the interest of all students.

In the event that a student possesses such a strong desire to complete the graduation requirements before the end of four (4) years, there are several situations that will justify the development of a program for a student to permit an early graduation. These situations can be identified as:

1. Enrolled as a full-time student in a two-year or four-year college or technical program.
2. Other life circumstances.

When a student makes an application for early graduation, the student and parent/guardian must meet with the counselors to determine the advisability of an early graduation program. The final decision must be approved by the principal. Each referral will be evaluated after the best interests of the student are determined. All inquiries should be made by the end of the second week of school of the school year the diploma is to be earned.

Any student wishing to graduate early must meet the 26.0 cumulative credit requirement. Students may accomplish this early by taking courses in addition to those in their Lehighton Area High School schedule, dual enrollment courses for example.

In addition, the following criteria needs to be met for consideration:

1. The student must have maintained an overall GPA of a 3.0 in their classes at Lehighton Area High School.
2. Have been in attendance at least ninety percent (90%) of their junior year.
3. Advanced or Proficient in all tested areas and/or met graduation pathways or Act 1 requirements as required by the Pennsylvania Department of Education.
4. Students shall have no major disciplinary infractions on record.

MID-TERMS/FINAL EXAMS

1. Both midterms and finals will be given. The mid-term will be cumulative of the first semester, and the final will be cumulative of the second semester (not the entire course).

Grade Breakdown:

Marking Period 1	= 20%
Marking Period 2	= 20%
Mid-term Exam	= 10%
Marking Period 3	= 20%
Marking Period 4	= 20%
Final Exam	= 10%

2. A student failing to take the midterm and final exam without a doctor's excuse will automatically receive a zero (0) for the final exam. If a student is sick and/or misses a final exam(s), it is the responsibility of the student to inform the principal THAT DAY why the exam was missed and when it will be made up with a doctor's note corroborating the illness.
3. The final exam in an Advanced Placement course shall consist of a *College Board* AP practice test.

4. For courses assessed by a Keystone Exam (Algebra I, Biology, and English 10), the Keystone Exam will serve as the course's final examination.

HIGH SCHOOL WORK EXPERIENCE PROGRAM

The objective of this program is to assist the student and/or family financially by permitting the student to work during school hours at a career-related job. This program is for juniors and seniors only:

1. With regard to the experience:
   a. The student must be paid by check.
   b. The employer must follow the child labor laws – a maximum of 44 hours/week.
   c. The student must be covered by workman's compensation.
2. With regards to the student's academic schedule:
   a. A student entering their junior year (11th grade) needs to have earned 14 credits.
   b. A student entering their senior year (12th grade) needs to have earned at least 20 credits.
   c. A student will receive a maximum of two (2) credits each year for the Work Experience Program.
   d. All requests must occur a minimum of one week prior to the beginning of school or before the beginning of the second semester.
   e. If a student must be rescheduled, it is expected that the student remains in courses at the proper ability level (Advanced Placement, Honors, College Prep, or Applied).
   f. The student must obtain a job that provides working hours during the school day ½ of the school day (starting as early as 11 a.m. for seniors and 12:30 p.m. for juniors) and work five (5) days a week. On average, students must document 30 hours of work each week.
   g. A student who has worked the Work Experience Program in the morning must attend classes after ending their shift.
3. Other conditions to enter or remain in the program include:
   a. A minimum cumulative "70%" average for all subjects over the past three (3) years must have been achieved and must be maintained.
   b. Excessive absences and/or tardiness must not be a problem. If the student is absent from school, they should not be performing work duties during school hours.
   c. A student must be in school (by 9 a.m.) in order to work. The students must follow the bell schedule of the day.
   d. If a student has their job terminated (for a short period of time or permanently), this must be reported to the guidance office at the high school immediately.
   e. The student's behavior in school and at the Work Experience Program must be appropriate.

4. Miscellaneous
   a. Since credit is given for participation in this activity, the guidance department or administrator will require a periodic written report.
   b. Only Pass/Fail grades shall be used.

PARENT CONFERENCES

Parents may make appointments for conferences with teachers, counselors or a principal by telephoning the school main guidance office at (610) 377-6180.

REQUESTS FOR SCHEDULE CHANGES

Since a great deal of time (course selection begins in March) and effort always goes into program planning, selection of courses should be considered final on July 15th. Extenuating circumstances do arise occasionally, and in such cases the reasons for changes will be reviewed and a decision made at that time. In most cases, the following conditions must be satisfied before the course change will be made:

1. Teacher and counselor recommendation
2. Counselor-student conference
3. Parental contact
4. That the student can be placed in an appropriate substitute class
5. That the student will continue to have seven credits
6. Serious conflicts will be resolved by the administration

Any student whose selections show a conflict that is not resolved in a personal conference will have a schedule assigned to them by the administration and/or guidance department. The same is true for any student who fails to hand in a course selection sheet. In most cases, schedule changes will take place only during the first week of school or first week of the second semester.

TRANSCRIPTS

During a given school year, a high school student may request transcripts be sent to institutions, for scholarships, to employers, to coaches/recruiters, to military personnel, etc. Transcript release forms are located in the guidance office and must be completed for each individual request. A student under the age of 18 must have a parent or guardian sign the release. Transcripts will be processed within 5 to 10 days of receiving the dated release.

The request for final grades, which is made by almost all institutions of higher learning after a senior graduates, will be sent free of charge for the student. A student requesting transcripts beyond one year of graduation will be charged $2.00 per transcript.

PART SIX: THE STUDENT ASSISTANCE PROGRAM

SCHOOL SOCIAL WORKERS

The Lehighton Area School District social workers are available to help students and their families through challenging times. They are valuable resources for meeting with students and assisting with the finding of suitable resources. Please contact either the guidance office or school administration if you'd like to speak with a school social worker.

SAP PROCEDURES

Disclaimer: This is an abbreviated version of the full procedure manual. This is intended to outline the most important parts of the SAP procedure. Complete copies of the SAP procedure are kept in the high school main office.

THE STUDENT ASSISTANCE PROGRAM OF THE LEHIGHTON AREA HIGH SCHOOL

In keeping with Pennsylvania Association of Student Assistance Professionals, the Lehighton Area High School Student Advisory Team is a group of school and community-based program specialists organized to meet the needs of Lehighton Area High School students for education, prevention, intervention, referral, and support services in the area of at-risk behaviors affecting mental health and wellness, and to address alcohol and other drug related problems.

The School District does not engage in diagnosis or treatment, but on the basis of signs and symptoms intervenes on negative behavior to rule out suicide risk, chemical dependency, or other emotional concerns which may diminish a student's potential for achievement. Promoting education, the Lehighton Area School District adopts these procedures to address the physical, emotional, and behavioral concerns of all students.

STUDENT ASSISTANCE PROGRAM PROCEDURES

I. BEHAVIORAL CONCERN PROCEDURE

Behavioral problems may or may not be related to chemical use. It is important to be of service to the student so that the student may get a free and appropriate education. The School District is committed to providing a service to identify a student's need for special educational services or the services of other helping agencies. Behavioral problems include, but are not limited to: inappropriate behavior, defiance, poor class performance, tardiness, absenteeism, etc.. Further details regarding this procedure may be viewed in the SAP Procedural Manual.

II. SUICIDAL CONCERNS

All professionals must accept the fact that drug and alcohol problems frequently play a major role in the lives of the young people and the families with whom they are dealing. Suicide prevention necessitates a plan of action which rules out these and other problems for the best possible benefit of the student. Whenever possible, the steps outlined should be followed in sequence for an effective team approach in long-term suicide prevention. Further details regarding this procedure may be viewed in the SAP Procedural Manual.

III. CHEMICAL USE, ABUSE, AND DEPENDENT PROCEDURE

The Board of School Directors of Lehighton Area School District, recognizing that the misuse of chemicals is a serious problem with legal, physical, emotional, and social implications for the whole school community, adopts the position that the students must be chemically- free in order that they may develop in the most productive and healthy manner (See Definition – "Controlled Substance" Appendix I).

Educators and Chemical Dependency professionals must realize that they cannot intervene into adolescent drug use without possibly encountering parent/guardian addiction/dependency, child abuse, depression, suicidal youths, and eating disorders and/or other issues. The Student Advisory Team shall assist a

student receive assistance for all areas of concern for emotional well-being. Further details regarding this procedure may be viewed in the SAP Procedural Manual.

PART SEVEN: SCHOOL BOARD POLICIES

Here is a quick link to all Lehighton Area School District policies: www.lehighton.org/policies

The following Lehighton Area School District Board Policies require annual notification as well as dissemination to students and parents. Please take the time to review all our student policies. The links are hyperlinked, and you can click on the title to open the policy. The policies that govern students are listed in the 200 Section, the policies that govern programs are listed in the 100 Section, the policies that govern finances are listed in the 600 Section, the policies that govern property are listed in the 700 Section, the policies that govern operations are listed in the 800 Section.

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100 Strategic Plan

103 Discrimination/Title IX Sexual Harassment Affecting Students

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104 Discrimination/Title IX Sexual Harassment Affecting Staff

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216.1 Supplemental Discipline Records

216.2 Student Records - Identification

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218 Student Discipline

218.1 Weapons

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220 Student Expression/Dissemination of Materials

221 Dress and Grooming

222 Tobacco and Vaping Products (Students)

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235 Students Rights and Responsibilities

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251 Students Experiencing Homelessness, Foster Care and Other Educational Instability

302 Employment of Superintendent/Assistant Superintendent

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340 Responsibility for Student Welfare

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716 Integrated Pest Management

800 Records Management

800.1 Records Retention / Destruction

800.2 Electronic Signatures/Records

801 Public Records

805 Emergency Preparedness

805.1 Relations With Law Enforcement Agencies

805.2 School Security Personnel

806 Child Abuse

805.1 Relations with Law Enforcement Agencies

805.2 School Security Personnel

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810.2 Transportation - Video/Audio Recording

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815.1 Use of District Owned Technology

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822 Automated External Defibrillator (AED)

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907 School Visitors

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908 Relations with Parent/Guardians

910 Community Engagement

916 School Volunteers

917 Parental/Family Involvement

918 Title I Parent and Family Engagement

LEHIGHTON AREA School District
1000 Union Street, Lehighton, Pennsylvania 18235
Telephone: 610-377-4490 Fax: 610-577-0032

"Educating students for lifelong success by providing challenging and relevant instruction, fostering academic and personal growth, promoting civic responsibility, cultivating community and family partnerships and supporting the mental well-being of all in a safe environment."

Notification Letter for Parents, Guardians and Employees of Lehighton Area School District

Dear Parent(s), Guardian(s) and Employees,

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

From time to time, it may be necessary to use chemicals to manage a pest problem. Chemicals will only be used when necessary, and will not be routinely applied. When chemicals are used, the school will try to use the least toxic product when possible. (Applications will be made only after normal school hours.) Notices will be posted in these areas 72 hours prior to application and for two days following the application.

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

If a chemical application must be made to control an emergency pest problem (ex. stinging insects), notice will be provided by telephone or email to any parent or guardian who has requested such notification in writing. Exemptions to this notification include disinfectants and anti-microbial products; self-containerized baits placed in areas not accessible to students, and gel type baits placed in cracks, and crevices or voids.

Each year the District will prepare a new notification registry.

If you have any questions, please contact Justin Smith, IPM Coordinator at (610) 377-4490 ext. 7536. All correspondence should be directed to the address, email, or telephone number listed on this letterhead.

Sincerely,

Justin Smith
Director of Operations
jlsmith@lehighton.org

LEHIGHTON AREA SCHOOL DISTRICT 2026-2027 SCHOOL CALENDAR

3-6 – Independence Day Holiday

July 2026

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 – Winter Holiday
18 – Martin Luther King Holiday
22 – Professional Development Day

18– Student (95)
19–Teacher (101)
19–Para (100)

January 2027

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

11-14 – New Teacher Induction
18-20- Professional Development Day

24 - First Student Day

6 – Student (6)
9- Teacher (9)
9 – Para (9)

August 2026

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

12-15 – President's Holiday

18-Student (113)
18–Teacher (119)
18–Para (118)

February 2027

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21/28	22	23	24	25	26	27

4-7 – Labor Day Holiday
21 – Teacher In-Service for Professional Development

19 -Student (25)
20- Teacher (29)
19 - Para (28)

September 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

24 – Early Dismissal
25-29 Spring Holiday

20-Student (133)
20-Teacher (139)
20–Para (138)

March 2027

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12 – Columbus Day - No School

21–Student (46)
21–Teacher (50)
21–Para (49)

October 2026

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22–Student (155)
22–Teacher (161)
22–Para (160)

April 2027

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6 – Act 80 Day/Parent/Teacher Conf
25 - Early Dismissal
26–30 Thanksgiving Holiday

17–Student (63)
18 –Teacher (68)
18–Para (67)

November 2026

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

7 – Teacher In-Service for Professional Development
28-31 – Memorial Day Holiday

18-Student (173)
19-Teacher (180)
18–Para (178)

May 2027

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 – Early Dismissal
21-31- Winter Holiday

14–Student (77)
14–Teacher (82)
14–Para (81)

December 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

8 - Early Dismissal
8 –Tentative Last Student Day
9 – Teacher In-Service for Professional Development

6-Student (179) – Act 80 days (1)
7–Teacher (187)
6–Para (184)

June 2027

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

End of Marking Period – 10/28, 1/15, 3/24
Early Dismissal – 11/25, 12/18, 3/24, 6/8
First/Last Student Days -8/24, Tentatively 6/8
184 Para Days – 187 Teacher Days – 180 Student Days
1502 Days (OLSDH) – 11/30, 12/21, 12/22, 12/28, 12/29
Board Approved: March 23, 2026

Prof Development –8/18, 8/19, 8/20, 9/21, 1/22, 5/7, 6/9
Act 80 Day – 11/6
Snow Make-up Days – 1/18, 2/12, 3/25, 5/28, 6/9
New Teacher Induction Days – 8/11, 8/12, 8/13, 8/14
Paras off – 9/21, 5/7, 6/9

Handbook Agreement
I have read and agree to abide by all terms listed in the Lehighton Area School District Handbook:

Health & Safety Plan
I have reviewed our Health and Safety Plan for the 22-23 School year. Changes to the plan will be made as necessary according to PDE and CDC Guidelines:

School Bus Regulation Agreement
I have read and agree to abide by all terms listed in the Bus Regulations for Students:

Student Email Agreement
Do you consent to your child having a Lehighton Area School District email account issue?

Permission to travel within District
I give permission for my child to be transported, or walk, to any Lehighton Area School District building for any school sponsored event:

Individual and Small Group Photo Release
Throughout the school year, individual and small group photographs and video recordings may be taken of students as they participate in various academic and non-academic activities. These may be used to publicize and promote District activities:

Acceptable Use of Communications and Systems
I have read and agree to the terms outlined:

Students Lunch
All students are entitled to a lunch
I give my child permission to purchase breakfast in the cafeteria: give my child permission to purchase lunch in the cafeteria:

Student Insurance
I acknowledge that CHIP is available for my child(ren) and that is is my responsibility to enroll them by following the directions provided on the CHIP Student Insurance link:

Electronic Signature
The electronic signature below and its related fields are treated by Lehighton Area School District like a handwritten signature on a paper form.

I affirm that all the information provided is true and correct to the best of my knowledge.

I agree:
Signature:
Date:

The above information is completed and signed electronically via Powerschool Enrollment.

Lehighton Area Middle School
Parent/Student Handbook
2026-2027

WELCOME TO LEHIGHTON AREA MIDDLE SCHOOL

The administration, teachers, and support staff are excited about another year of instruction at Lehighton Area Middle School and are looking forward to you being a big part of that. All of us are committed to helping you become as successful as possible. The opportunity to gain an excellent education is here for everyone, and we encourage you to take advantage of that opportunity.

The goal of our Middle School is to provide a positive learning environment so that students can achieve their greatest potential. To reach this goal, there must exist a cooperative effort on the part of students, teachers, administrators, parents and community. We urge your cooperation and assure you that the efforts will be well worth it.

May this school year be your best ever. We wish you a year filled with great times and great experiences!

Mr. Stephen Ebbert
Principal of
Operations and Student Management

Mrs. Tiffany Strausberger
Principal of
Academic Programs and Achievement

****

Lehighton Area School District Mission:

The Lehighton Area School District's mission is educating students for lifelong success by providing challenging and relevant instruction, fostering academic and personal growth, promoting civic responsibility, cultivating community partnerships and supporting the mental well-being of all in a safe environment.

Lehighton Area School District Vision:

The Lehighton Area School District will foster a safe and respectful environment where all individuals have the opportunity to reach their potential.

IMPORTANT PHONE NUMBERS FOR MIDDLE SCHOOL:
610-377-6535

Main Office – Building & Discipline Secretary	**Ext. 3228**
Main Office - Principals Secretary	**Ext. 3227**
Guidance Department – Attendance Secretary	**Ext. 3138**
Nurse	**Ext. 3118**
School Psychologist	**Ext. 3109**
Fax#	**610-377-6503**

ALMA MATER

In our dear old Carbon County,
In the midst of town,
Towers our highly cherished building,
As the sun goes down.

Far above our Lehigh waters,
With its waves of blue
Stands our noble Alma Mater
Glorious to view.

When the day will come to leave her
O'er life's sea we roam;
We will always sing these praises,
To our Lehighton home.

Chorus: Swell the chorus ever louder,
In her praise delight;
Hail to thee, our Alma Mater
And Maroon and White.

****

Student & Youth Rights

The ACLU-Know Your Rights – A Handbook for Public School Students in Pennsylvania can be found at www.aclupa.org.

2026-2027 MIDDLE SCHOOL SCHEDULE

DAILY BELL SCHEDULE						
Period	**6th Grade**		**Period**	**7th Grade**	**Period**	**8th Grade**
Homeroom	7:15 - 7:28		Homeroom	7:15 - 7:28	Homeroom	7:15 - 7:28
1	7:31 - 8:18		1	7:31 - 8:18	1	7:31 - 8:18
2	8:21 - 9:08		2	8:21 - 9:08	2	8:21 - 9:08
3	9:11 - 9:58		3	9:11 - 9:58	3	9:11 - 9:58
4	10:01 - 10:48		4	10:01 - 10:48	4	10:01 - 10:48
Lunch	10:51 - 11:21		5	10:51 - 11:38	5	10:51 - 11:38
5	11:24 - 12:11		Lunch	11:41 - 12:11	6	11:41 - 12:28
6	12:14 - 1:01		6	12:14 - 1:01	Lunch	12:31 - 1:01
Core+	1:04 – 1:51		Core+	1:04 – 1:51	Core+	1:04 – 1:51
WIN	1:55 - 2:23		WIN	1:55 - 2:23	WIN	1:55 - 2:23
Dismissal	2:26 - 2:34		Dismissal	2:26 - 2:34	Dismissal	2:26 - 2:34

*CAT Classes

REMEDIATION SCHEDULE						
Period	**6th Grade**		**Period**	**7th Grade**	**Period**	**8th Grade**
Homeroom	7:15 - 7:28		Homeroom	7:15 - 7:28	Homeroom	7:15 - 7:28
Remediation Enrichment			Remediation Enrichment		Remediation Enrichment	
1			1		1	
2			2		2	
3			3		3	
Lunch/WIN			4		4	
4			Lunch/WIN		5	
5			5		Lunch/WIN	
6			6		6	
Enrichment			Enrichment		Enrichment	
Dismissal	2:26 - 2:34		Dismissal	2:26 - 2:34	Dismissal	2:26 - 2:34

EARLY DISMISSAL							
Period	**6th Grade**		**Period**	**7th Grade**		**Period**	**8th Grade**
Homeroom	7:15 - 7:28		Homeroom	7:15 - 7:28		Homeroom	7:15 - 7:28
1			1			1	
2			2			2	
3			3			3	
Lunch/WIN			4			4	
4			Lunch/WIN			5	
5			5			Lunch/WIN	
6			6			6	
Enrichment			Enrichment			Enrichment	
Dismissal	12:26 - 12:34		Dismissal	12:26 - 12:34		Dismissal	12:26 - 12:34

2-HOUR DELAY							
Period	**6th Grade**		**Period**	**7th Grade**		**Period**	**8th Grade**
Homeroom	9:15 - 9:28		Homeroom	9:15 - 9:28		Homeroom	9:15 - 9:28
1			1			1	
2			2			2	
3			3			3	
Lunch/WIN			4			4	
4			Lunch/WIN			5	
5			5			Lunch/WIN	
6			6			6	
Enrichment			Enrichment			Enrichment	
Dismissal	2:26 - 2:34		Dismissal	2:26 - 2:34		Dismissal	2:26 - 2:34

CLUB							
Period	**6th Grade**		**Period**	**7th Grade**		**Period**	**8th Grade**
Homeroom	7:15 - 7:28		Homeroom	7:15 - 7:30		Homeroom	7:15 - 7:30
1			1			1	
2			2			2	
3			3			3	
6			6			6	
Lunch/Win			4			4	
4			Lunch/WIN			5	
5			5			Lunch/WIN	
CLUB			CLUB			CLUB	
Enrichment			Enrichment			Enrichment	
Dismissal	2:26 - 2:34		Dismissal	2:26 - 2:34		Dismissal	2:26 - 2:34

CDT							
Period	**6th Grade**		**Period**	**7th Grade**		**Period**	**8th Grade**
Homeroom	7:15 - 7:28		Homeroom	7:15 - 7:28		Homeroom	7:15 - 7:28
CDT's			CDT's			CDT's	
1			1			1	
2			2			2	
3			3			3	
Lunch/WIN			4			4	
4			Lunch/WIN			5	
5			5			Lunch/WIN	
6			6			6	
Enrichment			Enrichment			Enrichment	
Dismissal	2:26 - 2:34		Dismissal	2:26 - 2:34		Dismissal	2:26 - 2:34

BOARD OF SCHOOL DIRECTORS

PRESIDENT
Ms. Matika
VICE-PRESIDENT
Ms. Neff
TREASURER
Ms. Frey

MEMBERS
Ms. Beer
Mr. Bradley
Mr. Glaush
Ms. Hartley
Mr. Howland
Mr. Tkach

ADMINISTRATORS, COORDINATORS, AND SPECIAL SERVICES

Mr. Jason Moser……Superintendent of Schools
Mr. Matthew Lentz……Consulting Business Manager
Mrs. Gretchen Laviolette……Director of Academic Programs and Technology
Mrs. Sandra Michalik……Director of Student Services
Mrs. Suzanne Howland……High School Principal
Mr. Floyd Brown……High School Principal
Mr. Stephen Ebbert……Middle School Principal
Mrs. Tiffany Strausberger……Middle School Principal and District Assessment Test Coordinator
Mr. Aaron Sebelin……Elementary Principal (K-2)
Dr. Mark McGalla……Elementary Principal (3-5)
Mrs. Tricia Foster……Elementary Principal of Academic Intervention and Achievement
Mrs. Lori German……Middle School Nurse
Ms. Samantha Elias……Middle School Counselor
Ms. Hannah Daly……Middle School Counselor
Mrs. Carrie Kenny……Middle School Social Worker

LAMS FACULTY

ELA
?? (Cederberg)
?? (Yescavage)
Mrs. Lusch
Ms. Seiwell
Mrs. Tirpak

Math
Mrs. Dunchack
Ms. Grasso
Mrs. Kokinda
Mr. Schuler
Mr. Wentz

Science
Mrs. Conway
Mr. Decker
Mr. Eck
Mrs. Solt
Mr. Yescavage

Social Studies
Mr. Nalesnik
Mrs. Pagotto
Mr. Roberts
Mrs. Solt
Mr. Weidner

Creative Arts
?? (Tech Ed)
Mrs. Gustafson (Art)
Mr. Kacyon (Chorus)
Mr. Kotch (Business Ed)
Mrs. Marciante (Band)
Mr. Mekelburg (Health/Phys. Ed)
Mrs. Mullen (FCS)
Mr. Sharrow (Phys. Ed.)
Mrs. Tite (Library)
Mr. Tkach (Business. Ed)

Special Ed
? (Andrews)
Mr. Cann
? (Holloman)
Mrs. Holst (ESL)
Mr. Kirsch
Mrs. Meyer
Mrs. Sassaman (Speech)
Mrs. Smith

TELEPHONE EXTENSIONS FOR FACULTY

Office - School Officer - Nurse	Extension	Guidance - Cafeteria - Custodian	Extension
Principal - Mr. Ebbert	3227	School Counselor - Ms. Daly	3110
Principal - Mrs. Strausberger	3227	School Counselor - Ms. Elias	3113
Principal's Secretary - Mrs. Cunfer	3227	School Psychologist - Mr. Wunderlich	3109
Building/Discipline Secretary - Mrs. Dobrowski	3228	Social Worker - Mrs. Kenny	3107
School Resource Officer	3105	Guidance/Attendance Secretary - Mrs. Goldberg	3138
Nurse - Mrs. German	3118	Cafeteria	3200
		Custodial Room	3009

Teachers	Extension	Teachers	Extension
Mr. Cann	3304	Mr. Nalesnik	3418
Mrs. Conway	3212	Mrs. Pagotto	3204
Mrs. Decker	3125	Mr. Roberts	3206
Mrs. Dunchack	3207	Mrs. Sassaman	3407
Mr. Eck	3215	Mr. Schuler	3203
Ms. Grasso	3312	Ms. Seiwell	3412
Mrs. Gustafson	3824	Mr. Sharrow	3832
Mrs. Holst	3003	Mrs. Smith	3205
Mr. Kacyon	3823	Mrs. Solt	3311
Mr. Kirsch	3413	Mrs. Tirpak	3202
Mrs. Kokinda	3416	Mrs. Tite	3300
Mr. Kotch	??	Mr. Tkach	3406
Mrs. Lusch	3316	Mr. Weidner	3318
Mrs. Marciante	3815	Mr. Wentz	3127
Mr. Mekelburg	3832	Mr. Yescavage	3402
Mrs. Meyer	3123	Beth Yescavage's sub	3208
Mrs. Mullen	3815	Tech Ed teacher	??
Cederberg' sub	312		

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VISITATION GUIDELINES

Visitors

In an effort to further improve safety and provide a secure learning environment for all, the Lehighton Area Middle School has limited campus access and entry to the main front door of the building. Parents, visitors, and volunteers will use a video monitor and buzzer system located outside the front entrances. Upon arrival, individuals should stand in front of the video screen and depress the button once to request assistance. Individuals wishing to enter the school will be requested to share their name and purpose for the visit. The office staff will then allow access into the building via the buzzer system to unlock the door. All persons are required to make prior arrangements before visiting an administrator, a teacher or classroom. To maintain safety, individuals requesting entry should not allow others into the building without following the procedure.

When picking up your student for early departure or appointments, valid ID will be required to confirm that the release of the student is authorized.

Raptor Visitor Registry System.

All individuals requesting entry should report directly to the building office to register via the Raptor system and obtain a photo visitor badge. Visitors will be required to provide a driver's license or other photo identification to gain entry. The license will be scanned and instantly compares the identity of the visitor with a national database. The photo visitor badge provided must be worn at all times while in the building or on the campus. Upon completion of the purpose for visiting, all visitors must exit through the main office by returning their visitor badge and signing out. This procedure protects the students and staff, but also provides accountability of all individuals in the building should there be an emergency or need to evacuate.

To provide for the safety and security of all students and campus facilities, please note that unauthorized persons may not traverse the campus during school hours or between the hours of 10:00 PM through 6:00 AM. Thank you for your assistance in keeping our children safe.

I. ATTENDANCE

The Lehighton Area School District Attendance Policies are found on the LASD website at www.lehighton.org/policies. The Attendance Policy is number 204 and Truancy Procedures is 204.1. Please become familiar with these policies prior to the start of the school year.

The Lehighton Area Middle School uses digital attendance monitoring. It is absolutely necessary that all excuse blanks be returned within three school days of returning from an absence. Report cards may be held, and PowerSchool may be blocked, until all excuse blanks are returned. Each

day a student is absent for 50 percent or more of the school day, it is to be counted as an absence. Both excused, unexcused, and suspensions from school count as an absence, as well as excused absences for approved family-sponsored educational trips.

Chronic irregular attendance is cause for the administration to require a statement from a physician for subsequent absences due to illness. In such cases, an absence not covered by a physician's statement shall be considered unexcused. Students must turn in the physician's statement within three school days of their return to school. If the student is under the age of 17 and the attendance problem continues, the student and their parents will meet with the LAMS staff members to implement a Student Attendance Improvement Conference (SAIC). If the student becomes habitually truant, which is defined by having six or more unexcused or unlawful absences, the student and their parents will then be required to appear in District Magistrate's Court as prescribed by law. An Absence Excuse Form is available here at LASD Excuse Blank and Educational Trip Forms and is required within 3 days of student's return to school. (Parents are also able to submit an excuse blank electronically.) Failure to return a students' excuse may result in the day(s) being marked unexcused/unlawful and the student may then receive a zero for the work missed.

TARDINESS:

DEFINITION: Pupils arriving after 7:28 a.m. must report to the office and sign in immediately. In most cases, tardiness will be considered an unlawful absence. Oversleeping, missing a ride or bus, or a flat tire will not excuse you from class. If your excuse is illness, you must bring with you that morning an excuse from a parent, or submit an excuse blank electronically. After the third tardy to school or class, a student will be assigned to two lunch detentions. Every third tardy will result in two lunch detentions, and after nine tardies a student will be assigned to a Saturday Detention. A parent meeting will be required and a Tardy Contract will be put in place at that point. At the beginning of the 2nd semester, each student will start with a clean slate. If a student is unlawfully tardy and misses the majority of the class time, they will receive a zero.

PERMISSION TO LEAVE SCHOOL:

Students are not permitted to leave school property at any time during the school day without permission from the office. To obtain permission to leave school, bring a written note to the office signed by your parent or guardian requesting permission to leave, including the reason. Medical appointment cards are recommended to accompany the request. School administration reserves the right to require students to have appointment forms completed when scheduling appointments during the school day. When a student does not have the time to notify the office 24 hours in advance, they should bring the permission slip to the office prior to first period so the office can place that name on the early dismissal section of the daily bulletin for that day.

EDUCATIONAL TRIP:

Vacations/Educational Trips taken during the school year are strongly discouraged. Absences for this reason will require prior approval by the Principal or Assistant Principal. An "Educational Trip" form is available from the building secretary for a student who is planning a trip during the school year. **All request forms for a vacation/educational trip must be submitted for approval one week in advance. Trips taken without prior approval will be documented as an unexcused/unlawful absence.** In these cases, assignments and make-up work are at the discretion of the teacher. Our school calendar is on the LASD website so that parents may plan family vacations/educational trips around scheduled school holidays. We want our students to understand attendance is important. The link for an Educational Trip form is www.lehighton.org/educationaltripform.

MISSED WORK:

If at all possible, students are expected to keep up with their classwork when absent from school. Through the use of email, and through Canvas, it is possible for students to complete many of their assignments at home. Completing assignments at home can help students feel less overwhelmed when they are ready to return from an absence.

Before asking their teachers for missed assignments, students are to check Canvas first to see if they can obtain the information on their own. If a student is unsure or needs clarification after checking Canvas, they should consult with the teacher.

In the event that your child is absent three consecutive days, please do the following: **1/ Check your student's Team website and/or Canvas pages for homework or 2/ Call the teacher's extension.** If you need further assistance, contact Mrs. Goldberg in the Guidance Office at kgoldberg@lehighton.org or (610) 377-6535, ext. 3138 to request your child's homework. Homework will not be available for pickup until 2:00. PLEASE ALLOW A TWENTY-FOUR (24) HOUR NOTICE PRIOR TO PICK UP.

Upon return, the student is responsible to contact his or her teacher after being absent to make arrangements to complete all missed work. **When a student misses two or three consecutive school days, they must complete the work within five school days upon return to school. When a student misses more than three consecutive days of school, they will have a maximum of ten school days to make up the work upon return to school.** In extreme cases, administration reserves the right to extend the amount of make-up time to complete the work.

Work not completed will be entered as a zero in PowerSchool at the end of the makeup period, unless other agreements with the teacher has been arranged.

CUTTING CLASS:

Cutting class is a serious offense. A student will receive a "zero" for all work due that period with no opportunity for making up missed work.

STUDENTS REQUESTING TO BE PICKED UP:

Students are not allowed to use their cell phones to request someone to pick them up from school when ill. If a student is feeling ill, they should report to the nurse's office and the nurse will contact a parent or guardian if necessary. If the student leaves school without being seen by the nurse, and without permission of the nurse, it will count as a class cut and they will receive additional consequences for using their cell phone during school.

SLEEPING/HEAD DOWN IN CLASS:
It is the expectation of the Lehighton Area Middle School that students will be attentive in all classes at all times. Accordingly, any student who consistently keeps their head down during class or who sleeps during class will be referred to the SAP Team or may face disciplinary consequences.

II. ARRIVAL TO SCHOOL

BICYCLES:

LASD permits the use of bicycle/pedalcycles. The Lehighton Area Middle School permits "walkers" (students who do not have available bus transportation due to living west of 4th Street in town) to ride their bicycle/pedalcycle to and from school as long as the student practices safe riding habits and a parent/guardian signs the LAMS Bicycle Permission Slip, which must be obtained from the LAMS office and completed before any bicycle/pedalcycles are brought to school. For additional information on the Personal Transportation Devices visit Policy 223: Personal Transportation Devices

"Walkers," defined as students living west of 4th Street in town, may ride their bicycles to and from school.

DROPPING OFF/PICK UP OF STUDENTS:

For security purposes, no students may enter the building before 7:15 a.m. Between 7:15 a.m. and 7:26 a.m., students may be dropped off at the following locations:

- 6th and 7th Grade – In the North parking lot. (Gates will close at 7:26 a.m. at which time students should then be dropped off at the main/Faculty parking lot.) This is a one-way entrance from Beaver Run Road onto Cypress Street.
- 8th Grade – In the main/Faculty parking lot.

In the afternoon between 2:26 p.m. and 2:35 p.m., students should be picked up in the south parking lot which is the one closest to the football field. "Entrance" and "Exit" signs for the use of this lot are posted. At any other time during the school day, the main/Faculty parking lot at the front of the building will be utilized.

III. ATHLETICS & EXTRA CURRICULAR

PIAA AND DISTRICT ATHLETIC ELIGIBILITY

"Eligibility shall be cumulative from the beginning of a grading period and shall be reported on a weekly basis" (PIAA By-Laws, Article IX, Section 1).

To be eligible for participation during any marking period, a student/athlete must not be failing two courses during that marking period. If the student/athlete is failing two courses they will be ineligible to participate. If failing one course, the student/athlete will be placed on probation and is required to schedule remediation with the classroom teacher for that course. The student/athlete will maintain eligibility upon receipt of a "release from athletic probation form" available in the Middle School Guidance Office or the Office of the Athletic Director. This form must be signed by the classroom teacher and presented to the Athletic Director or School Counselor on or before the second school day after the declaration of athletic probation. If remediation is not scheduled, the student/athlete will lose their eligibility.

The following procedure will be followed if the student/athlete fails to meet this minimum requirement and is on probation:

- First occurrence - The student/athlete may not compete in interscholastic athletic competition during the next week (Sunday through Saturday). The student/athlete is still considered a member of the team and may continue to practice, but will not be permitted to ride the bus to away contests.
- Second occurrence –consecutive- (and any additional consecutive weeks) - The student/athlete will not be permitted to compete, travel to away contests, or practice until they meet requirements.

When grades are submitted and eligibility is checked weekly, should a student/athlete fail to meet the academic requirements, they will be ineligible (competition, practice, or travel) for ten (10) school days.

Finally, at the end of the school year, a student/athlete must have not failed more than two courses to be eligible for the next interscholastic athletic period.

In addition to PIAA eligibility, please review the Athletic Code of Conduct for additional information for attendance requirements.

5.1 To participate in any extracurricular/athletic activity **(practice or games)** a student must be in attendance at school by 9:00AM on the day of the activity. In addition, the student must remain in school for the duration of the school day.

5.2 Student-Athletes are expected to attend all practices and games unless excused by the Head Coach. Students who miss practice and/or games are subject to decrease in playing time and …

5.3 An exception would be made if the student has an approved medical appointment, funeral, approved college visit, or other extenuating circumstances. These exceptions would require a note from the student's parent/guardian and would be reviewed by the administration and the coach. They would determine the eligibility of the student to participate.

If a student is absent the last school day of the week and the next competition is on a non-school day, the student must contact the Head Coach and/or the Athletic Director to be granted eligibility for participation.

STUDENT ADVISORY COUNCIL:
A Student Advisory Council will meet with an advisor to share concerns and to plan student activities. Any Council Representative who displays a negative attitude or poor behavior may be removed.

IV. CONDUCT IN THE BUILDING

BOOKBAGS/BACKPACKS:
Students may use bookbags/backpacks to bring needed materials to and from school. However, bookbags/backpacks should be placed and kept in the student's locker.

CAFETERIA:
Although the cafeteria period provides an opportunity for relaxation, all students should be mindful of the fact that many people must use the same facilities; therefore, they are asked to keep their places clean. Students are expected to conduct themselves in an orderly manner. Students will follow the instructions of the cafeteria staff. Cafeteria monitors are in place to enforce school rules. Students are expected to treat them with respect and courtesy.

The following rules apply to the cafeteria:

1. All students must eat their lunches and remain in the cafeteria area.
2. A student who misbehaves at lunch time will lose cafeteria privileges.
3. Any student who purposely damages cafeteria equipment, such as utensils, tables, chairs, etc., will lose cafeteria privileges and pay for damages.
4. Theft of food or drink items may result in suspension from school and a citation from the police.
5. Students are expected to maintain an acceptable noise level as determined by assigned staff members.
6. Fast food is not permitted.

GUM CHEWING OR EATING CANDY NOT PERMITTED:
Damages to clothing, textbooks, library books, and other materials and equipment have resulted from these activities. Students who chew gum or eat candy will be given an appropriate consequence.

SELLING ITEMS IN SCHOOL:
Wholesaling and retailing are not permitted in school unless it is a school-sponsored fundraising activity. Students cannot sell things in school without administrative approval.

HALLWAY CONDUCT:

1. Keep corridors open to traffic by **walking on the right**. Do not block traffic by standing in groups.
2. Pass through corridors quietly. Be considerate of others in the hallways and classrooms. The student should pass directly to their next class. A student reporting late to class will be subject to consequences given by the teacher.
3. The student is not allowed in the corridors during class time unless they sign out of a classroom by utilizing SmartPass.
4. Discard trash in waste paper containers. Keep the school clean by picking up paper from the floors.
5. If you are a walker, leave when announced at the end of the day.

HALLWAY TRAVEL:

1. Students must sign out of a teacher's classroom utilizing SmartPass.
2. If a student is in the hallway without signing out, detention may be assigned. Any future offenses may result in additional detention and placement on a restricted movement plan.

LIBRARY USE:

1. Any student or teacher may check out books from the library.
2. Books may be kept for two weeks and may be renewed for the same length of time.
3. All reference books may be taken out for one overnight privilege.
4. Magazines do not circulate and must be used in the library.

5. All books must be returned on or before the date stamped on the date due card.
6. The library charges a fine of ten cents a day for each day the book is overdue.
7. All damages to books and magazines must be paid for by the student.
8. Overdue notices are a courtesy on the part of the library. It is the responsibility of the student to see that library materials are returned on time.
9. Reserves will be placed on books. Those not claimed within 2 days will be returned to circulation.
10. Lost books must be paid for at the rate of replacement plus any overdue fines. The student should notify the librarian immediately if they suspect that they have lost a book.
11. Any violation of library regulations will result in the student's loss of library privileges/other disciplinary action.
12. Books may be checked out and returned before, during, or after school.

LOCKERS:
Students may place locks on their hall lockers. A duplicate key or combination must be provided to the Homeroom teacher. Each student is responsible for the cleanliness of their locker. The school cannot be responsible for valuables taken from hall or gym lockers.

Student lockers are School District property and are not private. Therefore, students shall have no expectation of privacy in lockers. In addition, lockers are subject to searches.

LOST AND FOUND DEPARTMENT:
All articles that have been found shall be taken to the "Lost and Found" area in the main office where they will be held until they can be claimed through proper identification. All articles that have been lost shall be reported to the office. All articles should be claimed within a two-week period.

PERSONAL MESSAGES:
The main office receives many telephone calls from parents, sisters, brothers, relatives, friends, etc., requesting that a student be given a personal message. The office personnel just do not have the time to locate and then deliver such messages. Only in the case of an emergency will students be called out of class. **The telephone in the main office is available for emergency use only. Students are encouraged to communicate schedules and plans before leaving for school in the morning. If you need to get a message to your student, we recommend you email your student using their school email.**

SMART PASS:
SmartPass is a digital tool very similar to a hall pass. The use of SmartPass allows us to reduce time spent in the hallways and maximize classroom instructional time. It also allows us to increase security by knowing where students are in the building according to their personalized needs. SmartPass does set limits. (3 bathroom/water visits per day.) Students will create passes to visit common areas, meet with a teacher or counselor, or to see the nurse. Accommodations to the limits can be made on an individualized basis according to medical or behavioral needs.

TELEPHONE USE:
Permission must be secured from a staff member for use of the telephone during school hours. Calls shall be limited to students' WIN period unless deemed appropriate by the office staff. **Students are encouraged to communicate schedules and plans before leaving for school in the morning.**

TEXTBOOKS AND SCHOOL-ISSUED EQUIPMENT:
Textbooks and school issued equipment are furnished by the District and all students must assume full responsibility for the care of the books and equipment assigned to them. Books, calculators and other materials are issued by the subject teacher and must be returned to the same teacher upon completion of the school year or withdrawal from school. If these items are not returned, the student will be assessed a prorated cost for their replacement. Loss due to theft or other circumstances will not be accepted as an excuse for non-payment. If a student has an outstanding fine for loss of textbook and/or school issued equipment, they will be unable to apply for a parking permit until the fine is paid in full.

If a student pays for a lost item and it is found and returned, a refund will be made to the student. If an item is damaged, the student is required to pay damage charges up to the original price of the item, depending on the degree of damage and the condition of the item when it was issued. If a textbook is misused, a fine will be imposed. If a textbook is lost, the student will pay the current cost of replacing the same textbook.

V. DISCIPLINE

Discipline Code Definitions

Examples of Infractions – Please Note: The following list is meant to serve only as a guide for students and to advise them of the usual and customary consequences of these infractions. The school administrators reserve the right to issue consequences other than those that are customary based upon prior infractions, severity of the offense or individual student needs. The student code of conduct will be applied equitably without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory ability or disability or by any other distinguishing characteristic.

School is a place where students not only learn about the rights and responsibilities of citizenship, but also gain valuable experience in appropriately exercising them. It is important to strike a balance between rights and responsibilities to contribute to the maintenance of a school environment, which is conducive to learning.

Level I Infractions

Level I Infractions include minor misbehavior on the part of the student, which impedes orderly classroom procedures or interferes with the orderly operation of the school. 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 Misbehaviors:

a. Food and/or Beverage in an Unauthorized Area
b. Classroom Disturbance - Words, actions and/or noncompliance that cause interference with the normal classroom routine.
c. Inappropriate Attire – refer to the dress code
d. Violation of the Electronic Device policy.
e. Obscene Language or Gestures - Socially unacceptable words or actions used in the school setting.
f. Minor Cell Phone Violation (visible)
g. Inappropriate Display of Affection
h. Cafeteria Misbehavior - Littering, boisterous behavior, failure to follow staff direction and other such behavior that contributes to a lack of order in the cafeteria.
i. Failure to follow established classroom and/or activity procedures
j. Tardy to Class
k. Cell Phone Violation (having in school and not properly stored)
l. Misuse or Abuse of a Pass

Procedures for Level I Infractions:

a. Immediate intervention is required by the staff member who is supervising the student or who observes misbehavior.
b. Repeated misbehavior requires options such as parent(s)/guardian(s)/teacher(s) conferences; conferences with the counselor and/or administrator; team conferences; telephone calls home to parents/guardians; and/or written correspondence home to parents/guardians.
c. Referral will be submitted by the staff member and classified as a staff-managed incident. Communication will be done within 48 hours.

Enforcement – Level I infractions may result in any of the following consequences:

a. Conference with student
b. Written Warning
c. Parent(s)/guardian(s) conference (in person, by telephone or email)
d. Conflict Resolution
e. Loss of privileges
f. Lunch Detention
g. After School Detention
h. Request for additional support (referral to counselor)
i. Restorative Practices

Level II Infractions

Level II Infractions include misbehaviors of a frequency or seriousness that tends to disrupt the learning climate of the school. These infractions, which may result from the continuation of Level I misbehaviors, require the intervention of other school support personnel.

Examples of Level II Infractions:

a. Continuation of Unmodified Level I Behavior
b. Cutting Class or Assigned Area
c. Excessive Unlawful Tardiness
d. Misuse of Property or Equipment

e. Minor Theft (less than $20)
f. Forgery/Cheating
g. Bus Misconduct
h. Electronic Device or Cell Phone Violation (using the cell phone in school)
i. Bullying and or Harassment on the basis of Disability, Ethnicity, Gender, Physical, Race, Religion,Sexual, or other.
j. Throwing objects (snowballs, books, pencils, etc.)
k. Disruptive Classroom/Cafeteria Behavior/School Sponsored Event - Words, actions and/or noncompliance of such a degree as to cause a significant interference with the normal classroom/cafeteria routine.
l. Inappropriate Speech and/or Actions - Protected Class* - Speech and/or actions not directed towards individuals or groups. Comments are more generic in nature, out of ignorance, and without malice.
m. Disrespect/Insubordination - A belligerent and/or abusive act or statement directed at any employee of the district. It is not a simple refusal but rather an aggressive insulting, profane, or disruptive verbal refusal. **Disrespect towards staff is a minimum of a Saturday Detention from 8AM until 11AM.
n. Obscene Language, Gesture, Inappropriate Contact and/or Material - The use of language, gestures, or materials that are typically offensive and/or socially unacceptable behaviors. **Dropping the "F-bomb" is an automatic Saturday detention.
o. Minor Physical Altercation - Hitting, shoving, punching, kicking, slapping, tripping, and/or grabbing another student.
p. Petty Vandalism - Vandalism that has no permanently damaging effect, or creates an excessive mess: throwing clay, writing in textbooks, etc.
q. Leaving school grounds without permission
r. Possession of Tobacco/Vaping Products - Students who possess cigarettes, smokeless tobacco, or electronic cigarettes/vaping devices while under the supervision of school personnel. (Move to Level III)
s. Gambling or Unauthorized profit making

** On the basis of race, color, national origin/ethnicity, sex, disability, age, religion, creed, ancestry, gender, sexual orientation, gender identity, gender expression, or pregnancy in its education activities, programs, or employment practices as required by Title VI, Title IX, and Section 504.*

Procedures for Level II Infractions:

a. Immediate intervention is required by the staff member who is supervising the student or who observes misbehavior.
b. Repeated misbehavior requires options such as parent(s)/guardian(s)/teacher(s) conferences; conferences with the counselor and/or administrator; team conferences; telephone calls home to parents/guardians; and/or written correspondence home to parents/guardians.
c. Referral will be submitted by the staff member and classified as a staff-managed or administration managed incident. Communication will be done within 48 hours.

Enforcement - Level II infractions may result in any of the following consequences:

a. Students referred to the administrator for appropriate disciplinary action.
b. After School Detention
c. Restorative Practices
d. Parent(s)/Guardian(s)/Teacher contact/conferences
e. Extended After School Detention until 3:30PM
f. Saturday Detention from 8AM until 11AM
g. Community Service after school
h. Referral to outside agencies
i. Referral to Student Assistance Team
j. In-School Suspension/ Level One Removal From Class
k. Out-of-School Suspension
l. Citation referral to the District Magistrate
m. Restitution
n. Alternative Placement
o. Involvement of Law Enforcement

Level III Infractions

Level III infractions are those that include engaging in unsafe, threatening or inappropriate behavior that may jeopardize the welfare of an individual or the school community. These infractions may include a continuation of Level I or II misbehaviors that require intervention of school personnel.

Those acts, which are criminal or illegal, will be referred to the appropriate law enforcement office or may result in charges being filed under the Pennsylvania Civil Criminal Code.

Examples of Level III Infractions:

a. Continuation of Unmodified Level I and/or Level II Behavior
b. Contraband Materials - Use, possession, or sale of materials, which are dangerous to the health, safety and/or welfare of the school society or have that potential.
c. Endangerment - Failing to comply with established safety procedures that contribute to possible harm of others.
d. Extortion - Attempts to deprive others of their property by threat.
e. Fighting/Assault - Bodily contact that does, or has the potential to cause bodily injury. Charges of disorderly conduct may also be filed with the police or District Magistrate for all fighting/assault violations.
f. Harassment - Any violation of another student's rights as described in the "Students Rights and Responsibilities" section of this handbook and/or School Board Policy. Harassment is the repeated tormenting or annoying of another student or students in a physical, sexual, oral, or written nature.
g. Malicious Speech and/or Actions - Protected Class* - Speech and/or actions with malicious intention toward the actual or perceived race, color, religion, national origin, ancestry, mental or physical disability, sexual orientation, gender or gender identity of another individual or group of individuals.
h. Theft - Unauthorized removal, concealment, possession of property other than one's own in excess of $20.00.
i. Threats to Other Students/Staff - Actions that cause others to have concern for the safety of themselves, their property, or families.
j. Vandalism - Vandalism that has a permanently damaging effect, creates an excessive mess, is of socially unacceptable nature, or destruction of property, which results from some act of misbehavior. Charges of disorderly conduct may be filed for all vandalism episodes.
k. Inappropriate Sexual Conduct
l. Provoking a fight/altercation
m. Continuous disruption of the learning environment
n. Major violation of the Acceptable Use Policy for Technology
o. Major Violation of Phone/Social Media

**On the basis of race, color, national origin/ethnicity, sex, disability, age, religion, creed, ancestry, gender, sexual orientation, gender identity, gender expression, or pregnancy in its education activities, programs, or employment practices as required by Title VI, Title IX, and Section 504.*

Procedures for Level III Infractions:

a. The student is referred to the administrator for appropriate disciplinary action.
b. Administrator verifies offense, confers with the staff involved, and meets with the student.
c. The administrator completes the investigation and determines appropriate disciplinary response.
d. The administrator meets with the student and confers with the parent(s)/guardian(s) about the student's misconduct and the resulting disciplinary response
e. A record of the offense and disciplinary action is maintained by the administrator.
f. School officials may contact law enforcement agencies and assist in prosecuting any offender when applicable.
g. Students may be removed/suspended from the school environment with parental notification (when applicable).
h. A complete and accurate report is submitted to the Superintendent for School Board action (when applicable).

Enforcement - Level III infractions may result in any of the following consequences:

a. Temporary removal from classes
b. Extended After School Detention until 3:30PM
c. In-School Suspension/Level One Removal From Class
d. Restorative Practices
e. Out-of-School Suspension
f. Involvement of Law Enforcement
g. Parent(s)/Guardian(s) conference
h. Saturday Detention from 8AM until 11AM
i. Community Service after school
j. Restitution of property and damages
k. Alternative Placement

l. Waiver of Expulsion
m. Expulsion
n. Referral to the Student Assistance Program

Level IV Infractions

Level IV infractions include acts directed against persons or property whose consequences may endanger the health or safety of one's self, others, or property and/or school climate. These acts are serious and create a significant disruption to the school environment. Those acts, which are criminal or illegal, will be referred to the appropriate law enforcement office or may result in charges being filed under the Pennsylvania Civil Criminal Code.

Examples of Level IV Infractions:

a. Continuation of Unmodified Level I , Level II or Level III Behavior
b. Causing Public Alarm
c. Terroristic Threats against staff, student and/or facility
d. Being under the influence of a substance- including alcoholic beverages, controlled dangerous substances and/or inhalants. This includes possession of drug paraphernalia or vaping.
e. Disorderly Conduct/Lewd Behavior
f. Physically Resisting
g. Distribution/Possession of Child Pornography
h. Arson
i. Bomb Threat
j. Contraband Materials - Use, possession, or sale of materials, which are dangerous to the health, safety and/or welfare of the school society or have that potential.
k. Fire Alarm - Unauthorized setting of school fire alarm.
l. Fighting/Assault - Bodily contact that does, or has the potential to cause bodily injury. Charges of disorderly conduct may also be filed with the police or District Magistrate for all fighting/assault violations.
m. Possession - Sale or Use of Controlled Unauthorized Substances - Actual or purported possession, use, transfer, or sale of drugs, alcohol, drug-related material or anabolic steroids. Discipline action will be in accordance with the district Drug/Alcohol Policy.
n. Possession, Use or Transfer of Unauthorized/Dangerous Weapons / Look-A-Likes - Definition of weapons are, but not limited to: any firearms; any explosive devices, including firecrackers, tear gas canisters, smoke bomb, mace, knives, razors, cutting instruments, cutting tools, throwing stars, nun-chuck sticks, and chains, as per School Board Policy.
o. Smoking, Vaping and/or Use of Chewing Tobacco Products - The use of tobacco or vaping products during official school activities. Charges will be filed with the District Magistrate for violation of the Clean Indoor Air Act as indicated in Board Policy.
p. Striking an Employee - Physically striking an employee of the district.
q. Threats to Other Students/Staff - Actions that cause others to have concern for the safety of themselves, their property, or families.

**On the basis of race, color, national origin/ethnicity, sex, disability, age, religion, creed, ancestry, gender, sexual orientation, gender identity, gender expression, or pregnancy in its education activities, programs, or employment practices as required by Title VI, Title IX, and Section 504.*

Procedures for Level IV Infractions:

a. The student is referred to the administrator for appropriate disciplinary action.
b. Administrator verifies offense, confers with the staff involved, and meets with the student.
c. The administrator completes the investigation and determines appropriate disciplinary response.
d. The administrator meets with the student and confers with the parent(s)/guardian(s) about the student's misconduct and the resulting disciplinary response
e. A record of the offense and disciplinary action is maintained by the administrator.
f. School officials may contact law enforcement agencies and assist in prosecuting any offender when applicable.
g. Students may be removed/suspended from the school environment with parental notification (when applicable).
h. A complete and accurate report is submitted to the Superintendent for School Board action (when applicable).

Enforcement - Level IV infractions may result in any of the following consequences:

a. Temporary removal from classes
b. Extended After School Detention until 3:30PM

c. In-School Suspension/Level One Removal From Class
d. Restorative Practices
e. Out-of-School Suspension
f. Involvement of Law Enforcement
g. Parent(s)/Guardian(s) conference
h. Saturday Detention from 8AM until 11AM
i. Community Service after school
j. Restitution of property and damages
k. Alternative Placement
l. Waiver of Expulsion
m. Expulsion
n. Referral to the Student Assistance Program

MISCELLANEOUS INFRACTIONS

PLEASE NOTE: The list of infractions and actions listed in the discipline code are minimum guidelines for disciplinary action. This list is not all inclusive. Other infractions will be dealt with as they occur with consequences consistent with those listed above. Special circumstances may result in immediate progression to the final steps of the discipline code, or immediate referral to outside agencies in conjunction with the policies of the Lehighton Area School District.

DISCIPLINE HEARING/RIGHT TO APPEAL (DUE PROCESS)

Informal Hearings

Any student subject to an out of school suspension, in accordance with Policy 233, for more than 3 days, will be given an informal hearing before an appropriate school official to explain the circumstances surrounding the event(s) for which the student is being suspended, to demonstrate that there is a case of mistaken identity or to show that there is some compelling reason why the student should not be suspended.

At the formal hearing, the following due process requirements will be observed:

1. Notification of the reasons for the suspension in writing, given to the student and/or parent or guardian.
2. Sufficient notice of the time and place of the informal hearing.
3. The student's right to question any witnesses present at the hearing.
4. The student's right to speak and produce witnesses on his/her own behalf.
5. The district shall offer to hold the informal hearing within the first 5 days of the suspension.

Appeal

After the first informal hearing before the appropriate official, the student has the right to appeal the ruling by the official to the official's immediate supervisor, generally the school principal. Subsequent appeals may be made to the Superintendent of Schools and the Board of School Directors.

WAIVER OF EXPULSION HEARING

The Board delegates to the Superintendent the authority to enter into a written agreement with a student and the student's parents/legal guardians, in which the student and parents/legal guardians waive their rights to an expulsion hearing. The student and a parent/guardian by signing such a waiver agreement accept the consequences described in an informal hearing regarding the allegations and the administration's investigation that concluded that the student should be recommended for expulsion from school. In the waiver agreement, the student and student's parent/legal guardian further waive their right to contest the consequences of the agreement by appeal or legal proceedings in any court. Such expulsion agreements are subject to the approval of the Board of Directors. In the event the Board refuses to approve a waiver agreement or the parent/guardian does not agree to the waiver agreement, the Board shall schedule a formal expulsion hearing in an expedited manner.

Formal Hearings

Students facing expulsion from school for more than ten days, or who are suspended, must be afforded all appropriate elements of due process. Part of the due process rights is a formal hearing before the Board of School Directors or a duly authorized committee of the Board. The hearing committee's decision is advisory to the School Board where expulsion is recommended. A majority vote of the entire School Board is required to expel a student.

At the formal hearing, the following due process requirements are observed:

1. Notification of the charges in writing, sent to the parents or guardian by certified mail, and to the student.
2. Sufficient notice of the time and place of the informal hearing.
3. The right to an impartial tribune.
4. The right to be represented by counsel.
5. The right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
6. The right to demand that any such witnesses appear in person and answer questions or be cross-examined.
7. The student's right to testify and produce witnesses on his own behalf.
8. A record must be kept of the hearing, either by a stenographer or by tape recorder.
9. The student is entitled, at the student's expense, to a copy of the transcript.

10. The proceeding must be held with all reasonable speed.
11. The hearing shall be held in private unless requested by the student or the student's parents.

Appeal
Where the student is dissatisfied with the results of the hearing, recourse can be held to the appropriate state court. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate federal district court.

DISCIPLINE AND SPECIAL EDUCATION
Administration may consider any unique circumstances on a case-by-case basis when determining whether disciplinary measures are appropriate for a child with a disability who violates a school code of student conduct, based on that student's Individualized Education Program and specific and unique disability and needs. To the extent that they also take such action for children without disabilities, administration may, for up to ten school days, remove a child with a disability who violates a code of student conduct from his/her current placement to an internal or external suspension in consultation with the student's case manager, if the violation is not a direct manifestation of the student's disability. Once a child with a disability is considered for temporary disciplinary removal from his/her current placement for more than ten school days in the same school year, the district will determine if the behavior is a manifestation of the student's disability. If the behavior that violated the student code of conduct was not a manifestation of the child's disability, administration may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities. If the behavior is a manifestation of the student's disability, the disciplinary action, as appropriate, will be determined by district administration. Administration will consider a reevaluation that may include a functional behavioral assessment and subsequent behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not happen again. The child's IEP Team shall determine if the student needs an interim alternative educational setting to provide the appropriate level of support and programming, if appropriate. In each case, the student will receive appropriate educational services, participate in the general education curriculum to the recommended extent, and progress toward meeting the goals set out in the child's IEP.

LAMS SCHOOL DISCIPLINE/CONSEQUENCES

1**. Lunch Detention**
- a. Student will be informed verbally by a teacher or administration prior to lunch of the lunch detention. It is the student's responsibility to inform their parent(s) of any assigned detentions.
- b. Student will eat their lunch in a designated space instead of the cafeteria.
- c. Student shall bring books and spend time in worthwhile study.
- d. Misbehavior during this time could result in the extension of consequence.

2. **After-School Detention**
- a. Student will be verbally informed at least 24 hours in advance of any assigned detention. Although parents will be informed of the detention, it is the student's responsibility to inform their parent(s) of any assigned detentions.
- b. Detention time: 2:30 to 3:00 p.m.
- c. Student shall bring books and spend time in worthwhile study.
- d. Cutting of detention will result in additional detention time and/or Saturday A.M. detention.
- e. Detention will be rescheduled for the next scheduled school day(s) if: 1) your child is absent on this date, 2) there is a snow day, 3) there is early dismissal due to inclement weather.

3. **Extended Detention - 2:30 to 3:30 p.m.**

4. **Saturday A.M. Detention** - Repeated after-school detentions and other inappropriate behaviors may result in detention on Saturday mornings at the Lehighton Area Middle School from 8:00 a.m. to 11:00 a.m. Failure to attend a scheduled Saturday detention will result in one day of In-School Suspension on the following school day for failure to serve.

5. **In-School Suspension**
- a. Students assigned to the In-School Suspension room will report to the main office with all their books at the start of the day.
- b. Cell phones will be turned into the office staff prior to the start of In-School Suspension, and will be returned to the student at the end of each day.
- c. Absolutely no talking will be permitted.
- d. Students are to work on class assignments during the day.
- e. Students must obtain permission from the supervisor to use lavatory facilities.
- f. A student assigned to the In-School Suspension room may not participate in any extracurricular activity.
- g. All work assigned must be completed or they will not be released from the In-School Suspension room.
- h. Individual behavior learning assignments may be assigned to help modify the student's behavior and must be completed before they leave the In-School Suspension room.
- i. Any student assigned a suspension (ISS or ISS) or having 10 or more disciplines in one school year may be prohibited from participating in school activities such as field trips, Maroon & White Day, club outings, awards ceremonies, and other such school events.
- j. Misbehavior during this time could result in the extension of consequence.

6. **Out-of-School Suspensions**

a. Out-of-school suspensions will be used for severe violations of school rules and/or for repeated offenses.
b. Parents will be notified in writing of the nature of the offense and the action taken by the school authorities.
c. Anyone suspended from school may not participate in any extracurricular activities during the period of suspension.
d. The student has the primary responsibility for making up class work missed during the suspension period. The student should make arrangements with the teacher immediately upon their return to school. In most cases, the missed work must be completed within one week of the student's return from suspension.
e. Any student assigned a suspension (ISS or OSS) or having 10 or more disciplines in one school year may be prohibited from participating in school activities such as field trips, Maroon & White Day, club outings, awards ceremonies, and other such school events.
f. Misbehavior during this time could result in the extension of consequence.

7. **Disciplinary probation** will be implemented in the event that other disciplinary measures do not change the student's behavior. Disciplinary probation will be implemented when a student has had ten disciplinary infractions through the main office. Failure to show improvement may result in a change of educational placement.

ASSAULT:

Students will not attack their fellow students, staff members, or volunteer aides of the School District.

1. Disorderly conduct will not be permitted in the school building, on the school grounds, or at extracurricular events.
2. Student(s) involved in a fight may be suspended.
3. When students are involved in a fight, the administration may contact the police to issue citations to the students and/or send a referral to the Carbon County Juvenile Probation Office.
4. The severity of such an attack will determine the disciplinary action taken.

If one individual truly initiates a fight, the second individual is directed to walk away from the situation and report the incident immediately to the office. We realize, due to peer pressures, that this may be difficult for a young person not to retaliate; yet, failure to do so may lead to that individual's suspension.

BULLYING:

The Lehighton Area School District is committed to providing all students and employees with the right to a safe and civil educational environment, free from harassment or bullying. The Lehighton Area School District recognizes that bullying interferes with the learning process, and may present an obstacle to the academic, vocational, and social/emotional development of students.

Bullying shall be defined as unwelcome verbal, written, electronic (cyber) and/or physical conduct directed toward another person. This may include a wide variety of behaviors, with deliberate intent to hurt, embarrass, or humiliate the other person. Researchers have identified four (4) forms of bullying including, but not limited to:

- **Physical** – the most commonly known form; including hitting, kicking, spitting, pushing and taking personal belongings.
- **Verbal** – includes taunting, malicious teasing, name-calling, racist remarks, homophobic remarks, and making threats.
- **Psychological or Relational** – involves spreading rumors, manipulating social relationships, and engaging in social exclusion or intimidation.
- **Cyberbullying** – forms of verbal and psychological bullying may also occur on the Internet through e-mail, text-messaging, or personal profile websites such as Facebook, SnapChat, Instagram, etc. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student, teacher or employee of the District by sending or posting inappropriate or derogatory e-mail messages, instant messages, cell phone text messages, digital pictures or images, or web site postings, including blogs. All forms of cyberbullying are unacceptable and, to the extent that such actions are disruptive of the education process of the District, offenders shall be the subject of appropriate discipline.

BUS EXPECTATIONS:

1. Students shall wait in an orderly fashion at the approved stop.
2. Students must wait on the sidewalk or completely off the highway until the bus comes to a full stop before attempting to get on the bus. Form a single line to board the bus.
3. Students must go to their seats and stay there until the bus comes to a complete stop at the school or the stop where the students gets off. There shall be no standing at any time.
4. Students shall never put hands, arms, legs, or any part of their bodies out of the window.
5. No loud talking, yelling, obscene or foul language, or fighting is permitted on the school buses.
6. Smoking, drinking, or eating is prohibited on the school buses.
7. No horseplay or fooling is permitted on the school buses.
8. Students shall not spit or throw trash in or around the bus.
9. Students shall not tamper with the bus or any of its emergency equipment.
10. No carrying any potentially dangerous objects such as knives, guns, matches, lighters, fireworks, water guns, scissors, etc.
11. Students shall ride on the buses assigned unless changed by administration. **To ride a different bus, approval must first be given by the middle school office and bus company for EMERGENCIES ONLY.** (A written note from the parent/guardian must be brought to the main office.)
12. If it is necessary to cross the street after getting off the bus, students shall cross in front of the bus and wait for a hand signal from the driver.
13. Students shall respect the authority of the bus driver by obeying him/her at all times. Drivers have the authority to assign seats.

NOTE: When bus students arrive at school in the morning, they must report to their Homeroom. They are NOT permitted to leave the school property.

BUS VIOLATIONS:

Riding a school bus is a privilege and all school rules apply. Violations of these rules will be reported by the bus driver to administration. The seriousness of the infraction will determine the discipline.

If this procedure does not stop the infraction, the building head has the authority to notify the parents/guardians in writing that the pupil will not be permitted to ride the bus for a stated period of time. During this period the parent or guardian will be responsible for providing transportation to and from school. Accommodations will be made for students who receive IDEA accommodations.

No students shall be permitted to ride another bus home with another student unless the parent is in contact with the middle school office for approval. If it's an emergency situation, then the parent must contact the bus company for their approval.

CHEATING/AI:

Students who are caught cheating or claiming the work of others will receive a zero with the opportunity to retake the test or assignment of equivalent rigor for a maximum grade of 50%. If the student does not redo the work the zero will remain in place. In addition to this, for a first offense the student will be assigned to one (1) After-School Detentions. A second offense will result in a zero and the opportunity to retake the test or assignment of equivalent rigor for a maximum grade of 50% and assigned to In-School Suspension. If the student does not redo the work the zero will remain in place.

ELECTRONIC DEVICES:

The Lehighton Area School District Electronic Devices Policy is found on the LASD website at www.lehighton.org/policies. The Electronic Devices Policy is number 237. Please become familiar with this policy prior to the start of the school year.

Additionally:

1. Students are permitted to have cell phones, earbuds and headphones on school grounds. However:
    a. All cell phones must be turned into the classroom cell phone caddy from the moment the student enters the classroom until classroom dismissal.
    b. If a student does not feel comfortable with using the classroom cell phone caddy, then all electronic devices, including cell phones and smart watches, are to stay in the students' lockers for the entire school day and should be turned off. Device should not be visible or it will be confiscated. **Any electronic devices confiscated a 2nd time may only be returned to a parent/guardian.** It is the students' responsibility to notify parent/guardian if phone is confiscated.
    c. Earbuds and headphones may only be worn in the classroom for instructional purposes.
    d. There will be no texting, calling, taking pictures, or social media during the school day. Electronic devices should not be turned on until the student exits the building. First violation will result in two After-School Detentions. Second offense will result in a Saturday Detention.
    e. PARENTS ARE NOT TO TEXT OR CALL STUDENTS ON THE STUDENT'S CELL PHONE DURING THE SCHOOL DAY.
2. LAMS prohibits use of cellular telephones and smartwatches that have the capability to take photographs or record audio or video during the school day in District buildings, on District property, and while students are engaged in school sponsored activities.
3. LAMS prohibits possession and use by students of any device that provides for a wireless, unfiltered connection to the Internet.
4. LAMS shall not be liable for loss, damage, or misuse of any electronic device brought to school by a student.
5. Exceptions to the prohibitions set forth in this handbook may be made for health, safety, or emergency reasons with prior approval of the building Principal or designee.

ELIGIBILITY FOR END OF YEAR ACTIVITIES AND FIELD TRIPS:

We want all students to be eligible to participate in end-of-the-year activities and field trips. We expect that all students read and abide by the following guidelines. Failure to abide by any or all of these guidelines could result in the student being excluded for any or all end-of-year activities. Decisions will be made on an individual basis with all members of the team.

1. Avoid detentions and suspensions.
2. Maintain an average of 61% or better in each course.
3. Attend school regularly and be on time.
4. Show consistent and courteous effort in all classes.
5. Show respect to faculty, staff, and other students at all times.
6. Have all obligations paid.

EXPULSION:

Suspension from school is used for an infraction of school rules as prescribed in this policy manual. After a student receives three (3) suspensions, their case may be referred to the Superintendent for an expulsion hearing. Said hearing shall follow all the steps and procedures of due process as

prescribed by law and/or state regulations pertaining to student rights and responsibilities. This does not mean that a student must have accumulated three (3) suspensions in a school year before their case is presented. If the offense is particularly grave, the case can be referred to the School Board at its next regularly scheduled meeting. Parents or guardians and the student shall be informed in writing of the Board's decision. Expulsion is permanent exclusion from school for up to one year.

The following are examples of behaviors which may result in detention, temporary suspension, full suspension, extended suspension, or expulsion:

1. Repeatedly cutting class(es).
2. Smoking on school property.
3. Opening or entering another student's locker without their permission.
4. Willfully damaging walls, furniture, equipment, textbooks, or any property belonging to the school, faculty, or other students.
5. Stealing of any property belonging to the school, faculty, or other students.
6. Setting fires in or around school buildings or on school buses.
7. Assaulting other students or any employees of the school.
8. Possessing any type of dangerous weapon/look alike.
9. Possessing and/or using alcoholic beverages on school property or while on school sponsored activities.
10. Possessing and/or using illegal controlled substances/look alike on school property or while on school sponsored activities.
11. Attempting personal gain through intimidation of others.
12. Performing actions which constitute a hazard to self and/or others.
13. Reporting by telephone, in writing or in person, a threat known to be false.
14. Being repeatedly late for school.
15. Forging parent(s)/guardian(s) names on school related documents.
16. Manifesting behavior which is disruptive of the school program especially where such disruption interferes with the educational program of other students.
17. An inability to abide by specified school rules in spite of previous disciplinary or rehabilitative efforts.
18. Danger to the welfare of others or, in extreme cases, to the welfare of self.
19. Infractions on school buses or at bus stops.
20. Making statements which could be considered a threat to the safety or welfare of students or staff.
21. Inappropriate use of the Internet.

The disciplinary measures or exclusion noted above shall not be restricted to offenses appearing on this list but may include other serious offenses.

INTERNET/ELECTRONIC COMMUNICATIONS:

The Lehighton Area School District Acceptable Use of Technology, Electronic Resources, Network and Internet Policy is found on the LASD website at http://www.lehighton.org/policies. The Acceptable Use of Technology, Electronic Resources, Network and Internet Policy is number 815. Please become familiar with this policy prior to the start of the school year.

The Internet is an evolving electronic highway connecting computers all over the world. This technology will enable staff and students of the Lehighton Area School District to have access to electronic mail communication with people world-wide and to a vast array of information such as university library catalogs, the Library of Congress, public and private sector research, public domain software and shareware, political issues, current event news, etc.

With such extensive access to computers and individuals comes the availability of material that may not be considered of value in the context of the Lehighton Area School District's curriculum and programs. However, on a global network, it is not possible to control all material, and an industrious user may discover controversial information. The District firmly believes that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure materials that are inconsistent with the goals of the Lehighton Area School District. All use of the Internet must be in support of educational goals, research and the sharing of information and resources consistent with the purposes of the Lehighton Area School District.

The use of the Internet is a privilege, not a right. The Superintendent or their designee will make determinations on whether specific uses of the network are consistent with the Lehighton Area School District's curriculum and program goals. The electronic communication systems are owned by the Lehighton Area School District and are for school purposes only. Users have no expectation of privacy in connection with the electronic communications systems. The Lehighton Area School District reserves the right to log Internet use, monitor file server space utilization by users, to use software to monitor Internet use, as well as the right to access, copy, monitor, and listen to all Internet and voice mail messages.

The Lehighton Area School District reserves the right to temporarily or permanently remove a user account on the network to prevent further unauthorized activity.

EXPECTATIONS AND GUIDELINES FOR SCHOOL ISSUED DEVICES

Students enrolled on a full-time basis will be assigned a laptop computer to enhance learning. When a school issued device is provided, a student is expected to use this device while on school property. These devices are to be returned as received, except normal wear and tear as determined by the District, at the conclusion of each school year or when requested by any School District official. The assignment and use of a laptop computer is considered to be a privilege. Inappropriate use or neglect of a laptop computer, sleeve, charger, the Internet and/or any installed software could result in the loss of laptop computer privileges. Loss of privileges will not change classroom expectations and/or assignment completion.

Best Practice Guidelines and Expectations for the Use of Digital Devices

Every student is responsible for the appropriate use of their digital device both at school and at home, if applicable. District-issued digital devices are to be used for educational purposes only. All commercial, illegal, unethical and inappropriate use of District-issued digital devices is prohibited, as outlined in School Board Policy.

- Students are responsible for keeping track of their device and taking precautions to keep it safe. If you store the device in a backpack, make certain the backpack is never left unattended.
- The top four repair requests for laptop computers: cracked casing, cracked screens; frayed charger cables; and beverage spills on keyboards. To avoid these issues:
    - Do not place anything on the keyboard before closing the lid (i.e. pen, pencil, disks).
    - Do not eat or drink while using your laptop computer. Students prone to spills may wish to invest in a keyboard cover.
    - When using USB storage devices or connecting the power cord to the laptop computer, carefully remove and attach these devices.
- It is expected that all laptop computers will be fully charged at home for the start of the school day. Failure to charge the laptop computer is equivalent to not being prepared for class. Students will have the opportunity throughout the day to charge laptop computers in classrooms.
- It is expected that all Middle School and High School students will bring their laptop to school with them every day. Students who forget to bring their laptop computer to school *will not* be provided with a loaner.
- Cords, cables and removable storage devices should be inserted carefully into the laptop computer.
- Students should not carry laptop computers while the screen is open.
- It is recommended that students not loan their charger to another student.
- Laptop computers must remain free of any writing, drawing, stickers or labels that are not the property of the District.
- Downloading unauthorized games, applications or software by students is not permitted.
- All software will be licensed, approved and installed by a District computer technician.
- Students should not loan the laptop computer to anyone (including family members) and should not share login or password information for any website or services.
- Do not lean on the top of the laptop computer when it is closed.
- Clean dirty screens with an anti-static cloth. Do not use tissues, paper towels or any other kinds of material that will scratch the laptop computer screen.
- Be careful not to drop or throw backpacks or laptop sleeves. The laptop computer will get damaged.
- When closing and storing the laptop computer in the sleeve, put the computer in sleep mode or turn it off to prevent overheating.
- Inappropriate language and materials used as screensavers and/or desktop images are not permitted on laptop computers.
- When using your school email:
    - Do not open, forward or reply to suspicious e-mail. If you have a question about a suspicious email, ask your teacher or email **support@lehighton.org**.
    - Be wary of email attachments from unknown senders. The email could be a virus.
    - Never respond to emails that ask for personal information, logins, or passwords.
    - Think before you write and send an email. Be polite and courteous at all times.
    - Know your audience. For example, an email to a potential employer is more formal than an email to a friend.
- When using the Internet:
    - Do not visit inappropriate websites or click on questionable links.
    - The use of proxies to bypass District filtering is not acceptable.
    - Use social networking sites when appropriate.
        - Be polite and courteous. Offensive language should be left out of social network posts and comments.
        - Do not post photographs or information that could embarrass you, your family or your friends. Once posted online, information is hard if not impossible to erase.
        - Do not post personal information such as address, cell phone number, class schedules or daily activities.
        - Potential employers, colleges and universities, graduate programs and scholarship committees search the Internet and social networking sites to screen applicants.
    - **If students have reason to believe another student is using the District network or laptop computers in a manner that violates School Board Policy, contact the Principal.**
    - **All emails, web-based searches or downloads are subject to screening by District software/network systems.**

CODE OF CONDUCT FOR ONLINE LEARNING

The Lehighton Area School District expects their students to follow the Code of Conduct while participating in online learning. Lehighton Area School District will not tolerate any actions from students, parent/legal guardians, staff or visitors that in any way interfere with the delivery of educational services, jeopardize the healthy, safety, and well-being of any member of the school community, or threaten the integrity and stability of the online learning program or the school itself.

School administration will use their professional judgment in determining which disciplinary action will be most effective in dealing with the student's misconduct. Student's age, maturity, natures of infraction and previous record are a few of the circumstances that will be taken into consideration when disciplining.

The following infractions on the Code of Conduct may result in disciplinary action:

1. Cheating – acting dishonestly, copying, or using someone else's work

2. Violating the Academic Integrity/Plagiarism Policy
3. Insubordination – not accepting directions; refusing to cooperate with online teachers and other agents
4. Vandalism – purposeful destruction or misuse of Lehighton Area School District issued property
5. Violating Acceptable Use Policy
6. Harassment or profane/obscene language or gestures towards students/online teachers/others
7. Wrongful conduct – any action or inaction not specifically referenced in the listing above that impedes, obstructs, interferes, or violates the mission of online learning or is disrespectful, harmful, or offensive to others or property
8. Participating in online gambling or gaming is inappropriate for school use and will result in a minimum of 2 after school detentions.

PENNSYLVANIA WIRETAPPING LAW

Pennsylvania's wiretapping law is a "two-party consent" law. Pennsylvania makes it a crime to intercept or record a telephone call or conversation unless all parties to the conversation consent. See 18 Pa. Cons. Stat. § 5703 (link is to the entire code, choose Title 18, Part II, Article F, Chapter 57, Subchapter B, and then the specific provision).

The law does not cover oral communications when the speakers do not have an "expectation that such communication is not subject to interception under circumstances justifying such expectation." See 18 Pa. Cons. Stat. § 5702 (link is to the entire code, choose Title 18, Part II, Article F, Chapter 57, Subchapter A, and then the specific provision). Therefore, you may be able to record in-person conversations occurring in a public place without consent. However, you should always get the consent of all parties before recording any conversation that common sense tells you is private.

In addition to subjecting you to criminal prosecution, violating the Pennsylvania wiretapping law can expose you to a civil lawsuit for damages by an injured party.

Consult the Reporters Committee for Freedom of the Press' Can We Tape? Pennsylvania for more information on Pennsylvania wiretapping law.

SOCIAL MEDIA GUIDELINES:

View board policy 815.2 (District Social Media). Students should not be using Social Media sites during the school day. Outside of school, it is important to keep your digital footprints positive.

1. Try to Limit your Social Media Use. Recent studies suggest that students who spend more time on social media sites are likely to demonstrate poor academic performance. These habitual behaviors can distract you from your academic work, social interactions, and sleep duration, and lead to a sedentary lifestyle and physical inactivity, which in turn can render you vulnerable to sickness and mental health problems.
2. Do not Impersonate Others on Social Media. Because it is a type of identity theft, it falls under the 1998 US Identity Theft and Assumption Deterrence Act. Depending on the gravity of the actions and their consequences, social media impersonation may also be harassment. Creating a fake account is illegal. https://www.bitdefender.com/cyberpedia/what-is-social-media-impersonation/ https://www.michalsons.com/blog/liability-impersonating-someone-online/9696
3. Treat Others with Respect. Never bully, troll, make fun of, or harass people online. Report any behavior that appears to be bullying.
4. Never give out any personal information.
5. Be Nice. If you can't say something nice, don't say anything at all!
6. T.H.I.N.K. before you post. Students are responsible for social media posts (outside of school) that impact the school environment. Is it: True, Helpful, Inspiring, Necessary, and Kind?

PROHIBITED ARTICLES:

The Lehighton Area School District Searches and Controlled Substances/Paraphernalia Policy are found on the LASD website at http://www.lehighton.org/policies. The Searches Policy is number 226 and the Controlled Substances/Paraphernalia Policy is 227. Please become familiar with these policies prior to the start of the school year.

Problems arise from time to time because students possess articles which are hazards to the safety of others or in some way interfere with the operation of the school. A student possessing these items may be suspended or expelled from school. The following is a non-exhaustive sample list of undesirable items which will be confiscated should they be brought to school, on the bus, on school grounds, to extracurricular events, or on school sponsored activities:

1. Any materials which could be used for gambling purposes.
2. Toy guns, water pistols, slingshots, rubber bands, chains, laser pointers, scissors, etc.
3. Lighters, nail polish remover, hairspray, perfume/cologne, correction fluid (Wite-Out, etc.).
4. Trading or sports cards, tarot or fortune telling cards.
5. Skateboards, in-line skates.
6. No open bottles, glass bottles and aerosol cans (example: spray deodorant).
7. Large studded wristbands, thick-neck chains and wallet chains.
8. Any type of dangerous weapon/look alike or firecrackers.
9. Energy drinks with high caffeine content.
10. Any alcoholic beverages or illegal controlled substance/look alike (juules, vape pipes, e-cigarettes).
11. Vaping.

- 1st Offense, admitted to vaping/using/possession – 3 days of ISS, D&A referral for Vaping ed. program with essay component, and police referral.
    - If it contains THC – 5 days OSS, D&A contract, SAP referral, police referral
- 2nd Offense – 5 days ISS
    - If it contains THC – 5 days OSS, D&A contract, SAP referral, and police referral
- 3rd Offense – 5 days OSS, and police referral

SMOKING/TOBACCO USAGE AND POSSESSION:
Act 145 of 1996 amended Title 18 and took effect on February 3, 1997. This law prohibits the use or possession of tobacco in school. Students may not smoke, use smokeless tobacco, e-cigarettes, any and all nicotine products/substance, or possess any form of smoking material on School District Property. School District Property includes its land, buildings, vehicles either owned or leased, or property under its control. This rule also governs student behavior at school-sponsored events. Smoking materials include chewing, smokeless, snuff, tobacco substitute, a lighted or unlighted cigarette, cigar, pipe, or other lighted smoking product, vaping, and smokeless tobacco in any form (including any and all nicotine products). Students will receive appropriate disciplinary action and will be subject to prosecution. Also, upon conviction, may pay a fine and court costs.

RACIAL AND ETHNIC INTIMIDATION:
The Lehighton Area School District strictly prohibits all forms of racial and ethnic intimidation in any work area, learning area, activity area or any other place under the control of the Lehighton Area School District, by or toward any administrative or professional staff member, full or part-time employee, contracted services employee, student, aide, job applicant, visitor, or volunteer of the Lehighton Area School District.

If it is determined that any student who has engaged in racial or ethnic intimidation in violation of these policies, rules and regulations, they shall be subject to appropriate disciplinary action, up to and including suspension, expulsion, or police involvement.

STUDENT EXPRESSION/DISTRIBUTION AND POSTING OF MATERIAL:
The Lehighton Area School District Policy Student Expression/Distribution is found on the LASD website at http://www.lehighton.org/policies. The Student Expression/Distribution Policy number is 220. Please become familiar with this policy prior to the start of the school year.

The Student Expression/Distribution and Posting of Material policy addresses student expression in general and distribution and posting of materials that are not part of District-sponsored activities. Materials sought to be distributed or posted as part of the curricular or extracurricular programs of the District shall be regulated as part of the School District's educational program.

SEXUAL HARASSMENT:
Sexual harassment means that someone is treated differently because of their gender/sexual orientation. It makes a student feel uncomfortable or unsafe. It is behavior or words that:

- Are directed at a person because of their gender/sexual orientation
- Are uninvited, unwanted, and unwelcome
- Cause a person to feel uncomfortable or offended
- Create an environment that makes learning difficult
- May be repeated or may be very offensive on a one-time basis

Any student who believes that they have been subject to sexual harassment shall report in writing the occurrence of all incidents of such conduct to the administration or any faculty or staff member. Action on a complaint will follow School District Policy 103, Discrimination/Title IX Sexual Harassment Affecting Students and/or Policy 104, Discrimination/Title IX Sexual Harassment Affecting Staff. The School District's Title IX coordinator/ official is Dr. Christina Fish, Superintendent.

STUDENT DRESS:
Lehighton Area Middle School believes that student attire should support a safe, equitable, and focused learning environment. Our dress code is designed to be **gender-neutral, objective, and consistently enforced** across the entire student body. The primary responsibility for a student's attire rests with the student and their parents or guardians. The school's role is to ensure that student dress does not compromise health, safety, or the integrity of the educational environment, without targeting individual students based on gender identity, body type, or race. We appreciate your support and cooperation in the following guidelines:

Minimum Standards for Dress (The Coverage Rule)
To maintain a professional, respectful public learning environment, all students must adhere to the following standards of coverage during the school day and at school-sponsored events: The general "zone of coverage" rule: A student's body must be covered from upper chest to mid-thigh.

- Clothing must fully cover all private and intimate areas of the body with opaque (non-see-through) fabric.
- Tops must have fabric on the front, back, and sides (directly under the armpits) to ensure the torso is adequately covered.
- Tops and bottoms must meet or overlap so that the midriff and waist area are fully covered during normal daily academic activities (such as sitting, standing, walking, or reaching).
- All undergarments (including straps, waistbands, and internal layers) must be fully covered and obscured by outer clothing.

Permitted Clothing

As long as they meet the coverage standards outlined above, students are permitted to wear:

- Shirts, t-shirts, sweatshirts, hoodies, and blouses.
- Pants, jeans, shorts, dresses and skirts (in modest length), sweatpants, and leggings.
- Headwear required for documented religious, medical, or cultural purposes.

Prohibited Attire and Content

Clothing is strictly prohibited if it presents a safety hazard or contains language/images that disrupt the educational environment, including:

- Depictions of weapons, violence, drugs, alcohol, tobacco, or any illegal activity.
- Hate speech, profanity, or pornography.
- Discrimination, hate speech, or harassment directed at any individual or group based on race, gender, sexual orientation, religion, or disability.
- Safety hazards (e.g., footwear that prevents safe movement during emergencies, heavy chains, spikes, or clothing that completely obscures the face).
- Pajamas are not allowed to be worn to school except if specified for certain events.

Enforcement Standards

- **Dignity and Respect:** Dress code violations will be addressed privately and discreetly by staff to avoid embarrassing or shaming the student.
- **Focus on Solution:** Enforcement will focus on correcting the clothing coverage issue quickly (e.g., providing a loaner shirt, allowing the student to change into their own alternative clothing, or contacting a parent for a change of clothes) so the student can return to the classroom immediately. Instructional time will not be sacrificed for minor dress code adjustments.
- The first violation of the dress code will result in a verbal warning. Additional violations of the dress code will result in the following progression: lunch detention, after-school detention, and Saturday detention. Continuation of violating the policy could receive additional disciplinary consequences and an admin requested parent/guardian conference.

VALUABLES:

It is highly suggested that the student DOES NOT bring valuables to school. Valuables must remain THE STUDENT'S RESPONSIBILITY. At no time is the school responsible for the loss, theft, or damage of any personal property.

VANDALISM:

Anyone defacing, destroying or committing any act of vandalism in or around the school building will be held responsible for all damages and will be subject to disciplinary action from the administration and, in some cases, the police department.

WATER BOTTLES:

Students are permitted to drink water from refillable water bottles in the hallways and in classes with teacher permission throughout the school day. The Middle School supports proper hydration and students will also be allowed to use the water fountains, utilizing their Smart Pass.

WEAPONS:

No student shall possess, handle or transmit any knife, razor, ice pick, any explosive device of any kind, including firecrackers, tear gas canisters, smoke bombs, or chains, loaded cane, sword cane, loaded or unloaded firearms, including pellet guns, BB guns, any type of knife, implements capable of directly or indirectly inflicting bodily injury, or other object that can reasonably be considered to be a weapon/facsimile/ look alike or dangerous instrument in any school building, on any school premises, or on any school bus, or off the school grounds at any school activity, event or function held at or away from school.

Any student discovered in violation of this policy to have any weapon or other item in their possession, including locker or desk, or threatens to use a weapon on another person shall be subject to have said weapon or other item immediately seized by school personnel. In the sole discretion of the Principal or Principal designee, said student may be excluded and not be permitted to remain in the school building, on any school premises, on any school bus, or at any school activity, event or function held at or away from school immediately upon discovery.

The Principal or designee must notify the parents, the police and the superintendent of any and all students involved. Carbon County Mental Health Crisis and other appropriate agencies may also be notified and considered viable resources. Discipline procedures shall be the same as that set forth based on the severity of the violation in Lehighton Area School District's policy, including possible expulsion.

If a student discovers that a fishing knife or similar potential weapon has accidentally been brought to school, that student should IMMEDIATELY notify a teacher, Principal, or office of the situation.

GUIDANCE DEPARTMENT

Guidance services are available to all students. Students and parents wishing to visit a counselor should contact the guidance office to arrange an appointment. Counselors will meet with all students in group guidance sessions to answer student questions and to share student concerns. There are outside agencies which may be required to meet with your child without parental notification due to circumstances that may arise which are out of our control.

CHANGE OF INFORMATION:
It is the parent/guardian's responsibility to notify the school of information changes during the school year such as phone number, addresses or emergency contacts.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA:)
This law affords certain rights to Parents and Eligible Students in regards to Education Records that are maintained by schools. These rights transfer to the student when they reach the age of 18 or attend a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

CUSTODY
If there is a court order limiting or restricting the noncustodial parent's contact with the child, a copy of the court order should be brought to the school, communicated with appropriate school personnel, and inserted into the student record. Without a court order that restricts a parent's rights, both natural parents have equal access to the child and the child's records. However, the child will only be dismissed to a parent or guardian or to a designee identified by the parent or guardian in writing.

PUPIL RECORDS POLICY:
The Board of Education has adopted a Pupil Records Policy. The policy's function is to allow (1) school authorities to gather information necessary to facilitate its educational responsibility; (2) assure the student, parent, and/or legal guardian's right to privacy. Copies of the Record Policy are available in each building and the District Office.

MARKING PERIOD GRADES AND GRADING SYSTEM:

Marking Period grades may be viewed on PowerSchool. Parents may request a printed copy of a report card six (6) school days following the end of the marking period.

A marking period grade will consist of three categories.

- 50% Assessments/Tests/Projects
- 35% Graded Work
- 15% Participation

Academic achievement is designated on all records by percentages.

Excellent - 90-100%
Good – 80-89%
Average – 70-79%
Below Average – 61-69%
Failure – 60% and below

In addition to the above percentages, the following designations may be used in some areas:

O - Outstanding
S - Satisfactory
I - Incomplete
U - Unsatisfactory

All "Incomplete" grades will become a final grade ten (10) school days from the end of the marking period. Any work not completed during this 10-day period will be assigned a zero "0". In extreme cases, the administration reserves the right to extend the time period.

REQUIREMENTS TO ACHIEVE HONOR LISTS:

In order to achieve any of the honor lists, a student must attain the following:

DISTINGUISHED HONORS: students must have a 95 GPA with no Marking Period FINAL grade lower than a 90
HONOR ROLL: students must have an 88 GPA with no Marking Period FINAL grade lower than an 83

An "incomplete" makes a student ineligible for any honors list.

NOTE: To be eligible for any honors list, a student may not have any U's or I's for the marking period. A student must also be carrying a full schedule as per Middle School curriculum. Accommodations can be made for students with special needs.

HIGH SCHOOL CREDITS:

Beginning the 2026-2027 school year, LAMS students who are taking Algebra I or other high school level courses, will be able to earn the high school credit.

Participation:
LAMS is committed to providing academic opportunities that challenge and engage our students. Exceptionally qualified students may be eligible to enroll in high school level courses. Enrollment is a privilege reserved for students who demonstrate readiness for advanced, rigorous curriculum. All placement decisions are made solely at the discretion of school administration. Multiple factors will be considered including- standardized test scores, past academic performance, and teacher recommendations- to determine the best fit for the student

Academic Expectations:
Students approved for these courses are expected to maintain high academic and behavioral standards.

- Same curriculum and common assessments are used for instruction to mimic the high school
- If the course is a Keystone course (Algebra I, Biology or English 10), the student must pass the Keystone test or will have to retake the course the following year.
- Coursework will count towards their high school GPA and become part of their permanent record for the high school.

Transportation:
For courses that require the student to attend high school courses at the high school campus during the regular school day, district transportation will be provided. The school will coordinate safe and timely transit to and from the high school to ensure they do not miss essential middle school programming.

COURSE SCHEDULING AND PLACEMENT:

Lehighton Area Middle School is dedicated to creating an academic environment that challenges, supports, and meets the unique learning needs of every student. To ensure all students are appropriately engaged, ELA and Math academic courses are offered at three distinct levels: **Supplemental, Applied, Academic, and Advanced**.

How Placement Decisions Are Made:

Student placement into these course levels is a thoughtful, data-driven process. Student schedules are determined based on a comprehensive review of multiple factors, including:

- State and district standardized assessment data
- Past classroom performance, grades, and demonstration of prerequisite skills
- Teacher recommendations regarding a student's work habits, critical thinking, and academic readiness
- Academics needs as outlined in IEP or 504 plans.

Our primary goal is to place students in the environment where they will be both appropriately challenged and highly successful to show necessary growth.

Parent/Guardian Course Requests:

We highly value the partnership between home and school. While parents and guardians may advocate for a specific course level placement for their student, please be aware of the following guidelines:

- **Conference Requirement:** Any parent-initiated request to change a recommended course level requires a formal conference involving the parent/guardian, school counselor, and/or administration.
- **Approval Status:** Parent requests are **not guaranteed approval**. Final placement decisions rest solely with the school administration, based on what is educationally sound for the student and logistically feasible within the school's master schedule.

Note: Course placements are evaluated annually or as needed. A student's placement in a specific tier one year does not automatically guarantee placement in that same tier the following school year.

STUDENT PROMOTION:

All students must pass three out of the four following classes in order to be promoted to the next grade level (Math, Language Arts, Science, Social Studies). If students do not meet the above criteria, a maximum of one (1) CORE Academic course may be completed through the Keystone Credit Recovery program, or similar program authorized by the School District administration.

If a student fails Reading, Math or Language Arts, or scores at or below a predetermined Benchmark score they may be moved from a Social Studies, Science or CAT class and be provided remediation for the next marking period(s).

HOMEBOUND INSTRUCTION:

The school district may temporarily excuse a student from compulsory attendance on account of illness or urgent reasons and provide homebound instruction during that absence. The period of homebound instruction should not exceed 3 months time. Students in need of homebound instruction should make contact with our school guidance department. Please consult Board Policy 117 for procedures and application for homebound instruction.

STUDENT RIGHTS AND RESPONSIBILITIES:

Copies of the Students Rights and Responsibilities Policy shall be available to residents in each building office and the school libraries.

TRANSFERS OR WITHDRAWALS:

If a student is moving, a parent/guardian must come to the guidance office to sign necessary forms. A student withdrawal form and the student's scholastic record will be sent to the school where the pupil is going. It is the student's obligation to report their intentions of moving to the WIN teacher and to the guidance department. All books and supplies must be returned to the various classroom teachers before the student withdrawal is completed. The same procedure applies to pupils leaving school because of age or employment.

SCHOOL NURSE

BODY MASS INDEX (BMI):

Pennsylvania schools have mandatory Body Mass Index (BMI) screening for students in all grades. BMI calculates a student's height, weight, and age to place the student in a percentile which serves as a guideline to determine if your child is within the healthy range as set by CDC standards. Letters will be sent home with all students during the 4th marking period.

EXCLUSIONS FROM SCHOOL:

Pupils with head lice or suspicious rashes will be excluded from school and readmitted according to school policy and rules established by the Department of Health.

HEALTH INSURANCE:

Pennsylvania has expanded the Children's Health Insurance Program (CHIP), so that more children are eligible for free health insurance.

- Uninsured children from ages 0 through 18, who are not eligible for Medical Assistance, will now qualify for health insurance coverage.
- This health insurance includes doctor visits, preventive care, immunizations, hospitalization, dental, vision, hearing care, prescriptions, and mental health services.
- Low cost health insurance is available for children from ages 0 through 18 whose family income meets the State requirement.
- For other family size qualifications and to find out more information about this program, please call:
  BLUE CROSS OF NORTHEASTERN PA 1-800-986-KIDS.

ACCIDENT INSURANCE:

The Lehighton Area School District makes available to all students a group insurance policy. Brochures and application forms are found on the District website Homepage under "Voluntary Student Accident Insurance". Injuries due to fights may not be covered by school insurance. Insurance does not carry over from one year to the next.

HEALTH SCREENINGS:

Middle School Students will have the following health screenings during the school year according to state mandates:

- GRADE 6 – Height, weight, vision screening, scoliosis screening, and physical exams (school or private).
- GRADE 7 – Height, weight, vision screening, hearing screening, scoliosis screening, and dental exams (school or private).
- GRADE 8 – Height, weight, vision screening

****The school vision screening is not a substitute for a comprehensive eye examination by an eye care specialist. The American Optometric Association recommends eye examinations every two years for school age children.**

INJURED STUDENTS:

Crutches, splints, and neck braces may only be used at school if ordered by a physician. Parents are to inform the school nurse of injuries, minor or serious, which occurred outside of school but which will need attention during the school day.

MEDICAL INFORMATION:

PENNSYLVANIA SCHOOL LAWS FOR IMMUNIZATION

The list of immunizations required for children to attend school in Pennsylvania is:

- ➢ 4 doses of tetanus & diphtheria (DTP, DTaP, DT or Td)3
- ➢ 4 doses of polio (OPV, IPV)
- ➢ 2 doses of Measles, Mumps & Rubella (MMR)
- ➢ 3 doses of Hepatitis B (HBV)
- ➢ 2 doses of Varicella, (Chickenpox, Varivax) or a history of the disease

Entry into seventh grade requires that the student have:

- ➢ one dose of Adacel (Boostrix, Tdap) and
- ➢ one dose of Meningitis (MCV, Menactra, MedImmune)

**The only exemptions to the school laws for immunization are medical reasons or religious reasons

INSTRUCTION RELATED TO AIDS:

The Pennsylvania Public School Code of 1949 **(22 Pa. Code § 4.29)** has rules that require School Districts to teach both the dangers of and the prevention of AIDS. Teachers will excuse students who, for moral or religious reasons, oppose instruction on the topic of sexually transmitted diseases. To have a child excluded from these presentations, a parent or guardian of the student MUST communicate this with the child's teacher and the Middle School office.

MEDICATION POLICY:

The Lehighton Area School District, following Pennsylvania state law, requires that students who need medication during school hours must have the following:

1. A written consent form can be obtained from the office and completed and signed by a parent or legal guardian.
2. All medication must be brought to school in the original prescription bottle, properly labeled by the doctor or pharmacist. NAME OF CHILD: NAME OF MEDICATION: AND HOW IT IS TO BE TAKEN. ONLY medication that is prescribed by a physician may be taken in school.
3. Tylenol/Ibuprofen may be given for pain or fever following school or student's doctor guidelines and with the parent's permission. Parents should notify the school nurse if their child has a condition for which the physician/dentist made the recommendation to take Tylenol or Ibuprofen.
4. Parents must bring in medication.

ALL Medication MUST be turned into the nurse's office first thing in the morning. (This includes non-prescription medication.)

Exceptions: 1) Inhalers may be carried by a child if prescribed by a doctor and with a parent's written permission – every inhaler must be labeled with the student's name. 2) Cough drops may be carried by a child if accompanied by a permission note from the parent.

MOBILE DENTAL VAN:
LVHN Department of Dental Medicine provides dental health services to students who have Medical Assistance, AmeriHealth Caritas, Avesis, Geisinger, United HealthCare, Aetna Better Health, Gateway, Capital Blue Cross, Cigna, Delta Dental, Guardian, MetLife and United Concordia. Eligible children may receive dental services at school during regular school hours. For more information about the dental program, please call 888-402-LVHN (5846).

SCHOOL SAFETY

FIRE DRILLS:
Fire drills are required during the school year. We, at the Lehighton Area Middle School, are aware of the serious hazard of school fires and stress the need for efficient, faculty-supervised drills. Students leave each room in a single file and go to the exit in an orderly fashion. There shall be NO TALKING by the students during all fire drills. Explicit directions concerning fire drills are given at the beginning of the year by each teacher in each classroom.

LOCKDOWN DRILLS (RUN, HIDE, FIGHT TRAINING):
Lockdown drills are practiced throughout the school year in accordance with Run, Hide, Fight Training. We, at the Lehighton Area Middle School, are aware of the seriousness of school/society issues and stress the need for efficient, faculty-supervised drills. There shall be NO TALKING by the students during all lockdown drills. Explicit directions concerning lockdown drills are given at the beginning of the year by each teacher in each classroom. Each lockdown drill should be considered as an actual lockdown.

SEVERE WEATHER DRILLS
Students and staff report to a designated safe spot in the building, away from large windows.

SCHOOL BUS EVACUATION DRILLS
Students exit the bus upon their arrival to school to practice for an emergency evacuation.

THREAT ASSESSMENT
The LASD will utilize a threat assessment model that provides school teams with guidelines to distinguish whether a threat is transient (not serious) or substantive (poses a continuing risk to others). Accurately distinguishing between transient and substantive threats helps the school team both to avoid over-reacting to threats that are not serious and to focus its attention on serious threats that merit protective action (Burnette, Datta, & Cornell, 2017). A transient threat is a broad category including all threats that do not reflect a genuine intent to harm others. Substantive threats are behaviors or statements that represent a serious risk of harm to others.

PARENT NOTIFICATION:
A mass notification will be sent to notify parents/guardians of an emergency drill such as a lockdown or intruder drill. As fire drills are completed on a monthly basis, a notification will not be sent for this type of drill. According to PA School Code Act 44, all parents will be notified within 24 hours of a weapon being found on school property, transportation or at a school event.

*Due to the importance and seriousness of the safety drills, any misconduct or misbehavior will result in a Saturday detention.

STUDENT ASSISTANCE PROGRAMS

CHILD STUDY TEAM (CST):
A child Study Team (CST) is a local school team that evaluates and develops plans for students in need of additional social-emotional, behavioral and academic needs. Our team consists of a multidisciplinary group of professionals who are focused on supporting students who are struggling. The CST process begins with a referral from a teacher and/or a parent requests an evaluation. Indicators of student need can include academic struggles, low grades, behavioral challenges, social relationship difficulties, attendance concerns, discipline issues or even problems in the community. Our process uses data to screen, monitor and make decisions to better support the student. The team will identify specific needs of the student and develop short term goals with targeted interventions. A plan is put in place to implement and monitor the student's response to the interventions. Should the interventions prove unsuccessful over time, a referral for evaluation may be made.

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (SWPBIS):
School-wide Positive Behavior Intervention and Support (SWPBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. SWPBIS aims to create schools where all students succeed.

The key components of an effective SWPBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging appropriate behavior
- Constructively addressing problem behavior
- Effectively using behavioral data to assess progress

At LAMS, there are certain behavior expectations for students. As students navigate through their day, they will encounter our TRIBE PRIDE Matrix, reminding them of how they can protect, respect, show individual responsibility, show determination and strive for excellence. Teachers, administrators and other staff members will be teaching and reinforcing these positive behaviors throughout the year.

Positive referrals or PRIDE bucks will be given to students consistently to acknowledge and reinforce positive behaviors. These bucks will be used towards various rewards driven by student interest such as raffles, PRIDE store, classroom incentives, and school-wide celebrations.

SAFE2SAY:
Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to "say something" BEFORE it is too late. To submit a tip, dial 1-844-SAF2SAY or visit www.safe2saypa.org.

SOLVING PROBLEMS:
Often parents are in a quandary about the best ways to solve a problem. Many times parents "go to the top" only to find that they are sent to the source of the problem.

It would be helpful to school personnel if you bring with you as much data as is available regarding your problem. In all cases, parents are urged to follow this step-by-step approach to problem solving.

- Discuss your concern with the staff member directly involved (via email or phone) – whether that is a teacher, school counselor, or other employee.
- Then talk with the Principal. The Principal will then contact the person involved to help seek resolution.
- Problems can never be resolved in a hostile atmosphere. Remain calm and positive. Involve the child in discussions only as necessary.
- When the problem is resolved, be sure your child understands the outcome and expectations.

SPECIAL EDUCATION NOTICE TO THE PARENTS OF CHILDREN WHO RESIDE IN LEHIGHTON AREA SCHOOL DISTRICT: Special Education Director – Mrs. Sandra Michalik
The Lehighton Area School District conducts ongoing identification activities as a part of its school program for the purpose of identifying a student who may be in need of special education and related services. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions:

1. Autism/pervasive developmental disorder
2. Blindness or visual impairment
3. Deafness or hearing impairment
4. Development delay
5. Mentally gifted
6. Intellectual disability
7. Multi-handicapped
8. Neurological impairment
9. Other health impairments
10. Physical disability
11. Serious emotional disturbance
12. Specific learning disability
13. Speech and language impairment

If a parent or guardian believes that their school-age child may be in need of special education services and related programs, or young child (age 3 to school age) may be in need of early intervention, screening and evaluation processes designed to assess the needs of the child and their eligibility are available at no cost, upon written request. A parent or guardian may request screening and evaluation at any time, whether or not their child is enrolled in the District's public school program. Requests for evaluation and screening are to be made in writing to, Director of Student Services.

For further information on the rights of parents and children, provision of services, evaluation and screening (including purpose, time, and location), a parent or guardian may contact, in writing, the person listed above or any building Principal.

Confidentiality: All information gathered about a 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 the policies and procedures, as well as rights of confidentiality and access to educational records, please contact Mrs. Michalik at (610) 377-4490 x1599 or any building Principal.

STUDENT ASSISTANCE PROGRAM INFORMATION:

What is the Student Assistance Program (SAP)?

SAP is a systemic process using techniques to mobilize school resources to remove barriers to learning. The core of the program is a professionally trained team, including school staff and liaisons from community alcohol and drug and mental health agencies. SAP team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. The student assistance team members do not diagnose, treat or refer to treatment; but they may refer for a screening or an assessment for treatment. To make a referral, please go to: https://sites.google.com/site/lahssap

There are four phases to the student assistance process:

1. **Referral** - Anyone can refer a student to SAP when they are concerned about someone's behavior -- any school staff, a student's friend, a family member or community member. The students themselves can even go directly to the SAP team to ask for help. The SAP team contacts the parent for permission to proceed with the SAP process.
2. **Team Planning** – The SAP team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected from the parent. The team meets with the parent to discuss the data collected and also meets with the student. Together, a plan is developed that includes strategies for removing the learning barriers and promoting the student's academic and personal success to include in-school and/or community-based services and activities.
3. **Intervention and Recommendations** – The plan is put into action. The team assists in linking the student to in-school and/or community-based services and activities. The team might recommend a drug and alcohol or mental health assessment.
4. **Support and Follow-Up** – The SAP team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring, and motivating for academic success.

Nondiscrimination is the policy in the Lehighton Area School District. Admission procedures and instructional materials are in accordance with nondiscrimination guidelines of the Federal Government and the State of Pennsylvania. The Superintendent has been designated as the Compliance Officer to handle all inquiries or complaints regarding alleged discrimination on the basis on sex, race, or handicap in the education program of the Lehighton Area School District. You may refer to the Lehighton Area School District's Website for more detailed information about SAP and the Districts drug and alcohol procedures.

****

This handbook provides information that should answer many of your questions concerning school policies. However, for more detailed information concerning both state and School District policies, please refer to the regulations and guidelines on Student Rights and Responsibilities approved by the Lehighton Area School Board. Copies of these policies can be found on the district website under School Board Policies.

MCKINNEY-VENTO HOMELESS EDUCATION PROGRAM

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT:

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently re-authorized in December 2015 by the Every Student Succeeds Act (ESSA).1 The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school.

Under the McKinney-Vento Act, educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Local Educational Agencies are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

The law indicates that the LEA liaison shall ensure that all homeless children, youth and families are identified through coordinated activities with other entities.

DEFINITION OF HOMELESS (MCKINNEY-VENTO ACT SEC. 725(2); 42 U.S.C 11435(2)): CHILDREN WHO LACK A FIXED, REGULAR, AND ADEQUATE NIGHTTIME RESIDENCE:

"Doubled up" - Sharing the housing of others due to the loss of housing, economic hardship, or similar reasons.
Living in motels, hotels, trailer parks, camping grounds, due to lack of adequate alternative accommodations.
Living in emergency or transitional shelters.

Living in a public or private place not designed for humans to live.
Migratory children living in above circumstances
Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings
Unaccompanied Youth - Children or youth who meet the definition of homeless and not in the physical custody of a parent or guardian.

Residency and Educational Rights:
Students who are in temporary, inadequate and homeless living situations have the following rights:
Immediate enrollment in the school they last attended or the school in whose attendance area they are currently staying even if they do not have all of the documents normally required at the time of enrollment;
Access to free meals and textbooks, Title I and other educational programs and other comparable services including transportation;
Attendance in the same classes and activities that students in other living situations also participate in without fear of being separated or treated differently due to their housing situations.

When a student is identified as being McKinney-Vento eligible, staff will:
Assist with enrollment, monitor school attendance and arrange transportation (preK-8 students)
Provide school supplies and other school related materials as needed
Advocate for and support students and families through school and home visits
Set clear expectations for student behavior, attendance and academic performance
Assist students/families access with community services
Assist students/families with access to tutoring, special education, and English language learner resources
Assist students so they can participate in sports, field trips, and school activities regardless of their ability to pay or to provide their own transportation.

For additional information, contact the LEA Homeless Liaison at 610-377-4490 ext. 1599

LEHIGHTON AREA School District
1000 Union Street, Lehighton, Pennsylvania 18235
Telephone: 610-377-4490 Fax: 610-577-0032

"Educating students for lifelong success by providing challenging and relevant instruction, fostering academic and personal growth, promoting civic responsibility, cultivating community and family partnerships and supporting the mental well-being of all in a safe environment."

Notification Letter for Parents, Guardians and Employees of Lehighton Area School District

Dear Parent(s), Guardian(s) and Employees,

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

From time to time, it may be necessary to use chemicals to manage a pest problem. Chemicals will only be used when necessary, and will not be routinely applied. When chemicals are used, the school will try to use the least toxic product when possible. (Applications will be made only after normal school hours.) Notices will be posted in these areas 72 hours prior to application and for two days following the application.

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

If a chemical application must be made to control an emergency pest problem (ex. stinging insects), notice will be provided by telephone or email to any parent or guardian who has requested such notification in writing. Exemptions to this notification include disinfectants and anti-microbial products; self-containerized baits placed in areas not accessible to students, and gel type baits placed in cracks, and crevices or voids.

Each year the District will prepare a new notification registry.

If you have any questions, please contact Justin Smith, IPM Coordinator at (610) 377-4490 ext. 7536. All correspondence should be directed to the address, email, or telephone number listed on this letterhead.

Sincerely,

Justin Smith
Director of Operations
jlsmith@lehighton.org

SCHOOL BOARD POLICIES

Here is a quick link to all Lehighton Area School District policies: www.lehighton.org/policies

The following Lehighton Area School District Board Policies require annual notification as well as dissemination to students and parents. Please take the time to review all our student policies. The links are hyperlinked, and you can click on the title to open the policy. The policies that govern students are listed in the 200 Section, the policies that govern programs are listed in the 100 Section, the policies that govern finances are listed in the 600 Section, the policies that govern property are listed in the 700 Section, the policies that govern operations are listed in the 800 Section.

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LEHIGHTON AREA SCHOOL DISTRICT 2026-2027 SCHOOL CALENDAR

3-6 – Independence Day Holiday

July 2026

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 – Winter Holiday
18 – Martin Luther King Holiday
22 – Professional Development Day

18– Student (95)
19–Teacher (101)
19–Para (100)

January 2027

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

11-14 – New Teacher Induction
18-20- Professional Development Day

24 - First Student Day

6 – Student (6)
9- Teacher (9)
9 – Para (9)

August 2026

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

12-15 – President's Holiday

18-Student (113)
18–Teacher (119)
18–Para (118)

February 2027

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21/28	22	23	24	25	26	27

4-7 – Labor Day Holiday
21 – Teacher In-Service for Professional Development

19 -Student (25)
20- Teacher (29)
19 - Para (28)

September 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

24 – Early Dismissal
25-29 Spring Holiday

20-Student (133)
20-Teacher (139)
20–Para (138)

March 2027

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12 – Columbus Day - No School

21–Student (46)
21–Teacher (50)
21–Para (49)

October 2026

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22–Student (155)
22–Teacher (161)
22–Para (160)

April 2027

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6 – Act 80 Day/Parent/Teacher Conf
25 - Early Dismissal
26–30 Thanksgiving Holiday

17–Student (63)
18 –Teacher (68)
18–Para (67)

November 2026

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

7 – Teacher In-Service for Professional Development
28-31 – Memorial Day Holiday

18-Student (173)
19-Teacher (180)
18–Para (178)

May 2027

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 – Early Dismissal
21-31- Winter Holiday

14–Student (77)
14–Teacher (82)
14–Para (81)

December 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

8 - Early Dismissal
8 –Tentative Last Student Day
9 – Teacher In-Service for Professional Development

6-Student (179) – Act 80 days (1)
7–Teacher (187)
6–Para (184)

June 2027

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

End of Marking Period – 10/28, 1/15, 3/24
Early Dismissal – 11/25, 12/18, 3/24, 6/8
First/Last Student Days -8/24, Tentatively 6/8
184 Para Days – 187 Teacher Days – 180 Student Days
1502 Days (OLSDH) – 11/30, 12/21, 12/22, 12/28, 12/29
Board Approved: March 23, 2026

Prof Development –8/18, 8/19, 8/20, 9/21, 1/22, 5/7, 6/9
Act 80 Day – 11/6
Snow Make-up Days – 1/18, 2/12, 3/25, 5/28, 6/9
New Teacher Induction Days – 8/11, 8/12, 8/13, 8/14
Paras off – 9/21, 5/7, 6/9

Handbook Agreement
I have read and agree to abide by all terms listed in the Lehighton Area School District Handbook:

Health & Safety Plan
I have reviewed our Health and Safety Plan for the 26-27 School year. Changes to the plan will be made as necessary according to PDE and CDC Guidelines:

School Bus Regulation Agreement
I have read and agree to abide by all terms listed in the Bus Regulations for Students:

Student Email Agreement
Do you consent to your child having a Lehighton Area School District email account issue?

Permission to travel within District
I give permission for my child to be transported, or walk, to any Lehighton Area School District building for any school sponsored event:

Individual and Small Group Photo Release
Throughout the school year, individual and small group photographs and video recordings may be taken of students as they participate in various academic and non-academic activities. These may be used to publicize and promote District activities:

Acceptable use of Communications and Systems
I have read and agree to the terms outlined:

Students Lunch
All students are entitled to a lunch
I give my child permission to purchase breakfast in the cafeteria:
I give my child permission to purchase lunch in the cafeteria:

Student Insurance
I acknowledge that CHIP is available for my child(ren) and that is my responsibility to enroll them by following the directions provided on the CHIP Student Insurance link:

Electronic Signature
The electronic signature below and its related fields are treated by Lehighton Area School District like a handwritten signature on a paper form.

I affirm that all the information provided is true and correct to the best of my knowledge.

I agree:
Signature:
Date:

The above information is completed and signed electronically via PowerSchool Enrollment.

Lehighton Area School District

Pre – K Counts

Lehighton's Littlest Indians Parent/Student Handbook 2026-2027

Staff Information

Superintendent----------Mr. Jason Moser
Pre - K-2 Principal----------Mr. Aaron Sebelin
Pre - K Counts Coordinator----------Mrs. Gretchen Laviolette
Pre - K Teacher----------Mrs. Lori Hoppes
Paraprofessional----------Mrs. Ahner

Lehighton Area School District
Administration Office
1000 Union Street
Lehighton Pa 18235
610-377-4490

Lehighton Area Elementary Center
3 Indian Lane
Lehighton Pa 18235
610-377-7880

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Lehighton Area School District Mission:

Educating students for lifelong success by providing challenging and relevant instruction, fostering academic and personal growth, promoting civic responsibility, cultivating community and family partnerships and supporting the mental well-being of all in a safe environment.

Lehighton Area School District Vision:

To foster a safe and respectful environment where all individuals have the opportunity to reach their potential.

Program Philosophy

Our philosophy at Lehighton Area Pre – K Counts is that children are active learners. With this in mind, we build our program to incorporate a variety of hands-on activities that promote growth in all areas of development including intellectual, social, emotional, and physical. We also feel it is important to provide a safe and nurturing environment that encourages each child to be independent, creative and self-assured. It is our goal to make this experience a positive one for each and every child.

LEHIGHTON AREA SCHOOL DISTRICT 2026-2027 SCHOOL CALENDAR

3-6 – Independence Day Holiday

July 2026

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 – Winter Holiday
18 – Martin Luther King Holiday
22 – Professional Development Day

18– Student (95)
19–Teacher (101)
19–Para (100)

January 2027

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

11-14 – New Teacher Induction
18-20- Professional Development Day

24 - First Student Day

6 – Student (6)
9- Teacher (9)
9 – Para (9)

August 2026

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

12-15 – President's Holiday

18-Student (113)
18–Teacher (119)
18–Para (118)

February 2027

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21/28	22	23	24	25	26	27

4-7 – Labor Day Holiday
21 – Teacher In-Service for Professional Development

19 -Student (25)
20- Teacher (29)
19 - Para (28)

September 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

24 – Early Dismissal
25-29 Spring Holiday

20-Student (133)
20-Teacher (139)
20–Para (138)

March 2027

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12 – Columbus Day - No School

21–Student (46)
21–Teacher (50)
21–Para (49)

October 2026

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22–Student (155)
22–Teacher (161)
22–Para (160)

April 2027

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6 – Act 80 Day/Parent/Teacher Conf
25 - Early Dismissal
26–30 Thanksgiving Holiday

17–Student (63)
18 –Teacher (68)
18–Para (67)

November 2026

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

7 – Teacher In-Service for Professional Development
28-31 – Memorial Day Holiday

18-Student (173)
19-Teacher (180)
18–Para (178)

May 2027

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 – Early Dismissal
21-31- Winter Holiday

14–Student (77)
14–Teacher (82)
14–Para (81)

December 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

8 - Early Dismissal
8 –Tentative Last Student Day
9 – Teacher In-Service for Professional Development

6-Student (179) – Act 80 days (1)
7–Teacher (187)
6–Para (184)

June 2027

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
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New Teacher Induction Days – 8/11, 8/12, 8/13, 8/14
Paras off – 9/21, 5/7, 6/9

Policies

Program Days and Hours:

For the most part, the Pre-K Counts Program follows the same calendar as the Lehighton Area School District. However, there are occasions when Pre-K is held when K-12 students do not have school. Therefore, parents are strongly encouraged to watch correspondence received from the Pre-K teacher for definite information regarding school days. In the event of a scheduled early dismissal day, both Pre K Counts classrooms will attend on a condensed schedule.

Morning Session: 7:50 a.m. – 10:20 a.m.

Afternoon Session: 11:45 a.m. – 2:15 p.m.

**Please do not enter the area prior to the doors opening in order to ensure the safety of all of our students.

Arrival and Pick up:

Please be prompt in dropping off and picking up your child. This is necessary for our program's success.

Drop Off and Pick-Up for the Pre-K Counts program will be at the front Primary entrance of the Elementary Center.

The teachers will be ready for the students at 7:50 a.m. for the morning session and 11:45 a.m. for the afternoon session. Accordingly, the drop off times are 7:50 a.m. for the morning session and 11:45 a.m. for the afternoon session. If you arrive with your child after this time, you will need to go to the main entrance to check your child in at the school office.

Pick-up is 10:20 a.m. for the morning session and 2:15 p.m. for the afternoon session.

Parents will need to park in the designated area. This area is designated by the green lines on both sides of the black fence at the front of our school. Please walk your child to the main entrance of the building. This will ensure the safety of all students during the arrival and dismissal times of all Pre-K Counts students.

Only you or someone previously identified to the Pre-K Counts teacher may pick up your child. To protect your child, he/she will only be released to the person to whom prior written authorization has been given. The person pickup up your child must also have proper identification (driver's license). Any changes in authorization must be in writing (see authorized pick-up form). If you know at the time of drop off that your child will be picked up by an authorized individual, please try to notify us at that time, either verbally or with a written note.

In the event of an emergency that will cause a delay in pick-up, please call the office to make staff aware that you will be late picking up your child/children from Pre-K Counts. The late fee will not apply in the event of an emergency.

Lehighton Area Elementary Center Phone Number: 610-377-7880

Parental Custody Issues

In cases involving child custody, it is the obligation of the custodial parent to keep all necessary court orders current. The Pre-K Counts teachers must abide by the order that is currently on file. Both natural parents have the right to access any documentation pertaining to the program unless it is specifically stated otherwise in the court order.

School Visitors

During the school day, all entry doors are locked. Parents/guardians and visitors to our school, who have been invited to participate in approved programs, must use the main K-2 Elementary Center entrance. All parents/guardians and visitors must then report to the K-2 Elementary Center office. Please bring a driver's license with you so your identification can be verified. At this time, an ID badge will be given to you to wear while you are in the building.

SPECIAL EDUCATION NOTICE TO THE PARENTS OF CHILDREN WHO RESIDE IN LEHIGHTON AREA SCHOOL DISTRICT:

Special Education Director – Mrs. Sandra Michalik

The Lehighton Area School District conducts ongoing identification activities as a part of its school program for the purpose of identifying a student who may be in need of special education and related services. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions:

1. Autism/pervasive developmental disorder
2. Blindness or visual impairment
3. Deafness or hearing impairment
4. Development delay
5. Mentally gifted
6. Intellectual disability
7. Multi-handicapped
8. Neurological impairment
9. Other health impairments
10. Physical disability
11. Serious emotional disturbance
12. Specific learning disability
13. Speech and language impairment

If a parent or guardian believes that their school-age child may be in need of special education services and related programs, or young child (age 3 to school age) may be in need of early intervention, screening and evaluation processes designed to assess the needs of the child and their eligibility are available at no cost, upon written request. A parent or guardian may request screening and evaluation at any time, whether or not their child is enrolled in the District's public school program. Requests for evaluation and screening are to be made in writing to, Director of Student Services.

For further information on the rights of parents and children, provision of services, evaluation and screening (including purpose, time, and location), a parent or guardian may contact, in writing, the person listed above or any building Principal.

Confidentiality: All information gathered about a 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 the policies and procedures, as well as rights of confidentiality and access to educational records, please contact Mrs. Michalik at (610) 377-4490 x7599 smichalik@lehighton.org or any building Principal.

Attendance

It is a requirement of the Pre-K Counts Program that your child attends school on a regular basis.

Students enrolled in the Pre-K Counts Program are considered full-time and must attend 5 days per week for a minimum of 180 days.

Families will be contacted when their child is absent for 3 consecutive days to learn the nature of the absence.

When your child has 5 unexcused absences, a phone call will be made to the parent(s)/guardian(s). When you attain 6 unexcused absences over the course of the school year, a letter will be mailed home. In this letter, you will be informed that building administration will be in contact with you to schedule a meeting in regards to your child's absenteeism.

Children who have 10 or more consecutive unexcused absences or more than 10% unexcused absences over the course of the school year (more than 18 days total) and have not responded to program supports, will be dismissed from the program.

Definitions of Excused and Unexcused Absences

Excused Absences: Excused absences are defined as: those absences when a student is prevented from attending for mental, physical, or other urgent reasons. These can be further defined as illness, family emergency, death of a family member, health or dental appointments, fire, natural disaster, or other extenuating circumstances deemed as excused by the program administrators. If the child is absent for 3 consecutive days or more, a doctor's note is required.

Unexcused absences: Unexcused absences are any absences that are not included in the above definition of excused absences.

Readmitting Absent Students:

In the event of an absence, a parent/guardian's electronic excuse or a physician's note must be submitted within three (3) school days. If the electronic excuse is not submitted by the third day of returning to school, the absence will be considered unexcused. The excuse must include the following information:

a.) Full name of the student
b.) Date of absence
c.) Reason for the absence
d.) Signature of parent/guardian

The link to the electronic excuse can be found on the District website, under the parent's tab and Excuse Blanks and Educational Trip Forms or at www.lehighton.org/excuseblankandeducationaltripform.

After three (3) or more consecutive absences, a note from a health care provider **must** be provided. The office will accept paper physicians notes.

Illnesses:

In order to ensure a safe and healthy environment, please keep your child home if they have had any of the following conditions within the last 24 hours:

- A fever of 100 degrees or higher (children may not return to school until they are 24 hours fever free);
- Diarrhea;
- Cannot eat or drink without vomiting;
- A severe head cold, with continual runny nose, sore throat, earache, or persistent cough exists;
- Any suspicious skin rash, disease of the eye, or contagious disease is present or suspect; and/or,
- Untreated lice or their eggs (nits) on hair or scalp

Health Records:

It is a requirement of the Pre –K Counts Program that Health records are kept on each child attending the Pre –K Counts Program. Parents/guardians should keep the staff informed of any medical conditions, or changes in medical conditions, in order to ensure the health, safety and welfare of their child/children.

Emergency Information/Parent packet will need to be completed and returned by the student's start of school. Any incomplete packet will be returned to the parent(s)/guardian(s). If the complete packet is not returned within three (3) school days, each day after the third (3rd) day will be considered an unexcused absence until a completed packet is submitted.

Physical and Dental forms need to be returned **prior** to the student's start of school. Physical and dental forms are good for one year from completion. Please consult with your doctor/dentist. You will need to keep the physical and dental forms current while school is in session.

If a student begins the program mid-year, all forms must be submitted **prior** to the student's start date.

Immunizations:

Pennsylvania State Law requires that each child who attends the Pre –K Counts Program have the appropriate immunizations for their age.

Medications:

No medications will be given to children during the school time. Please arrange to give medication before or after school hours. An exception to this policy would be medicine required by a doctor, to be administered during school hours for a special health condition. If it is absolutely necessary that the medication be given in the school, the following requirements **MUST** be met:

- An authorization for the "Administration of Medication" must be completed and signed by the parent/guardian and the physician.
- All medication must be in the original prescription container.
- Parents/guardians must bring the medication to the school nurse.
- While the child is taking medication, it is the parent/guardian's responsibility to keep track of and replace the medication. The school nurse will not notify the parents/guardians when medications run out.

****Do not send the child to school with the medication****

Emergency closings:

Parents/guardians will be notified by the District's calling system for early dismissals, closings, late starts, emergencies, and general information. Please make sure that provisions are made for your child in the event that one of these instances occurs.

Emergency closing will also be on the TV stations WNEP 16, WFMZ 69, BRCTV 13, WBRE and WYOU. Emergency information can also be located as a pop up on the District's website at www.lehighton.org.

2 Hour Delays – Children will have class on a condensed schedule. The a.m. session will run 9:45 a.m. to 11:45 a.m., with a drop off time of 10:00 a.m. and a pick up time of 12:00 p.m. The p.m. session will run 12:30 p.m. to 2:30 p.m., with a drop off time of 12:30 p.m. and a pick up time of 2:30 p.m.

Early Dismissal – **PM ONLY** – If the District has an early dismissal due to an emergency closing, the p.m. Pre–K Counts program will not have in person class. Please note that we will need to make up the class virtually, using online learning.

**** If the District has a scheduled early dismissal, we will use a condensed schedule on that day. For example: before a holiday, on an Act 80 day, or at the end of the school year. ****
The condensed schedule is as follows:
AM Pre-K is 7:50 a.m.-9:50 a.m.
PM Pre-K is 10:45 a.m. -12:45 p.m.

Each class is two hours in length; this gives plenty of time to exit the school parking lots prior to the buses at the end of the day.

Field Trips:

Several times a year, classes will be visiting local places of interest. A permission slip will be sent home for you to sign **prior** to the trip. If a signed permission form is not provided, the student will not be allowed to attend the field trip.

Meals:

A healthy meal will be provided free for the children daily.

- A.M. (Morning) students will be served breakfast
- P.M. (Afternoon) students will be served lunch

It is a requirement of the Pre – K Counts Program that an application for Free and Reduced Price School Meals must be completed for each child in the program.

Please be sure to indicate any food allergies on **all** health forms.

If you prefer, you may send your child to school with a healthy meal from home. In an effort to maintain nutritional health, we recommend no candy, chips, cookies, brownies, soda or other sugary drinks. Birthday treats are permissible. Please discuss this with the teacher in advance.

A menu will be sent home each month from the cafeteria. Please be advised that menus are subject to change based on availability of products.

Clothing:

Please label all sweaters, jackets, coats, school bags, backpacks, etc. with the child's name. Often a child will have a garment identical to someone else's in the classroom.

Dress your child in comfortable, practical clothing for painting or playing outdoors. Send your child each day dressed for outside play. Sneakers are preferable. Dress-up shoes have slick soles. Sandals, Crocs, boots, high-top sneakers, and flip-flops are dangerous and inappropriate for active play.

Children's clothing should be uncomplicated so that they can easily use the bathroom by themselves.

**** Please send in an extra pair of underwear, pants, shirt and socks to be kept at school. ****

**** Please refer to the Elementary Center Student Handbook for more information on School District dress codes****

Backpacks:

It is not required, but recommended, for each child to have a backpack.

If you do send your child with a backpack, please be advised that backpacks with wheels are not permitted because they are a safety hazard.

Please label the backpack with your child's name.

Toys or Items from home:

Children are not permitted to bring toys to school. They create a distraction and could be damaged or lost. Toys will be taken from the child and returned to the parent(s)/guardian(s).

Classroom Expectations:

- ★ ***Helping Hands***
- ★ ***Listening Ears***
- ★ ***Quiet Mouths***
- ★ ***Looking Eyes***
- ★ ***Walking Feet***

Our discipline is age appropriate. It often takes the form of a gentle reminder or redirection. Choices are offered encouraging children to make appropriate decisions and to take responsibility for their actions. Time-outs are used for limited time periods. We encourage a joint effort between the family and school if the above form of discipline is not working. **PLEASE** initial behavior charts each day, so we know it has been checked.

F.I.S.H. (Family Involvement Starts Here) Books:

What is a F.I.S.H Book? It is a binder that holds everything the children and parents need to keep updated on classroom events. Another purpose of the book is to serve as a communication tool between home and school. Finally, it will help to build your child's organizational skills as well as teach them responsibility.

In the F.I.S.H Book you will find an informational calendar, menu and behavior chart.

Scholastic Reading Club Information:

We will be sending home a variety of book club papers each month. **You are not obligated to buy any books.** If you choose to order books, please remember to put your child's name on each order form and return the order form and check/money in an envelope with your child's name clearly written on it. When writing a check, it should be written to **SCHOLASTIC Reading Club.** Totals can be combined into one check. Orders can also be submitted online. Information is on the order form sent home with each child.

Birthdays:

Birthdays are special to children. Every child's birthday is celebrated during our school year. If you are planning to send a treat into school to celebrate your child's birthday, **PLEASE** let us know in advance so that it does not conflict with another birthday. **Please do not send in invitations unless there is one for every child in the class.**

Religious Restrictions:

If you practice a religion which has restrictions that would prevent your child from participating in or doing a holiday or patriotic activity, please inform us so that accommodations can be made and your beliefs are not infringed upon.

Guest Reader Program:

Reading is a major part of learning! Our goal is to instill a love of learning in the children. By doing that we need your help! Each family will receive an invitation during the year to be our Guest Reader; the reader can be a family member or friend. All this person would have to do is choose a children's book that they or their child enjoys, come in, and read it to the class!

The Family Education Rights and Privacy Act (FERPA)

This law affords certain rights to Parents and Eligible Students in regards to Education Records that are maintained by schools. These rights transfer to the student when they reach the age of 18 or attend a school beyond the high school level. Students to whom the rights have transferred are

"eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

LEHIGHTON AREA School District
1000 Union Street, Lehighton, Pennsylvania 18235
Telephone: 610-377-4490 Fax: 610-577-0032

"Educating students for lifelong success by providing challenging and relevant instruction, fostering academic and personal growth, promoting civic responsibility, cultivating community and family partnerships and supporting the mental well-being of all in a safe environment."

Notification Letter for Parents, Guardians and Employees of Lehighton Area School District

Dear Parent(s), Guardian(s) and Employees,

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

From time to time, it may be necessary to use chemicals to manage a pest problem. Chemicals will only be used when necessary, and will not be routinely applied. When chemicals are used, the school will try to use the least toxic product when possible. (Applications will be made only after normal school hours.) Notices will be posted in these areas 72 hours prior to application and for two days following the application.

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

If a chemical application must be made to control an emergency pest problem (ex. stinging insects), notice will be provided by telephone or email to any parent or guardian who has requested such notification in writing. Exemptions to this notification include disinfectants and anti-microbial products; self-containerized baits placed in areas not accessible to students, and gel type baits placed in cracks, and crevices or voids.

Each year the District will prepare a new notification registry.

If you have any questions, please contact Justin Smith, IPM Coordinator at (610) 377-4490 ext. 7536. All correspondence should be directed to the address, email, or telephone number listed on this letterhead.

Sincerely,

Justin Smith
Director of Operations
jlsmith@lehighton.org

SCHOOL BOARD POLICIES

Here is a quick link to all Lehighton Area School District policies: www.lehighton.org/policies

The following Lehighton Area School District Board Policies require annual notification as well as dissemination to students and parents. Please take the time to review all our student policies. The links are hyperlinked, and you can click on the title to open the policy. The policies that govern students are listed in the 200 Section, the policies that govern programs are listed in the 100 Section, the policies that govern finances are listed in the 600 Section, the policies that govern property are listed in the 700 Section, the policies that govern operations are listed in the 800 Section.

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Parent/Guardian Acknowledgement

I have received, read and agree to abide by all terms listed in the Lehighton's Littlest Indian (Lehighton Pre-K Counts) Handbook for the 2026-2027 school year. I have also read and agree to abide by all terms listed in the Lehighton Elementary Center's Handbook which is located on the District website at www.lehighton.org/handbooks.

Student's Name: _____

Parent/Guardian Signature: _____

Please sign and return this sheet*

Add in:

Family Engagement Plan
Plan to Reduce Suspension and expulsion
Transition Plan

Lehighton Area Virtual Academy

Parent/Student Handbook

2026-2027

LEHIGHTON AREA SCHOOL DISTRICT

1000 UNION STREET
LEHIGHTON, CARBON COUNTY, PENNSYLVANIA 18235-1192

Mrs. Suzanne Howland—Lehighton Area Virtual Academy Administrator
LAHS Principal of Academic Programs & Achievement
TELEPHONE (610) 377-6180 ● FAX (610) 377-0303
showland@lehighton.org

Dear Students, Parent, Guardians and Stakeholders,

Welcome to the Lehighton Area Virtual Academy (LAVA) Program. LAVA offers a full-time online learning option tailored to meet the increasing demand for high-quality instruction. Our web-based courses utilize proven online learning practices and advanced software, providing students with a dynamic educational experience. By enrolling in LAVA, students gain access to flexible and non-traditional learning opportunities with personalized pacing. Our curriculum is state-aligned, rigorous, and emphasizes 21st-century skills to prepare students for the future.

As a LAVA student, you will remain enrolled in our school district, allowing you to benefit from the resources and support available within the school community. This handbook serves as a comprehensive guide to the LAVA organization, outlining essential policies, procedures, and support systems. It clarifies both your responsibilities as a student and the school's commitments to your academic success.

It is crucial to recognize that LAVA is a part of the public school system, necessitating adherence to state and federal regulations. By choosing LAVA, you are agreeing to comply with the educational standards set forth by regulatory bodies to ensure a structured and effective learning environment.

We are excited to embark on this educational journey with you and are dedicated to supporting your success throughout the school year. Our team is here to address any questions or concerns you may have. Please feel free to reach out to our office at any time for assistance.

Congratulations on joining LAVA. We look forward to a productive and enriching academic year ahead!

Sincerely,

Mrs. Suzanne Howland, LAHS Principal of Academic Programs & Achievement
K-12 Lehighton Area Virtual Academy (LAVA) Administrator

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Student & Youth Rights

The ACLU-Know Your Rights – A Handbook for Public School Students in Pennsylvania can be found on the district website under Quick Links or by going to www.aclupa.org.

Lehighton Area Virtual Academy (LAVA) Contact Information

Carbon Lehigh Intermediate Unit Contacts

elearn21-help@cliu.org
1-855-4ELEARN
Hours of Support: Monday-Friday, 7:00 a.m. to 5:00 p.m. (excluding IU holidays)

Lehighton Area School District Administration Contacts

Mr. Jason Moser, Superintendent
jmoser@lehighton.org
610-377-4490, ext. 7515

Mrs. Gretchen Laviolette, Director of Academic Programs and Technology
glaviolette@lehighton.org
610-377-4490, ext. 7534

Mrs. Suzanne Howland, K-12 Lehighton Area Virtual Academy (LAVA) Administrator
LAHS Principal of Academic Programs & Achievement
showland@lehighton.org
610-377-6180, ext. 7413

Mrs. Gabrielle Elsasser, LASD Attendance Contact
gelsasser@lehighton.org
610-377-4490 ext. 7536

Lehighton Area High School Contacts

Mr. Floyd Brown, LAHS Principal of Operations and Student Management
fbrown@lehighton.org
610-377-6180 ext. 2414

Ms. June Potts, K-12 Lehighton Area Virtual Academy (LAVA) Coordinator
jpotts@lehighton.org
610-377-6180 ext. 2426

Mrs. Kelli Costenbader, LAHS Guidance Counselor (Grades 10 & 12)
kcostenbader@lehighton.org
610-377-6180 ext. 2419

Mrs. Kathy Martin, LAHS Guidance Counselor (Grades 9 & 11)
kmartin@lehighton.org
610-377-6180 ext. 2420

Lehighton Area Middle School Contacts

Mr. Stephen Ebbert, LAMS Principal of Operations and Student Management
sebbert@lehighton.org
610-377-6535 ext. 3108

Mrs. Tiffany Strausberger, LAMS Principal of Academic Programs & Achievement
tstrausberger@lehighton.org
610-377-6535 ext. 3106

Ms. Samantha Elias, LAMS Guidance Counselor (Grades 6-8, A-L)
selias@lehighton.org
610-377-6535 ext. 3112

Ms. Hannah Daly, LAMS Guidance Counselor (Grades 6-8, M-Z)
hdaly@lehighton.org
610-377-6535 ext. 3110

Lehighton Area Elementary Center Contacts

Mr. Aaron Sebelin, LAEC Primary Principal (K-2)
asebelin@lehighton.org
610-377-7880 ext. 4141

Dr. Mark McGalla, LAEC Intermediate Principal (3-5)
mmcgalla@lehighton.org
610-377-7880 ext. 4133

Ms. Tricia Foster, LAEC Principal of Academic Achievement and Intervention
tfoster@lehighton.org
610-377-7880

Ms. Alexia Sieger, LAEC Guidance Counselor (Grades K-2)
asieger@lehighton.org
610-377-7880 ext. 4130

Ms. Mary Boaz, LAEC Guidance Counselor (Grades 3-5)
mboaz@lehighton.org
610-377-7780 ext. 4144

Mission & Vision Statement

MISSION—The Lehighton Area School District's mission is educating students for lifelong success by providing challenging and relevant instruction, fostering academic and personal growth, promoting civic responsibility, cultivating community and family partnerships and supporting the mental well-being of all in a safe environment.

VISION—The Lehighton Area School District will foster a safe and respectful environment where all individuals have the opportunity to reach their potential.

Attendance Policy

State Law provides that parent/legal guardians are responsible for ensuring that their student(s) attends school. Students taking online courses are expected to follow the Lehighton Area School District's calendar. Completion of the online course work for each level is as follows:

High School (9th-12th Grades):

Traditional Scheduling

- Full-time LAVA students are required to complete a minimum of 7 credits per year with a 61% or higher.
- Full-time LAVA students must complete all lessons listed on their activity log (dashboard) daily, per subject, five days a week. This results in weekly completion totals ranging from 35-45 assignments. Part-time LAVA students are also expected to complete all lessons on their activity log daily, per subject, five days a week, with a weekly total of 20-25 assignments. Students taking one or two courses will be completing a required estimated average of 5-10 assignments per school week.
- Students are expected to log in to their coursework every school day (Monday through Friday) unless the school is closed.
- Students and their legal guardians must adhere to the Compulsory Attendance Laws of the Commonwealth of Pennsylvania and the attendance policies of Lehighton Area School District.
- Attendance will be taken daily, and assignment requirements will be monitored to ensure compliance with the pacing agreement.
- A Behind Pace Report will be generated each school morning. For every 6-8 assignments that fall behind pace, an absence will be recorded for the previous school day.
- If absences are documented, classes will be blocked the next school day if the student does not get back on pace with assignments. Notifications will be sent via email to the student and guardian, and students must report to the library at 8:00 a.m. on the specified school day to complete missed assignments. Part-time students must complete a minimum of 3-4 assignments per school day to be considered present. No exceptions will be made.
- Students may utilize additional time over the weekend (until Sunday at 5:00 p.m.) to complete their coursework if they are progressing slowly.
- Any changes in the student's schedule should be reported immediately to the LAVA Advisor.
- LAVA students are encouraged to engage with courseware for an average of 180-240 minutes per school day. Results may vary based on academic ability and level.

- Students must maintain a minimum grade of 61% (the passing requirement for credit) in all classes. If a student has two or more classes below 61%, they will be required to work on assignments in the library. Students will be allowed to work independently at home once they meet the passing grade requirement.
- If a student's grades fall below a 61%, meetings will be conducted with guidance and administration to access their eligibility to remain in LAVA.
- Technological issues are not considered a valid excuse for absences related to logging in and completing work. If a student encounters problems with the website, software or equipment, they must report to the high school library immediately to complete their coursework until the issue is resolved.

Block Scheduling For Early Graduation

Any 12th-grade student wishing to graduate early will complete required courses on a block schedule format.

- Early graduation paperwork must be submitted to the guidance counselor by the first Friday of the 12th-grade school year.
- Successful completion of all coursework is required by the end of the first semester.
- Please refer to the Traditional Scheduling requirements for all other relevant guidelines.
- Below are the specific conditions that are needed to apply for early graduation:
  - Justifiable Situations for Early Graduation:
    - Enrollment in a two-year or four-year college or technical program.
    - Other significant life circumstances.
- Process for Early Graduation:
  - Students must apply and meet with counselors alongside their parent/guardian to discuss the possibility of early graduation.
  - The principal must approve the final decision, with evaluations based on the student's best interests.
  - Inquiries should be made by the end of the second week of the school year in which graduation is sought.
- Credit Requirements:
  - A minimum of 22.0 or 26.0 cumulative credits is required–dependent on the tiered diploma chosen–which can include additional courses or dual enrollment options.
- Criteria for Consideration:
  - An overall GPA of at least 3.0 at LAHS.
  - Attendance of at least 90% during junior year.
  - Advanced or Proficient scores in all testing areas and/or met Graduation Pathways of Act 158 requirements as required by the Pennsylvania Department of Education.
  - No major disciplinary infractions recorded.

Elementary & Middle School (K-8th Grades):

Traditional Scheduling

- Full-time LAVA students will be given the opportunity to take 6 classes per year. Grade promotion will be based on the successful completion of 5 classes with a 61% or higher.
- Full-time LAVA students must complete all lessons listed on their activity log (dashboard) daily, per subject, five days a week. This results in a weekly completion totals range from 30-35 assignments.
- Students are expected to log in to their coursework every school day (Monday through Friday) unless the school is closed.
- Students and their legal guardians must adhere to the Compulsory Attendance Laws of the Commonwealth of Pennsylvania and the attendance policies of Lehighton Area School District.

- Attendance will be taken daily, and assignment requirements will be monitored to ensure compliance with the pacing agreement.
- A Behind Pace Report will be generated each school morning. For every 5-6 assignments that fall behind pace, an absence will be recorded for the previous school day.
- If absences are documented, classes will be blocked the next school day if the student does not get back on pace with assignments. Notifications will be sent via email to the student and guardian, and students must report to the library at 8:00 a.m. on the specified school day to complete missed assignments. No exceptions will be made.
- Students may utilize additional time over the weekend (until Sunday at 5:00 p.m.) to complete their coursework if they are progressing slowly.
- Any changes in the student's schedule should be reported immediately to the LAVA Advisor.
- LAVA students are encouraged to engage with courseware for an average of 180-240 minutes per school day. Results may vary based on academic ability and level.
- Students must maintain a minimum grade of 61% (the passing requirement for credit) in all classes. Students with two or more classes below 61% will be required to come in to the library to work on their assignments. Students will be allowed to work independently at home once they meet the passing grade requirement.
- If a student's grades fall below a 61%, meetings will be conducted with guidance and administration to access their eligibility to remain in LAVA.
- Technological issues are not considered a valid excuse for absences related to logging in and completing work. If a student encounters problems with the website, software or equipment, they must report to the high school library immediately to complete their coursework until the issue is resolved.

Lehighton Area School District Attendance Policy

Absences

School law and district policy determines the following reasons for absences as valid and excusable:

1. Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons.
2. Death or serious illness in the immediate family or family emergency.
3. Quarantine.
4. Impassable roads.
5. Observance of Religious Holiday.
    a. All absences occasioned by observance of the student's religion on a day approved by a district designee as a religious holiday shall be excused. A penalty shall not be attached to an absence for a religious holiday.
6. Religious instruction program acknowledged by the Board.
    a. Must be observed by a bona fide religious group, upon prior written request of the parents/guardians.
    b. Its organizers must inform the district designee of the child's attendance record.
    c. The district shall not provide transportation to or from instruction.
    d. A penalty shall not be attached to an absence.
7. Absences approved in advance by the school principal (i.e., college visitations, job interviews).
8. Educational travel with prior approval of the principal or designee.
    a. The person in parental relation submits the required documentation for excusal prior to the absence within the appropriate time frame.

   b. The student's participation has been approved by the Superintendent or designee.
   c. The adult direction and supervising the tour or trip is acceptable to the person in parental relation and the Superintendent.
   d. The Board may limit the number and duration of tours or trips for which excused absences may be granted to a student during the school term.
9. The district designee shall permit a student to be excused for participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group upon written request prior to the event.
10. Required court attendance.
11. Obtaining professional health care of therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.
12. Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness and foster care.

Attendance Procedures for Legal Absences:

Even though appropriate excuses may be provided regarding student absences, Lehighton Area School District will notify parents/guardians periodically of their child's attendance records. Special activities and extended medical absences will not be included in these procedures.

PLEASE NOTE: As per guidelines from the Department of Education, educational trips will count toward a student's overall attendance record even though such trips are pre-approved.

Six days absent: A letter or email from building administration will be sent to the student and parent/guardian notifying them of the total accumulation of absences. A follow-up from the student's guidance counselor will follow.

Nine days absent: The school nurse will contact the parents/guardians to inquire about possible medical concerns prohibiting the student from attending school. Administration (or designee) will send a letter or email to the student and parent/guardian requiring the student to obtain medical documentation for future absences and a mandatory meeting may be required between administration and parents to draft an attendance intervention contract. Even though absences to date may be legally excused, this action is taken to facilitate interventions needed to improve school attendance.

Attendance Procedures for Unlawful/Unexcused Absences:

For students seventeen years of age and younger:

Three unlawful days: The attendance officer or designee will schedule a School Attendance Improvement Conference (SAIC) meeting with the student, parent/guardian, and available educators for the purpose of identifying reasons for unlawful absences and creating/implementing a plan for improvement. Notice will be sent to the parent/guardian prior to the meeting being held. If the parent/guardian does not attend the meeting, it will go on as scheduled and a referral to Carbon County Children &Youth may be made. SAIC meetings can be held via phone for convenience.

Six unlawful days: The attendance officer may file citations with the magistrate's office so that a hearing may be scheduled with the student and/or parents/guardians as prescribed by law.

For students eighteen years of age and older:

Three unexcused days: The student's guidance counselor will contact the parents/guardians to inquire about possible reasons for the unexcused absences and to explain potential consequences. The attendance officer or designee will schedule an intervention meeting with the student and parents/guardians to identify the causes of the unexcused absences and facilitate the creation and implementation of a suitable intervention plan.

Six unexcused days: The attendance officer or designee will schedule a follow up meeting with the student and parents/guardians to revise the intervention plan. Disciplinary and/or academic consequences may be issued for continued and prior unexcused absences.

Ten Consecutive Unexcused Absences: In accordance with state law, the administration and attendance team hold the authority to drop a student from the rolls of Lehighton Area High School if they accumulate ten (10) consecutive unexcused days of absence.

Prior to taking this administrative action, the school team will make documented attempts to contact the student and/or their parents/guardians via phone call, email, and standard mail to resolve the truancy.

For all students:

- Students with chronic unlawful/unexcused absenteeism may be prohibited from attending school-sponsored events including but not limited to athletics, dances, outings, and field trips—this includes homecoming and prom.
- Disciplinary consequences up to and including in-school suspension may be issued to a student who has accumulated in excess of six unlawful and/or unexcused absences in a given year.
- Students accumulating eighteen (18) days of absence in a school year may have credits for those classes denied and the student may be placed on academic probation. These absences may be any combination of excused, educational trip, unlawful, unexcused, and unverified absences.
- Any student who uses their own communication device (cell phone, etc.) to arrange their own transportation home without prior approval from the school nurse or administration shall be issued unlawful/unexcused absence minutes for any missing time.

Truancy Proceedings

If a student accrues six (6) or more unlawful absences, the following actions may be taken:

- The building's attendance officer may file a private criminal complaint with the Magisterial District Court for violation of Pennsylvania compulsory attendance law. For students aged fourteen years and younger, the complaint must be filed against the legal guardian(s). For students aged fifteen years and older, the complaint may be filed in the student's name, the legal guardians' name(s), or both. Such filings are made at the discretion of the attendance officer based on the unique circumstances of each case.
- If found guilty of compulsory attendance violations, Pennsylvania law provides for the following maximum penalties: $300 fine plus court costs, suspension of driver's license, and/or community service hours. Additionally, the court may order interventions and disciplinary consequences from the school including successful completion of an individualized truancy elimination program.
- Once a citation is filed for no fewer than six unlawful absences, additional charges may be filed for singular violations.

- **PLEASE NOTE**: Late arrivals to school will accrue and be counted toward truancy. 200 minutes of late time shall be counted as a half-day of unlawful absence.

Defendant rights regarding truancy:

- If cited for a truancy violation, the local Magisterial District Court will schedule a summary trial. Requests for continuances and rescheduling must be made through that office.
- The defendant(s) may seek and employ legal representation. Any associated costs are the responsibility of the defendant(s) and not the Lehighton Area School District.
- Once a student and/or legal guardian has been cited for truancy, additional charges may not be filed until a subsequent summary trial is held; however, the original filing may be amended to reflect the most up-to-date attendance record.

Lehighton Area School District Policies

Lehighton Area School District policies can be viewed at www.lehighton.org in the top right corner of the home page is "Policies". Another location of all Lehighton Area School District policies can also be located in the Appendix of this manual.

Lehighton Area School District Attendance Policy #204 is located at www.lehighton.org and in Appendix.

Lehighton Area Virtual Academy Specific Parameters

Excused Absences

Lehighton Area School District recognizes that circumstances can occur that will keep a student from completing daily lessons and signing into the system. These types of absences are considered excused absences and should fall into one of the categories below. Students are expected to work with their LAVA Advisor and online teachers to make up any missed work. **ALL EXCUSES ARE DUE WITHIN THREE (3) SCHOOL DAYS** of the absence.

To get the absence excuse ready for printing, download the PDF—Excuse Blanks Hard Copies. Then, send the excuse to the administration building for documentation using the hard copies. Alternatively, you can submit the absence excuse online by going to the Excuse Blanks and Education Trip Form page and filling out the excuse via the LASD Absence Excuse Online Form Submission.

Excuses provided outside of the 3-day window will not be approved.

- Absence due to illness, health condition, family emergency. The parent/legal guardian is expected to notify the LAVA Advisor, via email, prior to the absence unless the situation does not provide

such opportunity. A doctor's note will have to be provided if the student misses three (3) days due to illness. This should be forwarded to the LAVA Advisor.

- Participation in school approved activity. In order to be granted an excused absence the activity must be authorized by the LAVA Advisor and parent/legal guardian. The online teachers must be notified prior to the event.
- Disciplinary actions. Absences due to temporary suspensions are deemed excused for attendance record keeping.

Unexcused Absences

Any absence that does not fall into an excused absence category or is not adequately documented will be considered an unexcused absence. The parent/legal guardian will be notified of any unexcused absence.

- As a courtesy to our students, weekend time can be utilized to make up the required coursework for each given academic grade level. Coursework must be completed by Sunday, 5:00 p.m.
- Utilization of weekend time does not exempt students from the mandatory minimums required during the Monday through Friday school week.
- If students do not meet the academic requirements they must attend the traditional school setting to accomplish the unfinished coursework on Monday of the following week. The LAVA Advisor, via email or phone call, will block courses beginning Monday at 8:00 a.m. Failure to comply will result in an immediate unlawful and all courses will be dropped from the student's schedule and a meeting will occur to determine appropriate placement.
- In the event of unexcused absences, administration will schedule a conference between the parent/legal guardian, LAVA Advisor and student. At that time, an action plan will be determined to ensure student success.
- If a student hits nine (9) absences, whether passing or not, the student may be placed on academic probation and likely removed from the LAVA program and returned to their grade appropriate Lehighton Area School District building.
- At nine (9) absences a conference will be required.

Attendance Warning Levels

After a student accumulates **three (3)** unexcused absences, written and/or electronic notification shall be sent to the parent/legal guardians indicating that the student has not met the attendance requirements of LAVA. Parent/legal guardians may be required to attend a truancy elimination meeting.

After a student accumulates **six (6)** unexcused absences, following the truancy elimination meeting, citations will be issued to the district magistrate for truancy violations. An additional conference with the family will be requested.

After a student has accumulated **nine (9)** absences (excused/unexcused/unverified/unlawful) during the academic year, all absences after that will require a doctor's note to be turned into the LAVA Advisor within three days of the absence.

If a student hits **ten (10) absences**, all further absences mandates a doctor's excuse and the student may be removed from the LAVA program.

LAVA Orientation Requirements

If the student is failing two or more courses during orientation the district will recommend that the student remain in the traditional school setting.

Passing Threshold Requirement

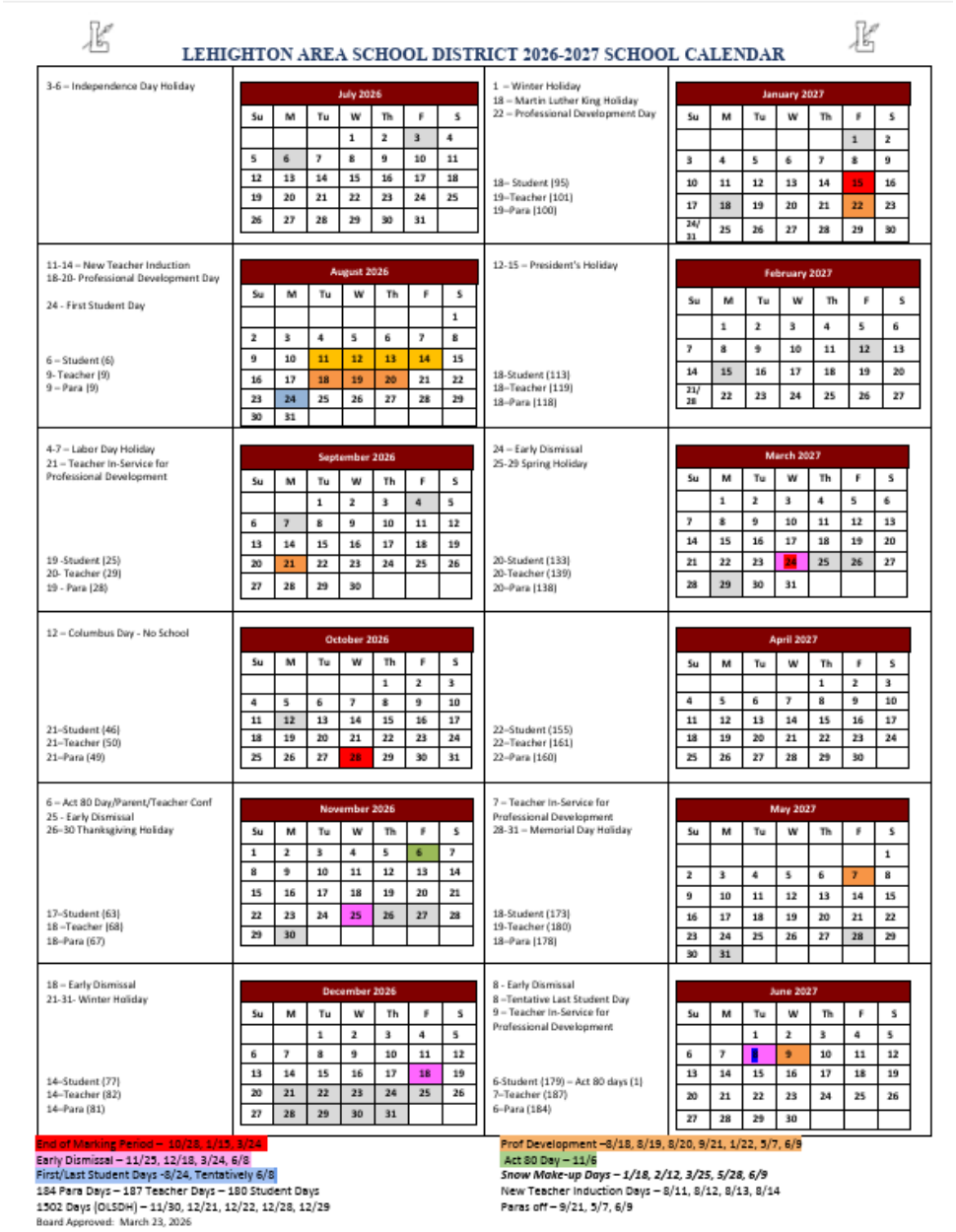
Once released from orientation students should maintain a 61% (passing requirements for credit) or higher in all classes. Students with two or more classes below 61% will be required to come in to the library to work on their assignments. Students will be released to independently work at home once the passing grade requirement has been met. A meeting will also be held with administration, as needed.

Return to Traditional School Setting

If at the end of the marking period students are failing two or more LAVA classes they may be required to return to the traditional school setting—due to inability to handle an independent online platform.

School Calendar

Students enrolled in LAVA are expected to follow the Lehighton Area School District calendar. Students wishing to deviate from the district calendar must contact their LAVA Advisor to make arrangements.



LEHIGHTON AREA SCHOOL DISTRICT 2026-2027 SCHOOL CALENDAR

3-6 – Independence Day Holiday

July 2026

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 – Winter Holiday
18 – Martin Luther King Holiday
22 – Professional Development Day

18– Student (95)
19–Teacher (101)
19–Para (100)

January 2027

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

11-14 – New Teacher Induction
18-20- Professional Development Day

24 - First Student Day

6 – Student (6)
9- Teacher (9)
9 – Para (9)

August 2026

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

12-15 – President's Holiday

18-Student (113)
18–Teacher (119)
18–Para (118)

February 2027

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21/28	22	23	24	25	26	27

4-7 – Labor Day Holiday
21 – Teacher In-Service for Professional Development

19 -Student (25)
20- Teacher (29)
19 - Para (28)

September 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

24 – Early Dismissal
25-29 Spring Holiday

20-Student (133)
20-Teacher (139)
20–Para (138)

March 2027

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12 – Columbus Day - No School

21–Student (46)
21–Teacher (50)
21–Para (49)

October 2026

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22–Student (155)
22–Teacher (161)
22–Para (160)

April 2027

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6 – Act 80 Day/Parent/Teacher Conf
25 - Early Dismissal
26-30 Thanksgiving Holiday

17–Student (63)
18 –Teacher (68)
18–Para (67)

November 2026

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

7 – Teacher In-Service for Professional Development
28-31 – Memorial Day Holiday

18-Student (173)
19-Teacher (180)
18–Para (178)

May 2027

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 – Early Dismissal
21-31- Winter Holiday

14–Student (77)
14–Teacher (82)
14–Para (81)

December 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

8 - Early Dismissal
8 –Tentative Last Student Day
9 – Teacher In-Service for Professional Development

6-Student (179) – Act 80 days (1)
7–Teacher (187)
6–Para (184)

June 2027

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

End of Marking Period – 10/28, 1/15, 3/24
Early Dismissal – 11/25, 12/18, 3/24, 6/8
First/Last Student Days -8/24, Tentatively 6/8
184 Para Days – 187 Teacher Days – 180 Student Days
1502 Days (OLSDH) – 11/30, 12/21, 12/22, 12/28, 12/29
Board Approved: March 23, 2026

Prof Development –8/18, 8/19, 8/20, 9/21, 1/22, 5/7, 6/9
Act 80 Day – 11/6
Snow Make-up Days – 1/18, 2/12, 3/25, 5/28, 6/9
New Teacher Induction Days – 8/11, 8/12, 8/13, 8/14
Paras off – 9/21, 5/7, 6/9

LAVA Parent/Legal Guardian(s) Contract

Parent(s)/Guardian(s) of LAVA students have a unique opportunity and responsibility to actively engage in their child's education. Below are the expectations for Parent(s)/Guardian(s):

- Parent(s)/Guardian(s) may need to provide two forms of residency verification to remain active in the Lehighton Area School District. Proof of residency will be checked annually for all students. All documentation must display the current month's date and either the property owner's name or the parent/guardian's name.
- Acceptable documentation (one required): property tax bill for the permanent residence, complete rental lease (listing all occupants), or real estate closing documents (if applicable)
- Additional documents (one required): vehicle tax registration, voter registration card, utility bills (electric, water, telephone, cable/satellite).
- A driver's license from both the property owner and the parent/guardian will be required for identification purposes only. IDs cannot serve as documentation for address verification.
- Students must attend a 10-day LAVA orientation period. Full-time orientation for the first five consecutive school days (8:00 a.m. – 2:00 p.m.) and half-time for the next five days (8:00 a.m. – 11:00 a.m.). Returning LAVA students are only required to attend the first five days half-time (8:00 a.m. – 11:00 a.m.). Failure to attend consecutively will void the LAVA contract, resulting in withdrawal from the program.
- Student athletes must maintain five (5) courses in accordance with PIAA regulations.
- If a student fails two or more courses during orientation, the district will recommend remaining in the traditional school setting.
- After orientation, students must maintain a minimum grade of 61% in all classes to receive credit. Students with two or more classes below 61% will need to complete assignments in the library until the passing grade is achieved. A meeting with administration may be required as needed.
- If at the end of the marking period students are failing two or more LAVA classes they may be required to return to the traditional school setting—due to inability to handle an independent online platform.
- Parent(s)/Guardian(s) should supervise their child's education at home and provide a conducive learning environment.
- Attend meetings with the designated LAVA Guidance Counselor to review and sign the contract and pacing agreement.
- Activate the Guardian Account to monitor the student's progress; email verification must be sent to the LAVA Advisor prior to successful discharge from orientation.
- Attend any information sessions offered by the district.
- Log in at least once a week to monitor progress and communicate with the LAVA Advisor regarding any concerns.
- Assist the child in adhering to all school rules, policies, and the Acceptable Use of Technology, Electronic Resources, Network and Internet Policy #815.
- If a student drops a course after the grace period, parent(s)/guardian(s) will be responsible for payment.
- Technological issues are not valid excuses for absence; students must complete coursework in the library until resolved.
- Materials for 6-12 grade electives may require additional purchasing, which will be the responsibility of the parent/legal guardian.
- Maintain regular contact with the school via telephone and email.
- School personnel may conduct home visits as necessary, which may or may not be announced.

- Work collaboratively with the child and LAVA Advisor to ensure curriculum completion within the allowable timeframe.
- Ensure that all submitted work is completed solely by the student.
- Students must attend all Benchmark, PSSA, and Keystone testing within their designated building.
- Students must fulfill Act 158 Graduation Pathways (located in Appendix).
- Complete all assigned activities in SmartFutures (located in Appendix) after 5th, 8th, and 11th grades.
- Starting with the 2027 graduating class, students will need to complete FAFSA or follow the procedures to "Opt Out" for their child.
- Notify the school immediately of any changes in the child's contact information or academic status.
- Parent(s)/Guardian(s) are responsible for ensuring transportation to school as needed. If eligible for bussing, contact George's Transportation at 610-377-5511.
- Return all instructional materials and equipment to the school as requested by the child's LAVA Advisor. To avoid financial responsibility, ensure all equipment is returned within five school days of the ending date to Mrs. Amanda Citro at the central administration building.

We have read and understand the above policy and agree to abide by the rules of this Contract.

_____ _____

Parent/Guardian Signature Date

LAVA Student Contract

The Lehighton Area Virtual Academy (LAVA) is an initiative by our district to provide online courses, thereby expanding student options and curriculum offerings. Due to the unique nature of LAVA, specific standards are expected from students enrolling in these courses. This document serves to inform students of the expectations associated with enrollment in LAVA courses.

As a student enrolled in LAVA courses, I acknowledge the following:

- Upon expressing interest in LAVA, a guidance counselor will contact the LAVA Advisor to schedule an orientation meeting.
- Parent/legal guardians and students must meet with the designated LAVA Guidance Counselor to review and sign the contract and pacing agreement. Students must return all completed forms as outlined in the LAVA Manual before commencing orientation.
- Student athletes must maintain five (5) courses in accordance with PIAA regulations.
- Attendance during the orientation session is mandatory for 10 consecutive school days: The first five days (full-time) from 8:00 a.m. to 2:00 p.m. The next five days (half-time) from 8:00 a.m. to 11:00 a.m. Returning LAVA students need only attend the first five days of orientation (half-time). Failure to attend consecutively will void the LAVA contract, resulting in withdrawal from the program.
- If a student is failing two or more courses during orientation, it is recommended they remain in the traditional school setting.
- After orientation, students must maintain a minimum grade of 61% in all classes. Students with two or more classes below 61% will be required to work on assignments in the library until the passing grade requirement is met.
- At the end of the marking period, students failing two or more LAVA classes may be required to return to the traditional school setting due to challenges in managing an independent online platform.
- Regular communication with the school is essential via telephone and email.
- School personnel may conduct home visits as necessary, which may or may not be announced.
- Students must adhere to the Lehighton Area School District calendar and all policies outlined in the student handbook.
- Signing up for a Remind account during orientation is required for communication with the LAVA Advisor; guardians are encouraged to participate.
- Technological issues are not valid excuses for absences. Students experiencing technical problems must report to the high school library to complete coursework until issues are resolved.
- Students are required to log in and complete diagnostic tests and daily lessons as outlined in the pacing agreement. Failure to complete required coursework will result in attendance in the library until further notice.
- Students must contact their LAVA Advisor and online teacher with any questions or problems.
- Participation in online tutoring is encouraged as needed or recommended by the LAVA Advisor.
- Attendance at all Benchmark, PSSA, and Keystone testing at the designated building is required.
- To graduate, students must fulfill Act 158 Graduation Pathways (located in Appendix) and complete assigned activities in SmartFutures (located in Appendix) upon conclusion of 5th, 8th, and 11th grade.
- Starting with the 2027 graduating class, students will need to complete FAFSA or follow the procedures to "Opt Out".
- Students must notify their LAVA Advisor and online teachers of any planned excused absences.

- Appropriate language, common sense, and proper grammar and spelling must be used in all electronic communications.
- Students must follow the Acceptable Use of Technology, Electronic Resources, Network and Internet Policy #815 (located at www.lehighton.org and in Appendix) and all other guidelines as specified by the teacher.
- Because of the technology, students understand that their coursework could be retrieved and printed by the teacher, administrator, or technology staff at any time—if necessary.
- Students must avoid violating the Academic Integrity--Plagiarism & Artificial Intelligence Policy.

If students fail to comply with the above rules, the Lehighton Area School District will notify the student and their parent/legal guardian(s) of the infraction. In cases of severe misconduct, students may be removed from the course(s).

I have read and understand the LAVA contract and policies and agree to abide by the rules outlined in this document.

_____ _____

Student Signature Date

_____ _____

Parent/Guardian Signature Date

Academic Support and Placement

All online course content and assignments are aligned with Pennsylvania's content standards or other nationally accepted standards. These materials are developed by highly qualified educators and undergo a rigorous multi-step review process.

Each lesson within the online courses incorporates various methods to accommodate different learning styles. Additionally, students in grades K-5 have access to either an online or hard copy textbook to effectively meet lesson objectives..

Every lesson includes an assessment designed to evaluate students' comprehension of the lesson objectives. It is important to note that Advanced Placement courses may not include all these features, as they are sourced from third-party vendors.

Students enrolling as full-time LAVA students will collaborate with their LAVA Guidance Counselor or school representative, along with a parent/guardian, to ensure appropriate course placement. The school considers previous grades, courses completed, earned credits, academic performance, assessment results, and graduation requirements when determining placement.

Each student will be assigned an online teacher who will track their progress and, if necessary, implement interventions to support mastery of lesson objectives. Additionally, students can seek help from an online tutor, a highly qualified educator who is available for extra assistance. Online teachers will communicate available tutoring hours and contact methods.

A LAVA Advisor will be appointed by the Lehighton Area School District to monitor student progress and coordinate necessary assistance.

Students are required to participate in all state and school-mandated assessments. For dates and times of these assessments, students should reach out to their specified grade level guidance counselor for more information.

Students and their parents/guardians will have continuous access to student grades online via the LAVA Portal. Lehighton Area School District will issue report cards electronically and physical diplomas.

Career Ready Program—Industry Certifications

LAVA offers two platforms for high school students to complete sequenced learning tracks aligned to national and examination standards. These tracks put students on a path to obtain industry certifications and to secure employment in high-paying, high-demand jobs in industries with the greatest job growth and opportunities.

Programs are available that will prepare students with courses to obtain relevant industry certifications. Students explore careers through introductory courses, selection of a program of study, and sequencing of courses which can consist of four to eight concentrator courses to prepare and then can take industry-endorsed certification exams.

"Students enrolled in CTE courses are significantly more likely to develop problem solving, project completion, research, communication, time management and critical thinking skills during high school." - Lekes et al., National Research Center for CTE

Industry Certifications Available—Agriculture, Food & Natural Resources, Arts & A/V Technology & Communication, Business Management & Administration, Education & Training, Finance, Government & Public Administration, Health Science, Hospitality & Tourism, Human Services, Information Support & Services, Law & Public Safety, Corrections & Security, Manufacturing, Marketing, and Science, Technology, and Engineering & Mathematics.

Withdraw, Educational Trip Form and Dropping a Course

Withdraw

Students participating in LAVA may withdraw from the program provided that the parent/legal guardian indicates in writing the reason for withdrawal, the name and location of the public or private school that the student will attend and expected exit date from the program. Parent/legal guardians may initiate withdrawal from the program by contacting the LAVA Advisor. The Lehighton Area School District will contact the parent/legal guardians to ensure proper paperwork is completed and equipment is returned to the administration office to Mrs. Amanda Citro.

Educational Trip Form

Students enrolled in the Lehighton Area Virtual Academy that expect to be away from the home of residence must complete and return the Educational Trip Form one week prior to the educational trip. It is the responsibility of the student to make each of his or her teachers aware of any absences from class in advance Educational Trip Forms. This form must be submitted to the appropriate building principal. The Lehighton Area School District has the authority to accept or deny any requests for an educational trip.

Dropping a Course

All students have the first five days of the first marking period to drop/add year long classes (1 credit). Semester based courses (.5 credit) have the first five days of the 1st through 3rd marking period to drop add classes. **The 5 days starts from the day the student is enrolled into the course**. If a full-time LAVA student drops a course they must immediately enroll in another course to maintain their full-time status. If the student does not enroll in another course to maintain the full-time status they will be dropped from LAVA and enrolled in the appropriate Lehighton Area School District school. Drop/Add is not available to students for marking period four (4).

Technology

Technical Support

Technical support is exclusively available to full-time LAVA students for the Chromebooks and software provided under the LAVA program. Support is not offered for home networks, personal computers not issued by LAVA, or for families/students not enrolled in the full-time academy.

Full-Time LAVA students will be provided with a Chromebook, headset with microphone, virus protection software, internet filtering software, and the necessary software to support the student's curriculum. This equipment remains the property of the Lehighton Area School District and must be returned within one week (5 school days) following the termination of the student's online learning.

Full-Time LAVA students may receive a reimbursement of $30.00 per month for local Internet Service Provider fees for every full month of LAVA enrollment (September-May). If multiple full-time LAVA students reside in the same household, the reimbursement will still be capped at $30.00 a month. LAVA reserves the right to terminate Internet reimbursement at its discretion.

All Internet and computer technology usage must align with the educational goals of the student. Activities deemed illegal or non-educational—including but not limited to profit-making, lobbying, gambling, advertising, transmitting offensive materials, hate mail, discriminatory remarks, or accessing obscene content—are strictly prohibited. Refer to the Acceptable Use of Technology, Electronic Resources, Network and Internet Policy #815 located at www.lehighton.org and in Appendix.

The use of LAVA program technology or the Internet for illegal copying, communication, or modification of material in violation of all applicable laws is prohibited. Such actions will lead to law enforcement referral.

Students, parents/legal guardians, or any third parties are strictly forbidden from installing any software or hardware on the provided computers, removing installed software or hardware from those computers, installing software received on any other computer systems. Software must not be loaned, given, or used on any other computers.

The school reserves the right to deny a student's access to equipment and/or Internet reimbursement to prevent unauthorized activities. Students who have their access denied must return any issued equipment.

- Full-Time LAVA students must report any Chromebook issues at Technical Support Portal. Students should log in using their school email. The technical support team will assist with hardware issues. Reports must include the student's name and relevant details for effective resolution.
- For courseware-related issues, contact the Carbon Lehigh Intermediate Unit help desk—610-769-4111 or email elearn21-help@cliu.org. Reports should include the student's name, Lehighton Area School District affiliation, affected courses, and any details aiding in problem resolution.
- Students enrolled in single classes within a district building should report all issues to the LAVA Advisor, who will assist in resolving the problem.
- Issues reported during school hours will receive a response from school personnel within 24 hours or the next school day.
- Technological issues do not excuse students from logging in and completing their work. If a student experiences difficulties with the website, software, or equipment, they should report to the high school library to continue their coursework until the issue is resolved.

Computer Set-Up

All computer equipment will be collected and returned through the administration building.

Full-Time LAVA students, along with their parents/legal guardians are responsible for setting up the system upon its arrival at the student's residence. Technical support staff will be available to assist with the activation of the computer system.

Any malfunctions with the computer hardware should be reported by the student or parent/legal guardian as soon as possible. Staff will engage in a discussion to assess whether the issue is hardware-specific or software-related and will develop an appropriate plan of action.

Lost/Damaged/Returned Property

The student/parent/legal guardian must inform the school district within three days of any theft, damage, destruction, or loss of school-owned computer equipment. The responsibly party may incur costs for repairing or replacing any equipment that is lost, stolen, or damaged while in the student's possession.

Families/students are generally financially responsible for their equipment. In most cases of loss or damage, the parent/legal guardian is advised to file a claim with their homeowner's insurance. The school will assist by providing necessary information regarding the cost and value of the equipment. It is crucial for the family or student to promptly forward copies of the police report, fire report, insurance claim, and any other relevant documentation to the LAVA Advisor, who will then relay this information to the district technology department.

Replacement Equipment—LAVA will arrange for replacement equipment only after:

- All applicable reports and claims have been submitted
- The student/family have made appropriate arrangements to compensate the school for the loss.
- The family/student signs a revised agreement reflecting the issuance of new equipment.
- The damaged equipment is returned, if applicable.

All instructional materials and equipment must be returned to the school as requested by the student's LAVA Advisor. To avoid any financial responsibility or invoices being sent to the magistrate for replacement or late costs, arrangements should be made to return the equipment within five (5) school days of the end date. All equipment should be returned to Mrs. Amanda Citro at the central administration building.

McKinney-Vento Homeless Educational Program

McKinney-Vento Homeless Assistance Act

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently re-authorized in December 2015 by the Every Student Succeeds Act (ESSA).1. The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school.

Under the McKinney-Vento Act, educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Local Educational Agencies are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

The law indicates that the LEA liaison shall ensure that all homeless children, youth and families are identified through coordinated activities with other entities.

Definition of Homeless (McKinney-Vento Act Sec. 725(2); 42 U.S.C 11435(2))

CHILDREN WHO LACK A FIXED, REGULAR, AND ADEQUATE NIGHT TIME RESIDENCE:

- "Doubled up"—Sharing the housing of others due to the loss of housing, economic hardship, or similar reasons.
- Living in motels, hotels, trailer parks, camping grounds, due to lack of adequate alternative accommodations.
- Living in emergency or transitional shelters.
- Living in a public or private place not designed for humans to live.
- Migratory children living in above circumstances
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Unaccompanied Youth—Children or youth who meets the definition of homeless and not in the physical custody of a parent or guardian.

Family Educational Rights & Privacy Act (FERPA)

This law affords certain rights to Parents and Eligible Students in regards to Education Records that are maintained by schools. These rights transfer to the student when they reach the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.
- Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights

under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Student Records

A cumulative file will be maintained for each student during their enrollment in LAVA. This record will include only verified educational information and will be utilized solely for the benefit, promotion, or welfare of the student. All materials within each student's file will remain confidential, with access strictly limited to authorized personnel at the local school, LAVA, and the student's parent/legal guardians.

Special Education Services

Director of Student Services—Mrs. Sandra Michalik

The Lehighton Area School District conducts ongoing identification activities as a part of its school program for the purpose of identifying a student who may be in need of special education and related services. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions:

- Autism/pervasive developmental disorder
- Blindness or visual impairment
- Deafness or hearing impairment
- Development delay
- Mentally gifted
- Intellectual disability
- Multi-handicapped
- Neurological impairment
- Other health impairments
- Physical disability
- Serious emotional disturbance
- Specific learning disability
- Speech and language impairment

If a parent or guardian believes that their school-age child may be in need of special education services and related programs, or young child (age 3 to school age) may be in need of early intervention, screening and evaluation processes designed to assess the needs of the child and their eligibility are available at no cost, upon written request. A parent or guardian may request screening and evaluation at any time, whether or not their child is enrolled in the District's public school program. Requests for evaluation and screening are to be made in writing to, Director of Student Services.

For further information on the rights of parents and children, provision of services, evaluation and screening (including purpose, time, and location), a parent or guardian may contact, in writing, the person listed above or any building Principal.

Confidentiality: All information gathered about a child is subject to the confidentiality provisions contained in federal and state law. Lehighton Area School District has policies and procedures in effect governing the collection, maintenance, destruction and disclosure to third parties of this information. For information about the policies and procedures, as well as rights of confidentiality and access to educational records, please contact Mrs. Michalik at (610) 377-4490 x 7599 smichalik@lehighton.org or any building Principal.

Grading

Students are evaluated based on various criteria, including assessments, quizzes, essays, tests, and forum discussions. Both students and their parents/legal guardians have immediate and continuous access to grades by logging into the LAVA Portal. Grades for assessments and tests will be posted within 24-48 hours after submission. The calculation of student GPA and class rank will be handled by the Lehighton Area School District. Report cards will be distributed upon parental request. Please note that the ending dates for academic quarters may be subject to change.

Students are allowed to make up missed assignments without incurring grade penalties if the absences are excused. The deadlines for these assignments will align the parameters established by the student's grade equivalent traditional school setting.

Incomplete grades may be assigned in accordance with the guidelines set forth by the student's grade equivalent traditional school setting. Administrative discretion will be applied in cases of extenuating circumstances.

Testing Policies

Mandated Testing (PSSA/Keystones)

Students are required to participate in all school and state mandated assessments. Students will communicate with their LAVA Advisor on the date and time that they are to arrive at the local school to take specified assessments.

State mandated testing will occur in grades 3-8 (PSSA) and after the following courses: Algebra I, Biology, and sophomore-year English (Keystones).

If a student does not pass a Keystone test with a "Proficiency" level they may be required to either attend remediation classes held at school or have an additional Keystone Preparation class added to his/her schedule.

Students must report to the traditional school setting to complete any and all state mandated testing. Students that do not report on mandated test days will not have access to their classes until appropriate testing is completed.

Parental Rights to Opt Out Of State Mandated Testing

Pursuant to Pennsylvania School code, parents/guardians have a civil right to opt out of state mandated standardized testing, such as PSSA and Keystone testing. Please refer to the State Assessment Information page on the district website for additional information.

Proctored Exams

Students enrolled in the full-time LAVA program may be required to take one proctored unit exam per course, each school year at the school district. The student will work with the LAVA Advisor to arrange when and where the exam is to take place.

Advanced Placement Exams

Students wishing to take AP exams must work with the school's guidance counselor to determine date, time and location. The cost of AP exams are the responsibility of the student.

SAT/ACT

Students wishing to take SAT/ACT exams must contact the school's guidance counselor to determine date, time and location. The cost of SAT/ACT exams are the responsibility of the student. Registration and information about the SAT can be located on www.collegeboard.org. Registration and information about the ACT can be located at www.act.org.

Assessments/Exams

Students will have an opportunity to demonstrate mastery of a skill by retaking quizzes up to three (3) times to improve their score. Exams can only be repeated one time to improve their score.

Graduation Requirements

Students will work with their high school guidance counselors to ensure proper placement and credit fulfillment in order to meet graduation requirements of Lehighton Area School District. Students in grades 9-12 will be classified by grade based on the number of credits they have earned.

In addition, students will need to meet all local and state graduation requirements. It is the student's responsibility to make sure that all coursework is completed and graded at least one week prior to set graduation date.

Graduation requirements for Lehighton Area School District include:

- 26 or 22 credits, depending on the tiered diploma chosen (refer to the Graduation Requirements Policy #217 located at www.lehighton.org and in Appendix).
- Scoring Advanced/Proficient on the Keystone Exams or completion of Act 158 Graduation Pathways.
- Completion of FAFSA (or Opt-Out Form).

Attendance at graduation practice is required for all students wishing to participate in the graduation ceremony.

Field Trips & Social Activities

LAVA students are encouraged to engage in school-sponsored activities. All policies of the school will apply, including those related to attendance and discipline. Students wishing to participate in field trips or social events must first notify their LAVA Advisor and arrange the necessary permissions with the school district. Once these arrangements are made and permission is granted, students should notify their online teachers about their excused absence. It is the responsibility of the students to complete any missed assignments during the field trip or social activity.

Additionally, LAVA students must remember that they are still a member of the Lehighton Area School District and are expected to dress appropriately. The Dress Code Policy #221 (located at www.lehighton.org and in Appendix) will be enforced. Any student found in violation of the dress code policy will not be permitted to participate in the field trip or social activity.

Students should also recognize that attending school-related functions means representing their school district and community. Appropriate conduct is expected at all times, as students' behavior reflects on themselves, their families, and their school.

Physical Education

Students can fulfill their physical education requirements by enrolling in courses offered by LAVA. A diverse selection of Health and Physical Education electives is available across all K-12 grades.

Additionally, students may meet these requirements through participation in organized lessons, activities, and events, provided that expenses are covered by the parental/guardian. Prior approval from the LAVA Guidance Counselor is necessary. Each LAVA student must engage in at least 30 minutes of physical activity daily.

The supervisor, coach, or leader overseeing the activity is responsible for emailing the LAVA Advisor weekly with documentation of the hours participated and the type of physical education completed.

Athletic & Club Eligibility

Students wishing to participate in the Lehighton Area School District's athletic program or clubs will need to express interest to their LAVA Advisor. The LAVA Advisor in turn will give the student the appropriate details of the club or program including academic restrictions. Lehighton Area School District has the authority to enforce academic probation on any student that is participating in a club or activity. In addition, all student athletes must participate in a state mandated physical and provide the necessary paperwork to the school nurse. LAVA Advisors will work with students, parent/legal guardians, and coaches/directors to assist students that are in danger of academic probation.

Student athletes need to maintain passing grades in five (5) classes in order to be eligible to participate in athletics. Please refer to eligibility and code of conduct in the athletic handbook—(https://lehightonathletics.org/main/filesLinks/), which also lists rules that govern participation, including behavior for team members.

A student planning to participate in Division I or Division II sports in college need to register with the NCAA Clearinghouse at ncaaclearinghouse.net.

LAVA grades are submitted to our athletic director each Monday morning for eligibility reports.

Code of Conduct

Lehighton Area Virtual Academy (LAVA) is dedicated to providing a quality education for students in an online environment. The Lehighton Area School District emphasizes the importance of adherence to the Code of Conduct for all students enrolled in LAVA.

The district maintains a zero-tolerance policy regarding any actions by students, parents/legal guardians, staff, or visitors that disrupt educational services, compromise the health and safety of any community member, or threaten the integrity and stability of the online learning program or the school. This commitment ensures a safe, productive, and respectful learning environment for all participants in the Lehighton Area Virtual Academy.

School administration will use their professional judgment in determining which disciplinary action will be most effective in dealing with the student's misconduct (Student Discipline Policy #218 located at www.lehighton.org and in Appendix). Student's age, maturity, natures of infraction and previous record are a few of the circumstances that will be taken into consideration when disciplining. The following infractions on the code of conduct may result in disciplinary action:

- **Cheating**: Engaging in dishonest behavior, including copying or utilizing another person's work without permission.
- **Academic Integrity Violation**: Breaching the Academic Integrity or Plagiarism Policy.
- **Insubordination**: Failing to accept directions or refusing to cooperate with LAVA Advisors, online instructors, and other personnel.
- **Theft**: Illegally taking someone else's property without consent.
- **Fighting**: Involvement in physical altercations with students, faculty, or staff.
- **Vandalism**: Intentionally damaging or misusing LAVA property.
- **Acceptable Use of Technology, Electronic Resources, Network and Internet Policy #815 Violation**: Failing to adhere to the established guidelines for appropriate use.
- **Harassment**: Using profane, obscene language, or gestures towards students, online teachers, LAVA Advisors, or others.
- **Wrongful Conduct**: Any behavior not explicitly listed above that disrupts or obstructs the mission of LAVA, or that is disrespectful, harmful, or offensive to others or their property.
- **Possession of Illegal Substances**: Having drugs, alcohol, tobacco, or other illicit substances at school-related events or on school property.
- **Possession of Weapons**: Having weapons on school property or at school-related events.
- **Hazing**: Any deliberate act intended to cause pain, embarrassment, humiliation, or discomfort to a student for the purpose of initiation, affiliation, or membership in any organization, program, or club.
- **Bullying**: A form of harassment characterized by repeated intimidation through physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on another's property. Bullying may involve name-calling, verbal taunts, extortion, or exclusion from peer groups.

We have read and understand the above Code of Conduct and agree to abide by the rules.

_____ _____

Student Signature Date

_____ _____

Parent/Guardian Signature Date

Academic Integrity—Plagiarism & Artificial Intelligence

All work submitted to fulfill online course requirements must represent the original efforts of the individual student. This includes, but is not limited to, exams, homework, course assignments, essays, compositions, term papers, and scientific research. Each submission should accurately reflect the student's own effort and abilities. Failure to adhere to this standard constitutes unacceptable academic behavior and may result in disciplinary action. Maintaining academic integrity is a shared responsibility among administrators, faculty, advisors, students, and families within the online learning community.

In the LAVA program, students have been exploring the use of Artificial Intelligence (AI) tools such as ChatGPT, Google Gemini, Canva, and others. Some teachers may have even created activities and projects that require the use of these tools. It's important to check with your teacher if AI use is acceptable for their course.

Plagiarism is defined as the act of copying or stealing another's ideas or words and presenting them as one's own. This includes using someone else's work without proper attribution and committing literary theft. Examples include the following:

- Submitting a paper obtained from an Internet source as one's own.
- Using another student's work, either in whole or in part, and submitting it as one's own.
- Failing to cite sources when using information from books, textbooks, websites, databases, etc.
- Using another person's ideas, opinions, or theories without appropriate citation.
- Incorporating facts, statistics, graphs, drawings, pictures, sounds, or other information obtained from sources not considered common knowledge without proper attribution.
- Quoting another person's spoken or written words without citation.
- Paraphrasing unique ideas from another person, whether spoken or written, without crediting the source.

With the increasing accessibility and sophistication of the Internet, incidents of plagiarism/AI usage in student submissions have risen significantly. Many institutions of higher education impose severe penalties for plagiarism/AI usage infractions, including expulsion. To safeguard the future education of students and fulfill the school's role in their personal development, Lehighton Area School District enforces the following Academic Integrity Policy:

First Occurrence of Academic Integrity Violation/Plagiarism or Artificial Intelligence Usage: any instance of academic dishonesty, including but not limited to use of AI/Plagiarism/Submission of blank or incorrect documents, will result in a "zero" (no credit) on the assigned paper or project. Teachers will provide written documentation of the academic dishonesty and will use the following procedure:

- Discussion with the student, referral to the LAVA advisor, and administration
- Call/Email to parent/legal guardians by the advisor or teacher
- Principal's referral to co-curricular coaches/advisors and National Honor Society, as applicable

Second Occurrence of Academic Integrity Violation/Plagiarism or Artificial Intelligence Usage: removal from the course and denial of credit.

We have read and understand the above policy and agree to abide by the rules.

_____	_____
Student Signature	Date
_____	_____
Parent/Guardian Signature	Date

Tiered Diploma Options—Lehighton Area High School

Requirements for graduation from Lehighton Area High School are detailed in the Lehighton Area High School Program of Studies, which is reviewed and updated each year. The Lehighton Area School District awards three distinct types of high school diplomas, each with its own specific requirements.

- **High School Diploma with Honors, minimum credit requirement 26 or more credits**
  - Complete the required credits and maintain a cumulative GPA of at least 3.25.
  - Students who earn the required credits but do not meet the 3.25 GPA will receive a High School Academic Diploma.
- **High School Academic Diploma, minimum credit requirements 26 or more credits**
  - Students who do not reach the 26-credit requirement but earn at least 22 credits will receive a High School General Diploma.
- **High School General Diploma, minimum credit requirements 22 or more credits**

The diploma type will be printed on both the high school diploma and official transcripts. It will appear as one of the following: "High School Diploma," "Academic High School Diploma," or "Academic High School Diploma with Honors."

Graduation from Lehighton Area High School requires meeting the following criteria, as established by the Lehighton Area School District Board of Directors and aligned with Pennsylvania Department of Education requirements:

Course Title	Honor's Degree (26 or ↑ credits)	Academic (26 or ↑ credits)	General (22 or ↑ credits)
English	4.0	4.0	4.0
Social Studies	4.0	4.0	3.0
Mathematics	4.0	4.0	4.0
Science	4.0	4.0	3.0
Physical Education	1.0	1.0	.5
Health	1.0	1.0	.5
Computer Applications	1.0	1.0	1.0
Arts/Humanities	3.0	3.0	2.0
Electives	4.0	4.0	4.0

Additional Information:

- **Student Athletes—**must pass at least five classes per marking period to meet PIAA eligibility.
- **Diversified Occupations and CCTI Half-Time Students—g**raduate with the High School General Diploma.
- **College-Bound Students—s**hould aim for the Academic Honors or Academic Diploma.
- **Transportation—s**tudents without a full class schedule must arrange their own transportation to and from school.

Diploma Selection—please choose your diploma path:

◯ High School Diploma with Honors, minimum credit requirement 26 or more credits
◯ High School Academic Diploma, minimum credit requirements 26 or more credits
◯ High School General Diploma, minimum credit requirements 22 or more credits

_____ _____
Student Signature Date

_____ _____
Parent/Guardian Signature Date

Student Pacing Agreement

The following is the agreement between Lehighton Area School District and

Student Name: _____ in the participation in the Lehighton Area Virtual Academy. I will make a commitment to complete the following courses in the following timelines:

COURSE	COURSE SELECTION	MP1, MP2, MP3, MP4, S1, S2
Y1—English		MP1, MP2, MP3, MP4, S1, S2
Y1—Science		MP1, MP2, MP3, MP4, S1, S2
Y1—Math		MP1, MP2, MP3, MP4, S1, S2
Y1—History		MP1, MP2, MP3, MP4, S1, S2
Elective (.5 Credit)		MP1, MP2, MP3, MP4, S1, S2
Elective (.5 Credit)		MP1, MP2, MP3, MP4, S1, S2
Elective (.5 Credit)		MP1, MP2, MP3, MP4, S1, S2
Elective (.5 Credit)		MP1, MP2, MP3, MP4, S1, S2
Elective (.5 Credit)		MP1, MP2, MP3, MP4, S1, S2
Elective (.5 Credit)		MP1, MP2, MP3, MP4, S1, S2
Elective (.5 Credit)		MP1, MP2, MP3, MP4, S1, S2
Elective (.5 Credit)		MP1, MP2, MP3, MP4, S1, S2
Elective (.5 Credit)		MP1, MP2, MP3, MP4, S1, S2
Elective (.5 Credit)		MP1, MP2, MP3, MP4, S1, S2

Section end dates may be modified at the discretion of the LAVA Advisor in accordance with changes to the academic calendar. Students who do not meet their academic requirements may be required to attend their designated building, as determined by the LAVA Advisor. Any assignments or lessons not completed by their due date will receive a score of "0."

There is a two-week orientation process that students must complete before they are permitted to work independently from home. Students are required to report to the library for five consecutive school days from 8:00 a.m. to 2:00 p.m. to initiate their online curriculum. Following these initial five school days, students will return to the library for five consecutive half school days from 8:00 a.m. to 11:00 a.m.

This orientation process is designed to facilitate a smooth transition into LAVA and provides students with the opportunity to acclimate to the program and address any potential concerns. If a student incurs an unexcused absence during this period, they will be ineligible to participate in LAVA and will need to return to the regular classroom setting.

_____ _____

Student Signature Date

_____ _____

Parent/Guardian Signature Date

Lehighton Area School District School Board Policies

Appendix A

Here is a quick link to all Lehighton Area School District policies: www.lehighton.org/policies

The following Lehighton Area School District Board Policies require annual notification as well as dissemination to students and parents. Please take the time to review all our student policies. The links are hyperlinked, and you can click on the title to open the policy. The policies that govern students are listed in the 200 Section, the policies that govern programs are listed in the 100 Section, the policies that govern finances are listed in the 600 Section, the policies that govern property are listed in the 700 Section, the policies that govern operations are listed in the 800 Section.

006 Meetings

100 Strategic Plan

103 Discrimination/Title IX Sexual Harassment Affecting Students

103.1 Nondiscrimination - Qualified Students With Disabilities

104 Discrimination/Title IX Sexual Harassment Affecting Staff

105 Curriculum Development

105.1 Curriculum Review by Parents / Guardians and Students

108 Adoption of Instructional Materials

109 Resource Materials

113 Special Education

113.4 Confidentiality of Special Education Student Information

114 Gifted Education

114.1 Gifted Matrix

115 Vocational Technical Education

122 Extracurricular Activities

123 Interscholastic Athletics

127 Assessments

137.1 Extracurricular Participation by Home Education Students

137.2 Participation in Cocurricular Activities and Academic Courses by Home Education Students

137.3 Participation in Career and Technical Education Programs by Home Education Students

138 Language Instruction Educational Program for English Learners

140.1 Extracurricular Participation by Charter/Cyber Charter Students

142 Migrant Students

143 Standards for Persistently Dangerous Schools

144 Standards for Victims

146 Student Services

151 Therapy Dog Program

200 Enrollment in District

203 Communicable Diseases and Immunization

203.1 HIV Infection (Students)

204 Attendance

204.1 Truancy Procedures

206 Assignment Within District (Twins/Multiple Birth Siblings)

208 Withdrawal From School

209 Health Examinations – Screenings

209.1 Food Allergy Management

209.2 Diabetes Management

209.3 Pediculosis/Head Lice

210 Use of Medications

210.1 Possession/Use of Asthma Inhalers, Insulin Injection Devices and Epinephrine Auto-Injectors

215 Promotion and Retention

216 Student Records

216.1 Supplemental Discipline Records

216.2 Student Records - Identification

217 Graduation Requirements

218 Student Discipline

218.1 Weapons

218.2 Terroristic Threats

218.3 Discipline of Student Convicted/Adjudicated of Sexual Assault

219 Student Complaint Process

220 Student Expression/Dissemination of Materials

221 Dress and Grooming

222 Tobacco and Vaping Products (Students)

226 Searches

227 Controlled Substances/Paraphernalia

233 Suspension and Expulsion

235 Students Rights and Responsibilities

235.1 Surveys

236 Student Assistance Program

236.1 Threat Assessment

237 Electronic Devices

246 Student Wellness

247 Hazing

249 Bullying/Cyberbullying

250 Student Recruitment

251 Students Experiencing Homelessness, Foster Care and Other Educational Instability

302 Employment of Superintendent/Assistant Superintendent

312 Evaluation of Superintendent

314.1 HIV Infection (Staff)

323 Tobacco and Vaping Products (Staff)

324 Personnel Files

332 Working Periods

333 Professional Development

335 Family and Medical Leaves

340 Responsibility for Student Welfare

351 Drug and Substance Abuse

604 Budget Adoption

610 Purchases Subject to Bid/Quotation

618 Student Activity Funds

619 District Audit

621 Local Taxpayer Bill of Rights

626 Federal Fiscal Compliance

705 Facilities and Workplace Safety

707 Use of School Facilities

710 Use of Facilities By Staff

716 Integrated Pest Management

800 Records Management

800.1 Records Retention / Destruction

800.2 Electronic Signatures/Records

801 Public Records

805 Emergency Preparedness

805.1 Relations With Law Enforcement Agencies

805.2 School Security Personnel

806 Child Abuse

805.1 Relations with Law Enforcement Agencies

805.2 School Security Personnel

808 Food Services

810 Transportation

810.2 Transportation - Video/Audio Recording

810.3 School Vehicle Drivers

815 Acceptable Use of Technology, Electronic Resources, Network and internet

815.1 Use of District Owned Technology

815.2 District Social Media

815.3 Use of Artificial Intelligence

816 Use of Livestream Video on School District Property

819 Suicide Awareness, Prevention, and Response

822 Automated External Defibrillator (AED)

823 Administering Naloxone

824 Maintaining Professional Adult/Student Boundaries

827 Conflict of Interest

830 Breach of Computerized Personal Information

830.1 Data Governance - Storage/Security

901 Public Relations Objectives

903 Public Participation in Meetings

904 Public Attendance at School Events

906 Public Complaints

906.1 Title I Parent Complaints

907 School Visitors

907.1 Visitor Management

908 Relations with Parent/Guardians

910 Community Engagement

916 School Volunteers

917 Parental/Family Involvement

918 Title I Parent and Family Engagement

Lehighton Area School District Graduation Pathways—Page 1

Appendix B

LEHIGHTON AREA SCHOOL DISTRICT

Act 158 of 2018 (Act 158), signed into law by Governor Tom Wolf, provides alternatives to Pennsylvania's statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology) for a student to achieve statewide graduation requirements. Effective with the graduating class of 2023, students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness.

ACT 158 REFERENCE | https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/GraduationRequirements/Act158/Pages/default.aspx

PATHWAY 1: KEYSTONE PROFICIENCY

Reach "Proficient" or "Advanced" on the following Keystone Exams:

- ✓ **Algebra 1**
- ✓ **Literature**
- ✓ **Biology**

If a student does not score "proficient" or "advanced" on all three Keystone Exams, they can still meet the state requirements for graduation by meeting the descriptors established in Pathways two through five.

PATHWAY 2: KEYSTONE COMPOSITE

Students must earn "proficient" or "advanced" on at least one Keystone Exam and earn at least a basic score on the other two Keystone Exams. No Keystone Exam score can be "Below Basic."

The Keystone Exam 3-score composite is **4452 or Greater**

PATHWAY 3: CAREER & TECHNICAL EDUCATION

Students will meet local requirements for academic content covered by the Keystone Exams for all subjects. Courses required to earn credit at Lehighton Area High School: Algebra 1, Biology, and English 10. Must produce 1 or more of these artifacts:

- Industry-based competency certification
- Likelihood of industry-based competency assessment success
- Readiness for continued engagement in CTE Concentrator program of study

PATHWAY 4: ALTERNATE ASSESSMENT

Students will meet local requirements for academic content covered by the Keystone Exams for all subjects. Courses required to earn credit at Lehighton Area High School: Algebra 1, Biology, and English 10. And one of the following:

1. **Attain an established score on an approved alternate assessment for each subject where the student did not earn proficiency. Approved alternate assessments are:**
   - Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)
   - Attainment of Gold Level or better on ACT WorkKeys
   - Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient
   - Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient
   - Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient
   - Successful completion of a pre-apprenticeship program
   - Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework
2. **Successfully complete a dual enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least proficiency:**
   - Credit-bearing, non-remedial approved concurrent course
   - Aligned to respective Keystone Exams
   - Passing grade on the approved concurrent course
   - High school or college transcript as evidence
3. **Successfully complete a pre-apprenticeship program.**
   - Specific career training designed to prepare a student for an occupation in an approved schedule of related instruction
   - Program must be registered with the Director Apprenticeship and Training Office at the Pennsylvania Department of Labor and Industry
   - Meets all pre-apprenticeship program requirements, per specific industry requirements
4. **Be accepted in an accredited 4-year, nonprofit institution of higher education.**
   - Acceptance letter from an accredited 4-year, nonprofit institution
   - Placement test results showing the student may enroll in college-level coursework
   - College registration form confirming enrollment
   - Local profile of an acceptable high school GPA, attendance record, and SAT/ACT score.

Lehighton Area School District Graduation Pathways—Page 2

Appendix B

PATHWAY 5: EVIDENCE-BASED (THREE PIECES OF EVIDENCE)

Students will meet local requirements for academic content covered by the Keystone Exams for all subjects. Courses required to earn credit at Lehighton Area High School: Algebra 1, Biology, and English 10.

AT LEAST ONE OF THE FOLLOWING:

1. **Attainment of an established score on an alternative assessment**
   - Sat Subject Test - 630
   - ACT WorkKeys: Silver Level
   - AP score of 3 or better on any AP exam or 3 or better on any IP exam
2. **Acceptance into any institute of higher learning for college-level coursework in an other-than-4-year program**
   - Acceptance letter
   - Placement test results
   - College registration form
3. **Attainment of an industry-recognized credential—example: CPR, SafeServ, etc…**
   - Documentation that verifies attainment as defined by the Office of Elementary and Secondary Education
4. **Successful completion of a dual enrollment or postsecondary course**
   - Credit-bearing, non-remedial course
   - High school or college transcript as evidence

AND UP TO TWO OF THE FOLLOWING:

1. **Service-Learning project completion (10 volunteer hours)**
   - Must include project learning goal(s), project activities, and the project's contribution to the community
   - Supervised and assessed by an adult; successful completion is verified in writing by the adult supervisor
   - Sufficient duration and intensity to address identified community needs and meet specified project learning goal(s)
2. **"Proficient" or "Advanced" on a Keystone Exam**
   - Scaled score of 1500 or higher on one Keystone Exam
3. **Letter guaranteeing full-time employment or military enlistment**
4. **Completion of Internship or Cooperative Education Program**
   - Industry-based Learning Indicator Guidance: Work-based learning experiences
5. **Compliance with the National College Athletic Associations (NCAA Division II) core courses for college-bound student athletes**
   - Minimum GPA Requirements (2.0) in approved NCAA core courses—college prep level or higher

- **Most students with an IEP should be able to graduate via one of the five pathways. It is the IEP team's responsibility to determine how successful completion is defined based on completion of IEP goals.**
- **Superintendent's waiver for students with extenuating circumstances**
  - The superintendent can grant a waiver to students at the recommendation of the high school principal and the office of education for a student who is unable to meet any of the pathways prior to graduation. For example, a student entering the district from another state during their senior year.

LEHIGHTON AREA SCHOOL DISTRICT

For additional information, contact the
Lehighton Area High School Administration
at (610) 377-6180

Revised 6/12/2024

Lehighton Area School District SmartFutures Instructions

Appendix C

Information regarding the SmartFutures Program implemented at LASD

All students must complete the SmartFutures Program activities for their grade level. The Department of Education requires all students to receive instruction in Career and Job Readiness. Completing these activities meets this Department of Education requirement.

SmartFutures Introductory Video (explains why we are using the program and how it can help you)

SmartFutures K-3 Video—https://youtu.be/p6JEPiziHX4?si=fcSIyr-tS8DFvFav
SmartFutures 4-5 Video—https://youtu.be/SU8-jqhdcLc?si=4E2crla2yUuUbuLh
SmartFutures 6-8 Video—https://youtu.be/Ee0oTd7rr-8?si=dtq6ilrgBJe6XI6Z
SmartFutures 9-Above Video—https://youtu.be/8odmtBjtuoE?si=BbGo5wQHGR0sV449

SmartFutures Instructions:

- Open www.lehighton.org.
- Navigate to "For Students"
- Click on the Smart Futures icon located at the bottom of the page or click on https://portal.smartfutures.org/login
- Sign in to the program using your Google credentials "Sign in with Google"
- If credentials are needed: Username = LASD student email and password = indians1
- Once you have logged into the program, locate the "Assignments" tab on the left-hand side. Your school's guidance counselor will share the necessary assignments for your particular grade level with you.
- Work saves automatically so you can return to it at any time.

If you have any questions about the SmartFutures assignments, please contact your school guidance counselor:

Grades K-2: Ms. Alexia Sieger–asieger@lehighton.org
Grade 3-5: Ms. Mary Boaz—mboaz@lehighton.org
Grades 6-8 (A-L): Ms. Samantha Elias—selias@lehighton.org
Grades 6-8 (M-Z): Ms. Hannah Daly–hdaly@lehighton.org
Grades 9 & 11: Mrs. Kathy Martin—kmartin@lehighton.org
Grades 10 & 12: Mrs. Kelli Costenbader—kcostenbader@lehighton.org

Pest Management (IPM) Information

Appendix D

LEHIGHTON AREA School District
1000 Union Street, Lehighton, Pennsylvania 18235
Telephone: 610-377-4490 Fax: 610-577-0032

"Educating students for lifelong success by providing challenging and relevant instruction, fostering academic and personal growth, promoting civic responsibility, cultivating community and family partnerships and supporting the mental well-being of all in a safe environment."

Notification Letter for Parents, Guardians and Employees of Lehighton Area School District

Dear Parent(s), Guardian(s) and Employees,

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

From time to time, it may be necessary to use chemicals to manage a pest problem. Chemicals will only be used when necessary, and will not be routinely applied. When chemicals are used, the school will try to use the least toxic product when possible. (Applications will be made only after normal school hours.) Notices will be posted in these areas 72 hours prior to application and for two days following the application.

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

If a chemical application must be made to control an emergency pest problem (ex. stinging insects), notice will be provided by telephone or email to any parent or guardian who has requested such notification in writing. Exemptions to this notification include disinfectants and anti-microbial products; self-containerized baits placed in areas not accessible to students, and gel type baits placed in cracks, and crevices or voids.

Each year the District will prepare a new notification registry.

If you have any questions, please contact Justin Smith, IPM Coordinator at (610) 377-4490 ext. 7536. All correspondence should be directed to the address, email, or telephone number listed on this letterhead.

Sincerely,

Justin Smith
Director of Operations
jlsmith@lehighton.org

Parent/Guardian Acknowledgement

I have received, read and agree to abide by all terms listed in the Lehighton Area Virtual Academy (LAVA) Handbook for the 2026-2027 school year. I have also read and agree to abide by all terms listed in the appropriate grade level student handbook which is located on the Lehighton Area School District website under Quick Links.

Student's Name: _____

LEHIGHTON AREA VIRTUAL ACADEMY PARENT/LEGAL GUARDIAN(S) CONTRACT

Parent/Guardian Signature: _____

LEHIGHTON AREA VIRTUAL ACADEMY STUDENT CONTRACT

Parent/Guardian Signature: _____

CODE OF CONDUCT POLICY

Parent/Guardian Signature: _____

ACADEMIC INTEGRITY/PLAGIARISM POLICY

Parent/Guardian Signature: _____

TIERED DIPLOMA OPTIONS (Only Seniors)

Parent/Guardian Signature: _____

STUDENT PACING AGREEMENT

Parent/Guardian Signature: _____

****PLEASE SIGN AND RETURN THIS SHEET****

Lehighton Area School District

LEHIGHTON AREA ELEMENTARY CENTER

PARENT/STUDENT HANDBOOK 2026-2027

3 Indian Lane
Lehighton, PA 18235
610-377-7880
610-377-0908 (fax)

LEHIGHTON AREA SCHOOL DISTRICT 2026-2027 SCHOOL CALENDAR

3-6 – Independence Day Holiday

July 2026

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 – Winter Holiday
18 – Martin Luther King Holiday
22 – Professional Development Day

18– Student (95)
19–Teacher (101)
19–Para (100)

January 2027

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

11-14 – New Teacher Induction
18-20- Professional Development Day

24 - First Student Day

6 – Student (6)
9- Teacher (9)
9 – Para (9)

August 2026

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

12-15 – President's Holiday

18-Student (113)
18–Teacher (119)
18–Para (118)

February 2027

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21/28	22	23	24	25	26	27

4-7 – Labor Day Holiday
21 – Teacher In-Service for Professional Development

19 -Student (25)
20- Teacher (29)
19 - Para (28)

September 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

24 – Early Dismissal
25-29 Spring Holiday

20-Student (133)
20-Teacher (139)
20–Para (138)

March 2027

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12 – Columbus Day - No School

21–Student (46)
21–Teacher (50)
21–Para (49)

October 2026

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22-Student (155)
22–Teacher (161)
22–Para (160)

April 2027

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6 – Act 80 Day/Parent/Teacher Conf
25 - Early Dismissal
26–30 Thanksgiving Holiday

17–Student (63)
18 –Teacher (68)
18–Para (67)

November 2026

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

7 – Teacher In-Service for Professional Development
28-31 – Memorial Day Holiday

18-Student (173)
19-Teacher (180)
18–Para (178)

May 2027

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 – Early Dismissal
21-31- Winter Holiday

14–Student (77)
14–Teacher (82)
14–Para (81)

December 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

8 - Early Dismissal
8 –Tentative Last Student Day
9 – Teacher In-Service for Professional Development

6-Student (179) – Act 80 days (1)
7–Teacher (187)
6–Para (184)

June 2027

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

End of Marking Period – 10/28, 1/15, 3/24
Early Dismissal – 11/25, 12/18, 3/24, 6/8
First/Last Student Days -8/24, Tentatively 6/8
184 Para Days – 187 Teacher Days – 180 Student Days
1502 Days (OLSDH) – 11/30, 12/21, 12/22, 12/28, 12/29
Board Approved: March 23, 2026

Prof Development –8/18, 8/19, 8/20, 9/21, 1/22, 5/7, 6/9
Act 80 Day – 11/6
Snow Make-up Days – 1/18, 2/12, 3/25, 5/28, 6/9
New Teacher Induction Days – 8/11, 8/12, 8/13, 8/14
Paras off – 9/21, 5/7, 6/9

Dear Students and Parents/Guardians,

Welcome Back! We are excited and can't wait for the year to begin! There are two schools within the Elementary Center and we will share common areas within the Center. The Primary School houses students in Pre-K, Kindergarten, Grades 1 & 2. Mr. Sebelin is the Principal of the Primary School. The Intermediate School houses students in Grades 3, 4, and 5. Dr. McGalla is the Principal of the Intermediate School. Mrs. Foster is the Principal of Academic Achievement and Intervention for K-5.

This handbook was prepared specifically for the parents of children attending both the Primary School and the Intermediate School. We hope it is helpful to you and answers any question you may have about our schools. Please read through it carefully with your student(s) and keep it accessible to reference as needed.

All elementary students in Grades K-5 will continue to be offered Encore classes. Students will receive instruction in: Music, Art, Physical Education, Library, and Computer/Technology instruction.

School personnel are accessible through telephone or email. Communication is important for the success of all children. We encourage parents/guardians to communicate directly with the classroom teacher. Lastly, the Elementary Parent-Student Handbook is accessible on the School District's website at www.lehighton.org

Looking forward to a great year working together.

Educationally yours,

Mr. Aaron Sebelin
Elementary Principal, Primary (Pre-K-2)
asebelin@lehighton.org

Dr. Mark McGalla
Elementary Principal, Intermediate (3-5)
mmcgalla@lehighton.org

Mrs. Tricia Foster
Elementary Principal of Academic Intervention and Achievement (K-5)
tfoster@lehighton.org

Student and Youth Rights: The ACLU-Know Your Rights – A Handbook for Public School Students in Pennsylvania can be found on www.aclupa.org

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It is the policy in the Lehighton Area School District that there is no discrimination allowed. Admission procedures and instructional materials are in accordance with nondiscrimination guidelines of the Federal Government and the State of Pennsylvania. For more information, please see LASD policies 103, 104, 113, 150, 815 for further guidance.

Mrs. Rebecca Karpowicz, Business Affairs/Human Resources Coordinator, is designated as the Title IX Coordinator/Compliance Officer. All Title IX inquiries or complaints regarding alleged discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability in the educational program of the Lehighton Area School District should be referred to the Business Affairs/Human Resources Coordinator at (610) 377-4490 ext. 7523 or rkarpowicz@lehighton.org. More information can be found on the District website at https://www.lehighton.org/departments/title-ix.

Student Records/Assessment of Student Progress Policies

The Board of Education has adopted a Student Records Policy – Policy 216. The policy's function is to allow (1) school authorities to gather information necessary to facilitate its educational responsibility; (2) assure the student, parent, and/or legal guardian's right to privacy. Copies of all District Policies are available on the District website at www.lehighton.org/policies.

In accordance with the Assessment of Student Progress Policy – Policy 213, the Board of Education has approved a testing program designed to provide information concerning the proficiency of all children in the District on standardized tests of academic achievement, ability and aptitude. Parents will be notified of the name of the test, the grade, the approximate time and purpose of the test if their child is in a class that is being tested.

The Family Education Rights and Privacy Act (FERPA)

This law affords certain rights to Parents and Eligible Students in regards to Education Records that are maintained by schools. These rights transfer to the student when they reach the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Lehighton Area Elementary Center School Personnel
(610) 377-7880

PRIMARY Mr. Sebelin, Primary Principal, ext. 4143 Mrs. Foster, Principal of Academic Intervention and Achievement ext. 4140 Mrs. Porambo, Secretary ext. 4100 Mrs. Broyles, Secretary ext. 4143	**INTERMEDIATE** Dr. McGalla, Intermediate Principal ext. 4135 Mrs. Foster, Principal of Academic Intervention and Achievement ext. 4140 Mrs. Eck, Secretary ext. 4135 Miss Trine, Secretary ext. 4300
PreK Counts Mrs. Hoppes (Teacher) Mrs. Ahner (Paraprofessional)	
Kindergarten TBD Mrs. Geiser Mrs. Kirsch Mrs. Kline Mrs. Scimeca Mrs. Smith Mrs. Troutman Mrs. Williams	**Grade 3** Mrs. Breiner Miss Filchner Mrs. Gandy Mr. Grabfelder Mrs. Helman Mr. Kresge Mrs. Searfoss Mrs. Zimmerman
Grade 1 Mrs. Bussey-Williams Ms. Fritz Ms. Hydro TBD Ms. Petit-Clair Mrs. Wentz Miss Slane TBD	**Grade 4** Mrs. Boyer Mr. Schoener Mrs. Matika Mrs. Haupt Mrs. Rehrig Mrs. Swanson Miss Rosenberger Mrs. Wilhelm
Grade 2 Mrs. Barilla Mrs. Jamie Scott Miss Hoppes Mrs. Pisauro8o Mrs. Rankovich Ms. Zarelli Ms. Zehner Ms. Zerbe	**Grade 5** Mrs. Crum Mrs. Cordes Mrs. Foberg Mrs. Lorenz Mrs. Koebler Mr. Rabenold Mr. Hozza Mrs. Kunkel
Title I Reading Mrs. Lichtenwalner Mrs. Rakos Mrs. Zacharias	**School Counselors** Mrs. Seiger Mrs. Boaz
Learning Support Miss David Miss Dillon Mrs. Orsulak Ms. Schatz	

	Behavior Specialist Mrs. Blasiak
Life Skills Support/Learning Support Mrs. Derr	**ELL/Gifted** Mrs. Holst
Encore Staff Mrs. Schaeffer, Art Mrs. Scholl, Art Mrs. Rex, Computers Mrs. Brownmiller, Library Mrs. Kulpa, Music Ms. D'Alessandro, Music Mr. Buffington, Band Mr. Ellis, Physical Education Mrs. Quinn, Physical Education	**Para-Professional** Mrs. Atwood Mrs. Boyle Mrs. Carpenter Mrs. Fisher Mrs. Gray Mrs. Lilly Mrs. Shoenberger Ms. Steigerwalt Mrs. Willet Ms. Zern
Nurses TBD Mrs. Haydt, RN, BSN, CSN	**School Physician** Nancy Maulick PA/C **School Dentist** LVHN Miles of Smiles Mobile Dental Clinic

Mr. Jason Moser, Superintendent of Schools
610-377-4490 ext. 7515 or jmoser@lehighton.org
District website: www.lehighton.org

Special Education Personnel

Mrs. Michalik, Supervisor of Special Educ. ext. 7501
Mrs. Sassaman, Speech Therapist
Mr. Zarelli, Speech Therapist
Mrs. Schoener, Speech Therapist
Mrs. Tilley, School Psychologist

Lehighton Area School District Mission:

The Lehighton Area School District's mission is educating students for lifelong success by providing challenging and relevant instruction, fostering academic and personal growth, promoting civic responsibility, cultivating community and family partnerships and supporting the mental well-being of all in a safe environment.

Lehighton Area School District Vision:

The Lehighton Area School District will foster a safe and respectful environment where all individuals have the opportunity to reach their potential.

STUDENT SCHOOL HOURS: 8:25 am – 3:05 pm

School Arrival – Students should arrive at school starting at **8:05 am**. All students are expected to be prompt and on time. **Students arriving after 8:25 am will be marked tardy and must be accompanied by a parent/guardian to sing in at the main offices. Three unexcused tardies will result in a lunch detention.**

School Dismissal will begin at **3:05 pm**
A detailed letter with parent drop-off/pick-up procedures will be sent home the first week of school. Please obey and be aware of the traffic patterns.

DISMISSAL DURING THE SCHOOL DAY

If for some reason you must remove your child from school during the day, please indicate your intent by sending a written notice (including day, time, purpose) to the classroom teacher. The child will be dismissed through the office and not from the classroom. Please adhere to this practice for the safety and welfare of your children. Parents/Guardians are required to sign the appropriate ledger in each elementary building office.

SCHOOL CLOSINGS

Should it be necessary to close school, start late, or to dismiss early because of inclement weather or other emergency conditions, a PowerSchool announcement will be made. Also, notices will be listed on local radio & TV stations. You may also visit the LASD website at www.lehighton.org for notifications.

SCHOOL VISITORS

During the school day, all entry doors are locked. Parents/guardians and visitors to our school, who have been invited to participate in approved programs, must use the respective office entrance for your child(ren). All parents/guardians and visitors must then report to the office. Please bring a driver's license with you so your identification can be verified through our Raptor Visitor Registry System. At this time an ID badge will be given to you to wear while you are in the building.

DRESS/APPROPRIATE SCHOOL ATTIRE

The home and school need to cooperate in the matter of dress. Good grooming and dress are, primarily, the responsibility of the parents and students. In addition, for the health, safety, and well-being of all the students, our school is also involved in this responsibility. Proper dress is conducive toward the maintenance of a constructive educational atmosphere. Therefore, we would appreciate your support and cooperation with the guidelines that follow:

1. **Clothing** that may be considered a health and/or safety concern, such as oversized, baggy pants, beltless pants and/or pants that allow undergarments to be exposed are not to be worn. Clothing and appearance should be neat, clean, and in good taste. It should not be extreme to the extent that it focuses attention on the wearer and/or disruptive to the education process.

2. **Footwear**: Heels, clog shoes, pool / beach footwear, etc. are not to be worn. Footwear must be secured or strapped at the ankles.

3. **Hats** should be removed upon entry into the building, with the exception of hats/head-coverings for religious and medical purposes.

4. **Outerwear** Since students participate in recess year round, they should dress for both indoor and outdoor activities. In cold weather, students should wear seasonably appropriate outerwear that can be easily removed upon entering the building.

5. **Shirts** No cutoff shirts, cutoff tee shirts, or cut off sweatshirts are permitted. Shirts that have a message with inappropriate messages or that are suggestive or promote alcohol or drugs, are not permitted. Halter tops, tube tops, mesh tops worn alone, and midriff shirts which expose the stomach area are not allowed to be worn to school. Tank tops straps must be wider than 1 inch.
6. **Physical Education** Students must wear sneakers, socks and comfortable clothing for physical education class. No slip-ons or platform type sneakers.

7. **Shorts** Students will be permitted to wear shorts that are modest and in good taste. Shorts must extend past the wearer's fingertips when placed at one's side. The following restrictions apply to the wearing of shorts: Spandex shorts, boxer short, skin-tight, or short shorts are not to be worn to school.

Recess occurs daily. All clothing and shoes should be playground appropriate and weather appropriate.

The administration will be the final determination as to whether a student's dress or grooming is inappropriate. If found unacceptable, the problem will be handled privately, and when deemed necessary, the student will be asked to change or other appropriate action will be taken.

PERSONAL ITEMS/LABELING

Please label all sweaters, jackets, coats, backpacks, lunch bags, etc. with the child's name. There are lost and found racks located in both lobbies of the Elementary Center. If items are not claimed, they will be donated.

ATTENDANCE

A parental excuse is required for every absence explaining the reason for the absence and must be submitted within three (3) days of a student's return to school. Electronic excuses are recommended and may be accessed on the District website at https://www.lehighton.org/excuseblankandeducationaltripform. Paper Excuse Blanks are also available from the teacher. Absences will be recorded as unexcused until written justification is received. Please note that any unverified absences after 3 days without an excuse blank will be marked unlawful. The responsibility for making up work missed during absence rests with the student.
Please be aware that after ten (10) days of cumulative absence, proof for attendance at a medical or judicial agency appointment will be required as per the PA School Code.

Valid reasons for school absences as well as other additional information are listed in the District Attendance Policies 204 and 204.1.

An unexcused absence for a student is considered an illegal absence. Examples of unexcused absences include (but are not limited to) the following: missing the school bus, visiting, oversleeping, or shopping.

Unlawful absence constitutes a violation of the school code.

- Once a student is unlawfully absent for three (3) days, you will receive a warning letter from the building principal.
- After six (6) days of unlawful absences, a School Attendance Improvement Conference may be held, Children & Youth may be notified and citations may be issued with the District Magistrate.
- After ten (10) days of excused absences you will receive a letter requiring a physician's documentation of any further illnesses.

EDUCATIONAL TRIP

Educational trip absences may be excused if approved by the Building Principal **prior to the trip**. Parents/Guardians must complete a **Request for Educational Trip** Form for approval by the Principal one (1) week prior to trip. Approved educational trips are still considered absences and count toward 10 days of cumulative absence. Educational trip request forms are available in the school office or online at the District website at https://www.lehighton.org/excuseblankandeducationaltripform.

PARENTAL CUSTODY ISSUES

In cases involving child custody, it is the obligation of the custodial parent to keep all necessary court orders current. The Lehighton Area Elementary Center administration, teachers and staff must abide by the order that is currently on file.

HOMEBOUND INSTRUCTION

Homebound instruction is a temporary excuse from compulsory attendance for a student due to "urgent" reasons, such as mental or physical illness. This is available for any student who is unable to attend school because of a lengthy illness or injury. Please contact the Building Principal for more information.

TRANSFERS OR WITHDRAWALS

If a student is moving, a parent/guardian must come to the office to sign the required withdrawal form and pay any outstanding obligations (lost library books, damaged textbooks, lunch balances, etc). The student's scholastic record will be sent to the school where the pupil is going. All books and supplies must be returned to the classroom teacher before the student withdrawal is completed.

GRADE REPORTS

Grade Reports are issued every nine weeks. The grading system is explained on the report card. In addition to percentage grades, the report card also indicates the child's behavior and work habits. Attendance is also indicated on the report card.

GRADES

Grades K-2: Standards Based Report Card (New for the 20206-2027 school year!)

4-Consistently works above grade level standards
3-Consistently meets grade level standards
2-Working toward grade level standards
1-Limited progress toward grade level standards

Grades 3-5 Grading Scale

4 . . . . . Exceeds Expectations (90 – 100)
3 . . . . . Meets Expectations (80 – 89)
2 . . . . . Making Adequate Progress Toward Expectations (70 – 79)
1 . . . . . Insufficient Progress Toward Expectations (below 70)

A . . . . . 90 -100
B . . . . . 80 – 89
C . . . . . 70 – 79
D . . . . . 60 – 69
F . . . . . 59 or below

50% - Assessments
35% - Graded work
15% - Participation

Grading Scale - Grade 3 for Science and Social Studies

Pass (P) or Fail (F)

2026-2027 New Homework Policy K-5

Homework is intended to provide meaningful practice and review of skills that have already been taught and are understood by the student. It is not used to introduce new learning, and homework will not be graded for accuracy. Instead, teachers will use classroom assessments and demonstrations of learning to determine student proficiency.

Our goal is for homework to build confidence, independence, and positive learning habits. Students should be able to complete homework with minimal assistance, allowing families to encourage and support learning without serving as the primary instructor. Homework should reinforce classroom instruction, strengthen executive functioning skills such as organization, responsibility, and time management, and help students develop productive study routines that extend beyond the school day.

Homework expectations will be developmentally appropriate:

- **Kindergarten–Grade 2:** Homework will primarily focus on daily reading, reading fluency practice, and foundational math fact practice aligned to current instructional goals.
- **Grades 3–5:** Homework will include reading and mathematics practice that reinforces previously taught concepts and skills.

Homework should be viewed as an opportunity for students to practice, review, and celebrate what they know while identifying areas where they may need additional support. If a student is unable to complete homework independently or consistently experiences frustration, families are encouraged to communicate with the classroom teacher so that instruction and support can be adjusted as needed.

PROMOTION / RETENTION

At the end of the school year, most children will advance to the next grade. In an effort to avoid retention of students that are significantly behind grade level, students will be recommended to receive additional instruction at the expense of other subjects. Parents will be notified during the year and will be involved in this decision making process.

Parental requests will not be accepted for child placement in a specific teacher classroom.

TEACHER AVAILABILITY / CONFERENCES

Parent / Teacher conferences are scheduled in November and will give you an opportunity to discuss your child's progress directly with their teacher. At the conference, parents of K-5 pupils will be given a progress report and an update in all academic and social areas. We encourage you to contact your child's teacher with any questions or concerns throughout the school year.

BUSING & SCHOOL TRANSPORTATION

George's Transportation (Bus Company) - (610) 377-5511 - https://lgschoolbuses.com/

All school rules apply. Student behavior on the bus should be consistent with student behavior in a classroom. **Students may not ride to/from school on a bus which they are not assigned.**

SCHOOL BUS REGULATIONS FOR STUDENTS

Proper student conduct on buses is vital to ensure that the safety of all students and the bus driver is not jeopardized. **School bus transportation is a privilege not to be abused.**

1. Students shall wait in an orderly fashion at the approved bus stop. It is strongly suggested that students be accompanied by a parent or responsible adult at the bus stop.
2. Students must wait on the sidewalk or completely off the highway until the bus comes to a full stop before attempting to get on the bus. Form a single line to board the bus.
3. Students must go to their seats and stay there until the bus comes to a complete stop at the school or the stop where the students get off. No standing or walking at any time while the bus is in motion.
4. Students shall never put hands, arms, legs, or any part of their bodies out of the window.
5. No regulating windows without driver permission
6. No use of profane, foul, or indecent language on the bus.
7. No fighting, scuffling, or creating a disturbance.
8. Smoking, drinking, or eating is prohibited on the bus.
9. Students shall not spit or throw trash in or around the bus.
10. Students shall not tamper with the bus or any of its emergency equipment.
11. No use of the emergency door is permitted without driver approval.
12. No throwing any objects on the bus or out of the windows.
13. No use of electronic devices while entering/exiting the bus; no sharing electronic devices
14. No blocking the emergency exits or aisle of the bus.
15. No carrying any potentially dangerous objects such as knives, firearms, matches, lighters, fireworks, water guns, scissors, etc.
16. No transporting of any animal
17. If it is necessary to cross the street after getting off the bus, students shall cross within 10 feet of the front of the bus and wait for a hand signal from the driver
18. Students shall respect the authority of the bus driver by obeying him/her at all times. **Drivers have the authority to assign seats.**

19. **A signed note from a parent/guardian must be brought from home and signed by an administrator or office secretary if there is to be a change in how a student gets home from school. Bus company only approves a change in how students get home only under emergency situations.**

NOTE: When bus students arrive at school in the morning, they must report directly to their assigned areas. They are NOT permitted to leave the school property

*No boarding or departing from any stop other than your designated stop without written permission from school.

*No behaviors allowed which would endanger the health, safety, or welfare of other students, or the driver from their responsibility to operate the bus in a safe manner.

VIOLATION OF REGULATIONS

Violations of these rules shall be reported by the bus driver on forms provided to the principal of the school that the student attends. The principal will discuss the violation with the student and notify the parents or guardian concerning the violation. The child and/or parent will be financially responsible for any damages to the interior or exterior of the bus. If this procedure does not stop the infraction, the principal has the authority to notify parents in writing that the student will not be permitted to ride the bus for a stated period of time. During this period, the parent or guardian will be responsible for providing transportation to and from school.

BUS CHANGES

Students are expected to ride the bus that is assigned to them at the start of the year. Students must get on and off the bus at their assigned stop. The bus drivers are not permitted to make changes in bus stops or to reassign students to other buses. By adhering to this policy we can assure safety and accountability for all students. Switching buses is not permitted. A signed and dated note from a parent/guardian must be brought to school when there is a change in how a student gets home from school.

In the event a parent of a kindergarten student is not at the bus stop upon arrival, the child will be taken to the bus company or the school for immediate parent pick up. The school/bus company will try to notify parents.

RULES MATRIX:
"WE ARE B.R.A.V.E"

Setting → Expectation ↓	**Cafeteria**	**Playground**	**School Bus**	**Lavatory**	**Hallway**	**Classroom**
***B:* Be Safe**	*Walk at a safe pace* *Keep hands, feet, and other objects to yourself*	*Use equipment safely* *Enter and exit in orderly lines*	*Remain seated* *Hands to yourself* *Wait patiently*	*Wash hands with soap* *Walk at all times*	*Stay to the right* *Face forward* *Maintain place in line*	*Raise hand for permission to leave seat* *Keep hands, feet, objects to yourself*
***R:* Respectful**	*Use your manners* *Clean up your mess*	*Take turns on the equipment* *Include others*	*Listen to the driver* *Be kind to others*	*Respect property* *Respect privacy*	*Keep hands off the walls* *Respect learning environments*	*Raise hand for permission to speak* *Use kind words*
***A*: Attentive**	*Follow staff directions*	*Listen for the bell*	*Sit facing forward*	*Focus*	*Face forward*	*Look at the person speaking*

	Listen to directions	*Watch your step*	*Inside voice*		*Walk with a purpose*	*Participate in class / discussions*
***V*: Very Responsible**	*Learn your lunch number* *Clean your area* *Return your tray*	*Return equipment* *Remember your belongings*	*Be on time* *Sit in assigned seats*	*Report vandalism* *Keep area clean* *Use the trash*	*Be patient* *Follow the leader*	*Have materials (books, pencils, etc.) ready* *Complete all assignments*
***E:* Exceptional**	*Assist your neighbor* *Help the lunch staff*	*Use good sportsmanship*	*Be a role model*	*Leave the room better than you found it* *Conserve resources*	*Be a role model* *Hold doors* *Help others*	*Keep your desk/area organized and clean*

SCHOOL NURSE

The school nurses are on duty during the regular school day. Please keep the following rules and general information in mind when considering your child's health and the school:

1. When your child is diagnosed as having a communicable disease (such as chicken pox, pink eye or head lice), they must remain at home for the required length of time specified by the PA Department of Health. When a child must be excluded from school for a communicable disease, the parent must accompany the child to school for re-entry (re-admission) and must present a note from the doctor that the child is no longer contagious.

2. Whenever possible, parents should administer medication to children at home. However, when medication is required during the school day, the following is required:

   All medication must be clearly labeled. The label must have the child's name, name of medication, time medication must be given, dosage, and the doctor's name. All medication administered at school must be prescribed by a doctor. Your child may not transport medication to or from school in their bookbag. A parent, guardian, or responsible adult must bring the prescribed medication to school and deliver it to either the school nurse or the building secretary. Appropriate paperwork must be completed for each prescribed medication.

3. If a child is too ill to remain in school, the parent/guardian is responsible for their transportation home.

4. If a pupil has an injury or illness occurring during the school hours that requires immediate attention, the parent/guardian will be contacted. Emergency care will be limited to first aid treatment only.

5. Anaphylaxis is an acute allergic reaction to food, medication, insect bites, etc. Knowing that acute anaphylaxis is one of the most serious and life threatening non-traumatic conditions that a school nurse may have to deal with; and knowing without prompt intervention, it can be fatal; the Lehighton Area School District will act using the following standing order/protocol from the school physician.

When symptoms of acute anaphylaxis occur, call the ambulance immediately and administer 0.15 to 0.3 mg of adrenaline/epinephrine via auto injection (EpiPen) to the victim. If a parent/guardian does not want this medication administered in a severe medical emergency, a signed statement to this effect should be hand delivered or sent certified mail to the student's school building to the attention of the school nurse.

6. It is the responsibility of parents to fill out insurance forms – not school personnel. The Lehighton Area School District does not carry a health insurance policy for students. Information on how to obtain insurance coverage is on the District website. We strongly urge that if you do not have health insurance for your children, that you look very carefully at this information.

7. Children must be able to use the restroom independently & should be properly toilet trained.

8. If a child must be excused from gym class or regular activities, a note is needed from the doctor. Also, a doctor's note is required to resume regular activities and gym.

9. Students who require the use of crutches and/or orthopedic devices (such as splints, braces, boots, etc.) need a physician's note giving permission for use. The student is to report to the school nurse upon return to school, at which time accommodations/restrictions and safety within the school building can be discussed.

ELECTRONIC DEVICES

Students may not bring their own device to school, including but not limited to cell phones, laptops, iPads, iPods, smart watches, Air Pods/Beats, etc.

LOCKERS

Each student is responsible for the cleanliness of their locker. The school cannot be responsible for valuables taken from hall lockers. Student lockers are school District property and are not private. Therefore, students shall have no expectations of privacy in lockers. In addition, lockers are subject to searches.

WEAPONS

According to PA School Code Act 44, all parents will be notified within 24 hours of a weapon being found on school property, transportation, or at a school event. No student shall possess, handle, or transmit any knife, razor, icepick, any explosive device of any kind, including firecrackers, tear gas canisters, smoke bombs, or chains, loaded cane, sword cane, loaded or unloaded firearm, including pellet guns, BB guns, any type of knife, implements capable of directly or indirectly inflicting bodily injury, or other object that can reasonably be considered to be a weapon/facsimile/look alike or dangerous instrument in any school building, on any school premises, or on any school bus.
If a student discovers that a fishing knife or similar potential weapon has accidentally been brought to school, that student should IMMEDIATELY notify a staff member or principal of the situation. More information can be found in School Board Policy 218.1 - Weapons.

FIRE DRILLS, LOCKDOWNS, AND OTHER EMERGENCY SITUATIONS

We at the Lehighton Area Elementary Center are aware of the seriousness of school safety issues and stress the need for efficient, faculty-supervised drills. Students are given the opportunity to practice a variety of emergency drills over the course of the school year.

SCHOOL WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

At the Lehighton Area Elementary Center, we believe in Tribe Pride. As a part of our school-wide positive behavior interventions and support initiative we have created a set of behavioral expectations for our students in various areas of the building. As a school we expect students to be responsible, respectful, safe and kind. If a student exhibits these positive behaviors, they may be recognized in a variety of ways. Through school wide PBIS, we have other supports in place to help those students who are struggling with exhibiting positive behaviors. Our goal is to create a positive school culture in which each student feels a part of something special.

CAFETERIA

Students have the option of obtaining lunch from our cafeteria or bringing their own lunch and buying milk, water or juice. The Breakfast Program will also be offered at the Elementary Center. For the 2026-2027 school year, Lehighton Area School District breakfast and lunch meals are free through the Community Eligibility Program (CEP). A la carte items will be available for sale.

Each month a menu is published online with Nutrislice and can be found at www.lehighton.org/menu for families to plan for their children's breakfast/lunch each day. The Nutrislice online menu portal also breaks down the nutritional information of each menu item. For more information on our District Cafeteria please visit www.lehighton.org/foodservice.

NUTRITION GROUP'S K-12 MEAL SERVICES

The Nutrition Group is a food service management company hired by the Lehighton Area School District to manage the school meal programs. We are very excited to join the District in their mission to serve healthy, well-balanced meals to students. The Nutrition Group transforms school breakfast and lunch into nutritious, lively and fun programs that students and faculty eagerly participate in. Our school meals are healthy, diverse and appealing with the main focus always being on the student. The primary goal is to create a setting that helps them make the right choices and perform at their best. Eating healthy and making the right decisions about what to eat plays a big part in this effort. It is our intent to support them however possible in their growth.

The Nutrition Group views our role to provide nutrition education to students as a very important one. Our nutrition education programs are designed to entice students to be aware of and take ownership of the food choices they make, in and out of school. But most of all, they are fun. The Nutrition Group's own Molly the Cow is just one excellent example of a fun learning experience for elementary students. She is a big, lovable character that is colorful and eye-catching. Molly's age-specific message is that the nutrients found in dairy products like low fat milk and yogurt help their bones grow strong.

We are actively involved in Youth Advisory Councils (YAC), Parent Advisory Councils (PAC), Parent Teacher Associations (PTA), Parent Teacher Organizations (PTO) and various community organizations in providing nutritional education. We welcome and value any input from both the parents and students.

To learn more about the Nutrition Group and the services they provide, please visit their website at www.thenutritiongroup.com.

NUTRITION GROUP'S ONLINE PORTALS

The Lehighton Area School District and The Nutrition Group have opted into two online portals to help parents and students manage their lunch accounts and meals.

Nutrislice:

Our District specific website, https://lehighton.nutrislice.com/m is an online menu tool that is accessible to all parents and students. Nutrislice also has an app that can be downloaded to any smartphone or tablet for Android or iOS. Both the website and app allow you to view the monthly breakfast and lunch menus, compare nutritional information for each menu item, and view announcements for upcoming events in the cafeteria. Menus can be printed from the website, with or without nutritional information, and also in a variety of sizes.

School Café:

School Café is a website and/or app, found at www.schoolcafe.com, where parents and students can manage and view breakfast and lunch account purchases and/or balances. An account must be created using the student's ID number. Once an account is created, you are able to view student balances, cafeteria purchases, and make online payments. There is also an option to set up low-balance notifications and recurring payments. **Please note: If you choose to make a payment online, the site will charge a processing fee to any payment amount.**

If you choose to pay by cash or check, please send all payments in a sealed envelope marked with the student's name, lunch number, and teacher, to the classroom teacher. **No money will be accepted in the cafeteria at lunch time.** All students are entitled to breakfast and lunch. If you do NOT want your child to purchase a breakfast, lunch or ala carte items, please send a letter to the **CAFETERIA.**

Both the Nutrition Group and Lehighton Area School District are dedicated to providing high quality, nutritious meals to our students. If you have questions or concerns, please feel free to contact Nicole Hayes, Food Service Director, at

(610) 377-4490 ext 4012 or via email at nhayes@lehighton.org

FIELD TRIPS

During the school year there will be times when the classroom teachers feel that a field trip will be of some value to reinforce the regular classroom activities. (Most of these trips are paid through the generosity of your PTO).

Chaperones will comply with all school policies and procedures and **MUST have all clearances on file, at the Administration Building**. For more information of the School Volunteer Policy and how to obtain clearances, please refer to the District website, COMMUNITY tab, Volunteer Clearances or go to www.lehighton.org/volunteer.

PTO

The Lehighton Area Elementary Center's PTO exists to enhance the educational programs for our children. They sponsor many educational opportunities for our youngsters, family programs and gifts to our schools. Parents are encouraged to join, participate in the activities, and financially support the PTO. For more information, please visit www.lehighton.org/pto.

SPECIAL EDUCATION NOTICE

Special Education Director – Mrs. Sandra Michalik

The Lehighton Area School District conducts ongoing identification activities as a part of its school program for the purpose of identifying a student who may be in need of special education and related services. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions:

1. Autism/pervasive developmental disorder
2. Blindness or visual impairment
3. Deafness or hearing impairment
4. Development delay
5. Mentally gifted
6. Intellectual disability
7. Multi-handicapped
8. Neurological impairment
9. Other health impairments
10. Physical disability
11. Serious emotional disturbance
12. Specific learning disability
13. Speech and language impairment

If a parent or guardian believes that their school-age child may be in need of special education services and related programs, or young child (age 3 to school age) may be in need of early intervention, screening and evaluation processes designed to assess the needs of the child and their eligibility are available at no cost, upon written request. A parent or guardian may request screening and evaluation at any time, whether or not their child is enrolled in the District's public school program. Requests for evaluation and screening are to be made in writing to, Director of Student Services.

For further information on the rights of parents and children, provision of services, evaluation and screening (including purpose, time, and location), a parent or guardian may contact, in writing, the person listed above or any building Principal.

Confidentiality: All information gathered about a 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 the policies and procedures, as well as rights of confidentiality and access to educational records, please contact Mrs. Michalik at (610) 377-4490 x 7501 smichalik@lehighton.org or any building Principal.

SCHOOL COUNSELOR SERVICES School counselor services are available to all students. The school counselor is available for individual counseling for students, parents, and staff upon request or referral. The school counselor is also available for consultation with parents regarding test results, learning problems, referrals for psychological services, behavior problems, etc. Additionally, the School Counselors and Social Worker will be teaching SEL (Social-Emotional Learning) lessons throughout the school year to support student

development. There are outside agencies which may be required to meet with your child without parental notification due to circumstances that may arise which are out of our control.

TITLE I SCHOOL WIDE PROGRAM

The goal of Title I which is a federally assisted program, is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement in both math and reading. All students in the Elementary Center can receive both math and reading support throughout the year to meet these goals.

The reading program services students in grade K-5 and is provided by a certified reading specialist. Parents/guardians are encouraged to be involved in all aspects of the program. Details of this program can be located on the District's website at www.lehighton.org - Departments - Curriculum & Instruction.

INTERNET / ELECTRONIC COMMUNICATIONS

The internet is an evolving electronic highway connecting computers all over the world. This technology will enable staff and students of the Lehighton Area School District to have access to electronic mail communication with people world-wide and to a vast array of information such as university library catalogs, the Library of Congress, public and private sector research, public domain software and shareware, political issues, current event news, etc.

With such extensive access to computers and individuals comes the availability of material that may not be conserved of value in the context of Lehighton Area School District's curriculum and programs. However, on a global network, it is not possible to control all material, and an industrious user may discover controversial information. The District firmly believes that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is inconsistent with the goals of the Lehighton Area School District. All use of Internet material must be in support of educational goals, research and the sharing of information and resources consistent with the purposes of Lehighton Area School District.

The use of the internet is a privilege, not a right. The Superintendent or designee will make determinations on whether specific uses of the network are consistent with the Lehighton Area School District's curriculum and program goals. The electronic communication systems are owned by the Lehighton Area School District for school purposes only. Users have no expectation of privacy in connection with the electronic communications systems. The Lehighton Area School District reserves the right to log internet use, monitor file server space utilization by users, to use software to monitor internet use, as well as the right to access, copy, monitor and listen to all Internet and voice mail messages.

The Lehighton Area School District reserves the right to temporarily or permanently remove a user account on the network to prevent further unauthorized activity. For more information, please see Policy 815 - Acceptable Use of Technology, Electronic Resources, Network and Internet policy and Policy 815.1 - Use of District Owned Technology .

POWERSCHOOL SCHOOL MESSENGER

For the upcoming 2026-2027 school year, we are looking to enhance our communication between home and school by offering the ability to get information through messaging. To guarantee the messaging system is used efficiently, you will need to confirm your contact information is accurate and up-to-date at all times. Confirmation of this information is made available through the Parent Portal through a tab called "Powerschool School Messenger". Here you will be able to see all the contact information our school has listed to you. Within this section of the Parent Portal, you will also be able to choose your communication preferences based on message category, such as General Information and Attendance, along with message type (email and voice

message). You may opt-out of any message category except for Emergency Messages.

Setting up your parent preferences is your responsibility. To receive messages, you must go to Preferences by message type and click and hold to drag the contact information above the appropriate boxes. By default, phone calls and email are chosen. You will receive a message to every contact field shown and every message category that has all three message types chosen. Any tolls and charges associated with receipt of messages from the school are your responsibility and not the responsibility of the school. Please be sure to set your unique preferences if there are any numbers or addresses you do not like to be contacted at.

Emergency messages are always sent with two message types (email and voice calls) and to every contact field shown even if you have opted out. We cannot change this. Emergency messages will be labeled as such so you will know it is an actual emergency.

If you do not have access to log into the Parent Portal, you may contact the school directly to request changes. You may access the Parent Portal via the District website – Parents heading – Parent Portal or by using www.lehighton.org/parentportal. The successful delivery of information is dependent on accurate contact information for each student, so please make certain that we have your most current phone numbers. If this information changes during the year, please let us know immediately.

BULLYING

The Lehighton Area School District is committed to providing all students and employees with the right to a safe and civil educational environment, free from harassment or bullying. The Lehighton Area School District recognizes that bullying interferes with the learning process, and may present an obstacle to the academic, vocational, and social/emotional development of students.

Bullying shall be defined as unwelcome verbal, written, electronic (cyber) and/or physical conduct directed toward another person. Researchers have identified four (4) forms of bullying including, but not limited to:

- **Physical** – the most commonly known form: including hitting, kicking, spitting, pushing and taking personal belongings.
- **Verbal** – includes taunting, malicious teasing, name-calling, racist remarks, homophobic remarks and making threats.
- **Psychological or Relational** – involves spreading rumors, manipulating social relationships, and engaging in social exclusion or intimidation.
- **Cyberbullying** – forms of verbal and psychological bullying may also occur on the internet through email, text-messaging, or personal profile websites such as Facebook, Snapchat, Instagram, etc. Cyberbullying includes, but not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student, teacher or employee of the District by sending or posting inappropriate or derogatory e-mail messages, instant messages, cell phone text messages, digital pictures or images, or website postings, including blogs. All forms of cyberbullying are unacceptable and, to the extent that such actions are disruptive of the education process of the District, offenders shall be the subject or appropriate discipline.

Please see School Board Policy 249 for more information on Bullying/Cyberbullying.

STUDENT ASSISTANCE PROGRAM (SAP) INFORMATION

SAP is a systemic process using techniques to mobilize school resources to remove barriers to learning. The core of the program is a professionally trained team, including school staff and liaisons from community alcohol and drug and mental health agencies. SAP team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. The student assistance team members do not diagnose, treat or refer to treatment, but they may refer for a screening or an assessment for treatment.

To make a referral, please call your student's Guidance Counselor..

There are four phases to the student assistance process:

1. Referral – Anyone can refer a student to SAP when they are concerned about someone's behavior – any school staff, a student's friend, a family member or community member. The students themselves can even go directly to the SAP team to ask for help. The SAP team contacts the parent for permission to proceed within the SAP process.
2. Team Planning – The SAP team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected from the parent. The team meets with the parent to discuss the data collected and also meets with the student. Together a plan is developed that includes strategies for removing the learning barriers and promoting the student's academic and personal success to include in-school and/or community-based services and activities.
3. Intervention and Recommendations – The plan is put into action. The team assists in linking the student to in-school and/or community-based services and activities. The team might recommend a drug and alcohol or mental health assessment.
4. Support and Follow-Up – the SAP team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring and motivating for academic success. Refer to the Lehighton Area School Districts Website for more detailed information about SAP and the Districts drug and alcohol procedures.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT:

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently reauthorized in December 2015 by the Every Student Succeeds Act (ESSA). The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school.

Under the McKinney-Vento Act, education agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Local Educational agencies are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths. The law indicates that the LEA liaison shall ensure that all homeless children, youth and families are identified through coordinated activities with other entities.

DEFINITION OF HOMELESS (MCKINNEY-VENTO ACT SEC. 725(2); 42 U.S.C. 11435(2): CHILDREN WHO LACK A FIXED, REGULAR AND ADEQUATE NIGHTTIME RESIDENCE:

- "Doubled up" – Sharing the house of others due to the loss of housing, economic hardship or similar reasons.
- Living in motels, hotels, trailer parks, camping grounds, due to lack of adequate alternative accommodations.
- Living in emergency or transitional shelters.
- Living in a public or private place not designed for humans to live. Migratory children living in the above circumstance.
- Living in cars, parks, abandoned buildings, substandard housing, but or train stations or similar settings

- Unaccompanied Youth – Children or youth who meet the definition of homeless and not in physical custody of a parent or guardian.

Residency and Educational Rights:
Students who are in temporary, inadequate and homeless living situations have the following rights:

- Immediate enrollment in the school they last attended or the school in whose attendance area they are currently staying even if they do not have all of the documents normally required at the time of enrollment
- Access to free meals and textbooks, Title I and other educational programs and other comparable services including transportation
- Attendance in the same classes and activities that student in other living situations also participate in without fear of being separated or treated differently due to their housing situations

When a student is identified as being McKinney-Vento eligible, staff will:

- Assist with enrollment, monitor school attendance and arrange transportation (preK-8 students)
- Provide school supplies and other school related materials as needed
- Advocate for and support students and families through school and home visits
- Set clear expectations for student behavior, attendance and academic performance
- Assist students/families access with community services
- Assist students so they can participate in sports, field trips and other school activities regardless of their ability to pay or to provide their own transportation.

For additional information, contact LEA Homeless Liaison at 610-377-4490 ext. 7525 or view the District McKinney Vento Resource Guide at www.lehighton.org/parents/parent-student-handbooks. Board Policy 251 – Students Experiencing Homelessness, Foster Care and Other Educational Instability, may also be reviewed for additional District information.

LEHIGHTON AREA School District
1000 Union Street, Lehighton, Pennsylvania 18235
Telephone: 610-377-4490 Fax: 610-577-0032

"Educating students for lifelong success by providing challenging and relevant instruction, fostering academic and personal growth, promoting civic responsibility, cultivating community and family partnerships and supporting the mental well-being of all in a safe environment."

Notification Letter for Parents, Guardians and Employees of Lehighton Area School District

Dear Parent(s), Guardian(s) and Employees,

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

From time to time, it may be necessary to use chemicals to manage a pest problem. Chemicals will only be used when necessary, and will not be routinely applied. When chemicals are used, the school will try to use the least toxic product when possible. (Applications will be made only after normal school hours.) Notices will be posted in these areas 72 hours prior to application and for two days following the application.

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

If a chemical application must be made to control an emergency pest problem (ex. stinging insects), notice will be provided by telephone or email to any parent or guardian who has requested such notification in writing. Exemptions to this notification include disinfectants and anti-microbial products; self-containerized baits placed in areas not accessible to students, and gel type baits placed in cracks, and crevices or voids.

Each year the District will prepare a new notification registry.

If you have any questions, please contact Justin Smith, IPM Coordinator at (610) 377-4490 ext. 7536. All correspondence should be directed to the address, email, or telephone number listed on this letterhead.

Sincerely,

Justin Smith
Director of Operations
jlsmith@lehighton.org

SCHOOL BOARD POLICIES

Here is a quick link to all Lehighton Area School District policies: www.lehighton.org/policies

The following Lehighton Area School District Board Policies require annual notification as well as dissemination to students and parents. Please take the time to review all our student policies. The links are hyperlinked, and you can click on the title to open the policy. The policies that govern students are listed in the 200 Section, the policies that govern programs are listed in the 100 Section, the policies that govern finances are listed in the 600 Section, the policies that govern property are listed in the 700 Section, the policies that govern operations are listed in the 800 Section.

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Handbook Agreement
I have read and agree to abide by all terms listed in the Lehighton Area School District handbook:

Health & Safety Plan
I have reviewed our Health and Safety Plan for the 26-27 school year. Changes to the plan will be made as necessary according to PDE and CDC guidelines.

School Bus Regulation Agreement
I have read and agree to abide by all terms listed in the Bus Regulations for Students

Student Email Agreement
Do you consent to your child having a Lehighton Area School District email account issued?

Permission to Travel within District
I give permission for my child to be transported, or walk, to any Lehighton Area School District building for any school sponsored event.

Individual and Small Group Photo Release
Throughout the school year, individual and small group photographs and video recordings may be taken of students as they participate in various academic and non-academic activities. These may be used to publicize and promote District activities.

Acceptable Use of Communication and Systems
I have read and agree to the terms outlined

Students Lunch
All students are entitled to lunch.
I give my child permission to get a school breakfast in the cafeteria:
I give my child permission to get a school lunch in the cafeteria:

Student Insurance
I acknowledge that CHIP is available for my child(ren) and that it is my responsibility to enroll them by following the directions provided on the CHIP Insurance link: https://www.dhs.pa.gov/CHIP

Electronic Signature
The electronic signature below and its related fields are treated by the Lehighton Area School District like a handwritten signature on a paper form.

I affirm that all the information provided is true and correct to the best of my knowledge.

I agree:
Signature:
Date:

The above information is completed and signed electronically via PowerSchool Enrollment.

LEHIGHTON AREA SCHOOL DISTRICT

MCKINNEY VENTO STUDENT/PARENT RESOURCE GUIDE

2026-2027

Questions regarding this handbook may be directed to the curriculum office of the Lehighton School District at 610-377-4490.

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Lehighton School District Mission Statement

The Lehighton Area School District's mission is educating students for lifelong success by providing challenging and relevant instruction, fostering academic and personal growth, promoting civic responsibility, cultivating community and family partnerships and supporting the mental well-being of all in a safe environment.

McKinney-Vento Act

On July 22, 1987, the Stewart B. McKinney Homeless Assistance Act became public law. This was the first comprehensive federal law dealing with the problems of homelessness. Included in the 2001 No Child Left Behind Act, it is now called the *McKinney-Vento Homeless Education Assistance Improvement Act of 2001* (Public law 107-110. Subtitle B)

The Act ensures educational rights and protections for children and youth experiencing homelessness. These rights and protections include:

- School Stability
- School Access
- Support for academic success

This is a federal law that supersedes conflicting state laws and local policies.

Who is homeless?

Children and youth who lack a fixed, regular and adequate nighttime residence. This includes children who are:

- Sharing housing due to loss of housing, economic hardship or a similar reason.
- Living in motels, hotels, trailer parks or camping grounds.
- Living in emergency transitional shelters or agencies.
- Abandoned in hospitals.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or a similar setting.
- Migratory children who are living in similar circumstances as above. The term migratory children means children who are, or whose parent(s) are migratory dairy workers, or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain temporary or seasonal employment in agricultural or fishing work.
- Unaccompanied Youth (not in the physical custody of a parent or guardian). This includes children who have run away, been thrown out of their home, been abandoned, or separated from their parent(s) for any other reason.
- Living in a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.

Homeless Liaison

The McKinney-Vento Act states that, "Local education agencies will designate an appropriate staff person as a local education agency for homeless children and youth." This person has the following responsibilities:

- Identify homeless children.
- Inform parent(s)/guardian(s) of educational rights and opportunities.
- Provide parent(s)/guardian(s) with meaningful opportunities to participate in the education of their children.
- Disseminate public notice of the educational rights of homeless students (schools, shelters, etc.).
- Mediate enrollment disputes.
- Inform parent(s)/guardian(s) of transportation options.
- Identify and ensure unaccompanied youth are immediately enrolled pending any disputes that might arise and remove barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at prior school.
- Assist children and youth who do not have immunizations or records to obtain necessary documentation or immunizations.
- Know the best resources (food, shelter, counseling, substance abuse) in the community to assist families and give referrals. Distribute information on the subject of homeless students to staff.
- Arrange staff development workshops and presentations for school personnel.
- Provide standard forms and information about enrollment procedures and key school programs to each shelter in your district.
- Ensure homeless children in need of special education are identified.
- Identify preschool-aged homeless children and ensure access to Head Start and Early Intervention.
- Participate in professional development and technical assistance.

The Superintendent has designated the following individual as the Lehighton Area School District Homeless Liaison:

Amanda Citro
acitro@lehighton.org
610-377-4490 x 7525

Enrollment

The Lehighton Area School District has adopted the following policies in regards to homeless student enrollment ("Enroll" and "enrollment" are defined to include attending classes and participating fully in school activities):

- The Lehighton Area School District will immediately enroll a homeless child despite lack of records.
- The Lehighton Area School District will immediately contact the student's previous school for records (academic records, immunizations, IEP's, etc.).
- If the child lacks immunizations or immunization records, the Lehighton Area School District will refer them to the homeless liaison who shall help obtain what is necessary.

- Homeless families do not have to prove residency regarding school enrollment.
- Enrollment will not be delayed because of fees owed for textbooks or any other debt the student owes.
- Absences caused by homelessness will not be counted against students.

Timely & Accurate Identification

The Lehighton Area School District attempts to identify homeless students during the initial enrollment process and on an ongoing basis. If a student or family has indicated they are homeless, or if a staff member has reasonable suspicion that a student or family is homeless, they are required to alert the Homeless Liaison. All procedures in place are designed to ensure this identification does not create or exacerbate educational barriers.

School Placement Decision Process & Attendance at School of Origin

To the extent feasible, the Lehighton Area School District will keep homeless children in our school unless it is against the wishes of the parent/guardian or unaccompanied youth.

The Lehighton Area School District also considers the following factors to determine what would be in the best interest of the homeless student:

- Distance to the Lehighton Area School District
- Age of child
- Area the family and/or child might relocate to
- Special needs
- Time of school year
- Other siblings
- Domestic violence (danger at school?)
- Consult with staff at original school (best interest)
- Pregnant teen and child care
- Parent/Guardian/Child choice

School attendance teams meet weekly to discuss frequently absent students and their cause for absenteeism. Absences of homeless students are reviewed and discussed during these meetings to ensure that any absenteeism is addressed for support services.

Transportation

The Lehighton Area School District has adopted policies and practices to ensure that transportation is provided for our homeless students to help students remain in their school of origin. If a homeless student moves to an area served by another LEA, the Lehighton Area School District and LEA in which the student is living will agree upon a method to apportion responsibility and cost of transportation. Distance, time of year, option available, effects of transfer, and any other transportation issues will be addressed.

Academic Standards and Supports

The Lehighton Area School District has staff members who work with local community agencies to coordinate services in the community. This staff includes school counselors, social workers, as well as those involved in the Student Assistance Program. Additionally, the Lehighton Area School District has certified nurses on staff that work to ensure necessary referrals to appropriate health care, dental services, and other medical services take place.

Other supports include:

- After School Tutoring
- Title I Math and Reading Services
- Summer and Winter School
- Shine Program
- LAVA Program

The Lehighton Area School District supports graduation for students experiencing educational instability and homelessness per Act 1 of 2022.

Title I Funds

All children in homeless situations are automatically eligible for Title IA services and a portion of these funds is set aside to provide services and support to our homeless students to facilitate their success in school and to meet academic achievement standards.

Title IA funds may be used for:

- Items of clothing for students
- Transportation
- Clothing for Physical Education Classes
- School supplies
- Birth certificates (enrollment)
- Immunizations
- Medical and dental services
- Eyeglasses and hearing aids
- Counseling services (anxiety)
- Outreach services to students living in shelters, motels or other temporary residences
- Extended learning time before or after school (lack of quiet time)
- Tutoring services
- Parental involvement
- Fees for SAT/ACT testing

Disputes & Rights to Appeal Educational Placement Decisions

If a dispute arises over school selection or enrollment, it is policy of the Lehighton Area School District that the student be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The District will provide the parent/guardian or student with a written explanation of the District's decision on the dispute, including the right to appeal. The Homeless Liaison will carry out the

state's grievance procedure as expeditiously as possible after receiving notice of the dispute. In the case of any unaccompanied student, the Homeless Liaison will ensure that the student is immediately enrolled in school pending resolution of the dispute. More information regarding the dispute resolution process can be found here.

The Regional Coordinator may assist in the mediation of disputes directly and may also invite those involved to have the dispute mediated at any time in the process. The local regional coordinator is:

Jeff Zimmerman
Luzerne Intermediate Unit 18
(570) 718-4613
jzimmerman@liu18.org

Unaccompanied Youth

The McKinney-Vento Act includes the following provisions specific to unaccompanied youth:

- The right to immediate enrollment without proof of guardianship.
- Assistance from the District's homeless liaison to select a school of attendance.
- Receive transportation to and from the school of origin, if requested.
- Ensure the prompt and fair resolution of any disputes in accordance with the Act

With the Lehighton Area School District, unaccompanied youth may also sign paperwork for enrollment and school absences.

Student Meals While in School

The Lehighton Area School District participates in the national school lunch program and the community eligibility program to ensure that all students receive free meals for breakfast, lunch and after school.

Assistance

Please see appendix A for a comprehensive list of local facilities who can assist families with housing needs, financial assistance, medical and counseling resources, employment assistance, child care, and food assistance.

Family Engagement Opportunities

Family engagement opportunities are available to all school district families. Please refer to our website at www.lehighton.org for current information. Most information is also available via alert call.

If a homeless family is unable to access this information due to lack of phone or internet access, please notify the homeless liaison for assistance.

Community Partnerships

The Lehighton Area School District has established relationships with community partners to provide

housing, food, or employment assistance, as well as health and behavioral health assistance. Homeless families are asked to contact the District Homeless Liaison to request assistance with their specific needs.

Early Childhood Referrals

Early childhood development programs such as Head Start, Early Head Start, child care, Early Intervention, and Pre-K Counts can mitigate the effects of homelessness. Accordingly, the homeless liaison will work to identify younger siblings of school age students identified as homeless, refer these children to early childhood development programs, and report these children as homeless.

Appendix A

LEHIGHTON AREA SCHOOL DISTRICT

HOME EDUCATION HANDBOOK

2026-2027

The purpose of this handbook is to facilitate a clearer understanding of the process of providing support for home education within the Lehighton Area School District. It is designed to aid both home educating families and school district personnel.

Questions regarding this handbook may be directed to the curriculum office of the Lehighton Area School District at 610-377-4490.

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Lehighton Area School District Mission Statement

The mission of the Lehighton Area School District is "Educating students for lifelong success by providing challenging and relevant instruction, fostering academic and personal growth, promoting civic responsibility, cultivating community and family partnerships and supporting the mental well-being of all in a safe environment."

Introduction

This handbook is designed to provide the standard of practice whereby the school District administrators, faculty, and support staff may continue to build upon the tradition to support home educating families which has existed since passage of Act 169 of the Pennsylvania School Code in 1988. This handbook does not supersede state law.

Any family seeking to pursue a home education program should familiarize themselves with the applicable Pennsylvania School Code and Lehighton Area School District Policies, as well as helpful information from the Pennsylvania Department of Education. It is also recommended that families seek out further information and support by becoming involved in local, statewide, and national home education organizations.

Upon receipt of an inquiry or an initial affidavit, the School District will provide the home education supervisor with this handbook for reference. Any updates to this handbook will be provided to the Home Education Supervisor as they occur. Additional copies of this handbook will be available in print format at the School District Administration office or online at the District website: **www.lehighton.org**

A Home Education Supervisor is defined as a parent, guardian or legal custodian who has a high school diploma or its equivalent and can conduct a home education program for his or her child or children.

Before Starting a Home Education Program

The compulsory school age in Pennsylvania is 6 years old until the student's 18th birthday on or before the first day of September. Effective with the 2020-21 school year, a child must comply with compulsory attendance requirements from age six (6) to age eighteen (18). Specifically, a child who has attained the age of six (6) on or before September 1 must enroll and attend school or begin a home education program that year. A home education program must be documented and evaluated to account for all schooling during that time. Students may participate in a home education program as long as they are of school age. Before the program begins, supervisors are to:

- Review all educational options available for students of the child's age and grade, including public school, private school, charter school, cyber charter school, private tutoring, and home education.
- Complete a home education affidavit or unsworn declaration and have it notarized.
- Develop an outline of proposed education objectives by subject area and attach it to the affidavit.
- Attach a copy of each child's immunization records or notes from his/her doctor to the affidavit.
- Mail or hand-deliver the affidavit or unsworn declaration, education objectives, and immunization records to the Curriculum office by August 1st of the upcoming school year.

The home education program may begin once the affidavit and proper attachments have been submitted to the LASD curriculum office. Prior approval from the School District is not necessary.

Please note: If your child has been identified as needing special education services by a public school district (according to Chapter 14 of the Pennsylvania School Code of 1949), pre-approval of your educational objectives is required. The pre-approval must be by a certified special education teacher or a licensed clinical or certified school psychologist.

During the School Year

The supervisor of the home education program is to document daily instruction in a log and maintain a portfolio containing samples of student work.

If your child is in grades 3, 5 or 8, the supervisor is to arrange for their child to take a standardized test. Standardized tests may not be administered by the student's parents or guardians. Besides the Pennsylvania System of School Assessment (PSSA), an alternative list of standardized tests includes:

- California Achievement Test
- Comprehensive Testing Program (CTPIV)
- Iowa Test of Basic Skills
- Measures of Academic Progress (MAP)
- Metropolitan Achievement Test
- Peabody Achievement Individual Test-Revised Version
- Stanford Achievement Test
- Terra Nova
- Woodcock-Johnson Revised Tests of Achievement III
- Woodcock-Johnson IV
- Wechsler Individual Achievement Test III (WIAT-III)

End of the School Year

To prepare for the end of the school year, a supervisor should find a home education evaluator. The supervisor should arrange for their child to be interviewed by a qualified evaluator who will review the child's portfolio and write an evaluation of the child's educational progress.

An individual is qualified to become a home education evaluator if they meet one of the below criteria:

- A licensed clinical psychologist
- A school psychologist
- A Pennsylvania certified teacher with two years grading experience at the level they evaluate (K-6 and/or 7-12)
- A nonpublic school teacher or administrator with two years PA teaching experience within the last 10 years at the level they evaluate (K-6 and/or 7-12), and/or
- Persons with other qualifications, with the prior consent of the Superintendent

The evaluator's report is to be submitted to the curriculum office prior to July 1st. (The Pennsylvania School Code requires that documentation be provided to the District superintendent; in the Lehighton Area School District, the Superintendent has designated the LASD Curriculum Office to be the recipient of the documentation.)

Affidavits

A notarized affidavit must be filed prior to the commencement of a home education program and by August 1st in subsequent school years. It may be mailed or hand delivered to:

Lehighton Area School District
c/o Curriculum Office
1000 Union Street, Lehighton, PA 18235.

Affidavit forms are available at the District administration office or home education organizations. For sample affidavits, see the **Resource Guide**.

The affidavit form should be accompanied by:

- A list of educational objectives for each student, including at least one objective for each subject. For a list of required subjects refer to the School Code. For examples of educational objectives, contact local or statewide organizations.
- Immunization records or a letter of exemption.

Additional State Mandated Health Requirements

For students enrolling in a home education program for the first time, the record of the student's immunizations must be submitted along with the affidavit. In lieu of immunization records, the supervisor may submit documentation objecting to immunizations based upon religion or philosophical reasons.

Home Educated students must also have certain health screenings (vision, hearing, height/weight, tuberculosis and scoliosis), comprehensive physicals and dental examinations at specified time frames. The Department of Health's website provides information on the requirements, guidelines and sample forms for the required exams and screens.

For each student participating in School District academic classes or extra-curricular programs, health records must be submitted to the building nurse prior to registration and updated annually.

Academic Support

Home educated students, for whom affidavits have been filed, may utilize the academic resources of the Lehighton Area School District in support of their home education programs. These resources include, but are not limited to:

- The District shall, at the request of the home education supervisor, lend copies of the school's planned courses, textbooks, and other curriculum material appropriate to the student's age and grade level.
- Educational opportunities
- Statewide testing
- Academic counseling

Additional resources for curriculum may be available from local libraries and local, state, and national organizations.

In order to utilize the District's resources, Home Education Supervisors should contact the Principal for the school which each student would be attending if he/she were a public school student. For a directory of District schools and to determine which school is appropriate, please refer to the **Resource Guide**.

Home education students may participate in academic courses at a District school equaling up to ¼ of the school day. Supervisors of home educated students should contact the Counseling Office of the school which each student would be attending if he/she were a public school student for enrollment in academic classes. A counselor will be assigned, with whom they should schedule an appointment, in order to schedule classes. Counselors are available in mid-August to help with scheduling changes or late enrollment. Counselors may review pre-requisites, current coursework, recommendations from the home school supervisor and standardized test scores (if applicable) when determining appropriate course placement.

High School Course Selection Guides are typically available in February for the following school year.

Scheduling requests are accepted as early as March for the following school year. The student's schedule should be available on PowerSchool by mid-August. Class enrollment is available as space permits; however, once the student has received their schedule, the student's place in the class is secured and the student cannot be unseated.

Students attending classes on the Lehighton Area School District campus must complete a Student Emergency Form prior to the start of class. For the Student Emergency Form, please see the **Resource Guide**.

Students attending LASD classes or participating in LASD extra-curricular activities must comply with the rules outlined in the student handbooks and must have parent/guardian review and sign the student handbook. The student handbooks can be found on the District website at lehighton.org. Please see the **Resource Guide** for direct links to each building's handbook.

When classes are not consecutive, study halls may be scheduled in between class times. If the student is on campus during homeroom, their attendance will be noted there. If the student does not attend homeroom, they must sign in at the main office when they arrive on campus.

Technology

District Chromebooks and iPads will not be provided to home education students. If a device is needed while the student is in a District school participating in District classes, a device will be provided to the student for use while the student is in the building.

Special Education Services

For a home education student, who has been identified by a public school district as needing special education services pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA), the home education supervisor must develop a program that addresses the specific needs of the exceptional student and have the educational objectives and program for that student approved by a certified special education teacher or a licensed clinical or certified school psychologist. Written notification of this approval must be submitted with the notarized affidavit. This requirement does not apply to students who have been identified as gifted.

If the Supervisor believes that a child is in need of special education services, but has not yet been evaluated, the School District will evaluate the child, without charge. The District will explain the results of the evaluation to the Supervisor.

The Supervisor must submit a written request for an evaluation to the Director of Student Services (1000 Union Street, Lehighton, PA 18235). If a verbal request for an evaluation is made to a building Principal by the Supervisor, the Principal must contact the Special Education Office. A permission form will then be sent to the home within 10 days of the verbal request. The evaluation must be completed and a report will be returned to the Supervisor within 60 calendar days of the date of the parent signature of consent on the permission form. The school psychologist will then explain the evaluation to the supervisor to review any areas of need that should be addressed through the home education program.

If a homeschooled student is identified pursuant to IDEIA as needing special education services, then the student's school district or intermediate unit of residence may provide special education services to the student in accordance with its policies and practices. If services are requested, the Supervisor and the school district will come to an agreement as to what services will be provided and where. Any services which are agreed to will be provided in a public school or in a private school which is licensed to provide such programs and services; these services will not be provided in the home.

General information on individual education programs (IEPs) is available on PDE's IEPs and 504 Service Agreements webpage.

Special education services may be arranged by contacting the Director of Student Services in the District offices at (610) 377-4490.

For additional Special Education resources, see **the Resource Guide.**

Applying to Carbon Career and Technical Institute

Home education students interested in attending Carbon Career and Technical Institute (CCTI) must:

1. Meet the prerequisite criteria for participation in CCTI that applies to students enrolled full time in the District
2. Comply with all policies, rules, and regulations or their equivalent of the District and CCTI
3. Contact the Lehighton Area School District curriculum office to schedule an appointment to complete the application at the same time as other LASD students and be assigned a PA secure ID number
4. The home education coordinator is responsible for accepting the application and making sure it is received at CCTI. The coordinator must also notify the LAHS guidance office and CCTI of their intent to apply. CCTI applications are due by the first Monday of March.

Extracurricular Activities & Interscholastic Athletic Programs

All extracurricular activities and interscholastic athletics are available to students enrolled in the school District and are available to home educated students residing in the District. Students participating in LASD extra-curricular activities must comply with the rules outlined in the student handbooks and must have parent/guardian review and sign the student handbook.

Home educated students are not required to enroll in classes at a District school in order to participate in these activities. Other requirements for participation in extracurricular activities shall be the same as enrolled students.

Information regarding athletics, extracurricular activities, scholarships, etc., will be sent via email. Email communication for students:

> Grades K-6: Made directly with the home education supervisor. Therefore, it is imperative for the supervisor to provide their email address to Lehighton Area School District.
>
> Grades 7-12: A school email account will be created. The student will be on the class mailing list and all communication will be made directly with the student via email. Other means of communication may be used as per the discretion of the coach, advisor, etc.

For participation in athletics, Home Education Supervisors must submit current grades in all eligible courses on a weekly basis. Grades must be submitted to the Director of Athletics between Noon on Friday and 9:00 am on Monday for PIAA weekly eligibility requirements.

Whenever transportation is provided to enrolled students for an extracurricular activity, that same transportation shall be available to the home educated participant. The home educated participant may opt not to use the transportation. In that case, it shall be the responsibility of the student's parent(s) or guardian(s) to transport the student to and from the extracurricular activity and to provide the District with a Travel Release form. Please see the **Resource Guide** for the Travel Release form.

Students wishing to participate in middle school or high school athletics should obtain a copy of the Lehighton Area School District Extra Curricular/Athletic Code of Conduct by contacting the Athletic office or by visiting: https://lehightonathletics.org/main/filesLinks/

If the home educated student is interested in participating in college athletics, the family should

familiarize themselves with NCAA regulations prior to the commencement of high school. See their website for information.

Home education students interested in participating in social activities, such as the Senior Outing and Junior/Senior prom, are required to pay the full cost associated with these activities as determined by the Junior and Senior class advisors. Details will be provided on class e-mail distribution lists.

End of Year Requirements

At the conclusion of each school year and no later than June 30th, a professional evaluation of the student's home education program should be completed and signed by the home education evaluator and should be submitted to the curriculum office (The Pennsylvania School Code requires that documentation be provided to the District Superintendent; in the Lehighton Area School District, the Superintendent has designated the curriculum office to be the recipient of the documentation.)

At the discretion of the Home Education Supervisor, either an appointment may be made to meet with the curriculum office to review the documentation or the documentation may be submitted to the curriculum office for later review.

Transitioning

Home educated students who wish to transition to full time public school will be placed at grade level, based upon the documentation of their annual evaluations. As per standard procedure for newly enrolled students, the school may require placement exams for content areas or where prerequisites are required. At the high school level, transcripts provided by the Home Education Supervisor will be utilized to determine compliance with graduation requirements. The student will work with the High School Counseling Office to develop a plan to meet the graduation requirements necessary in order to receive a Lehighton High School Diploma. A list of graduation requirements can be found in the Lehighton Area High School Student Handbook. See the **Resource Guide** for a link to the handbook.

Grade Point Average (GPA) Calculations

The supervisor may request a GPA calculation for the purpose of applying for Lehighton Area School District scholarships. Classes taken through Lehigh Carbon Community College or an accredited college will be awarded an honors GPA weight of 1.1. Classes taken through the home education program will be awarded a college preparation GPA weight of 1.0. Classes taken at Lehighton Area High School will be awarded the LAHS weight as defined in the student handbook.

Applied x 0.9
College Prep x 1.0
Honors & Dual Enrollment x 1.1
AP x 1.2

The supervisor will be responsible for providing transcripts to the guidance office 2 weeks prior to the scholarship deadline to allow appropriate time to calculate the GPA. Calculations of a final GPA upon the conclusion of a home education program will not be provided by the School District and students will not be included in LAHS class rank.

Acceptance of Home Education Credits

School districts have a wide range of solutions for the determination of acceptance of credits from transferring homeschooled students. Lehighton Area School District reserves the right to apply any one of these solutions. Some examples include:

- Some schools accept all home education credits.
- Some schools do not accept any home education credits.
- Some schools accept home education credits for any classes the school also offers.
- Some schools accept home education credits for classes the school offers but also assign general education credits for classes the District does not offer.
- Some schools allow students to test for credit.

Transcripts

A home education program has certain legally required courses and standardized testing requirements for completing the elementary level (K-8) and secondary level (9-12). There also are requirements for a home education graduation. In order to ensure these requirements are met, and to document the homeschool history, transcripts should be kept and maintained by the home education supervisor. The home education supervisor will be responsible for providing transcripts and necessary educational documents to any post-secondary institutions that the student may apply to.

Work Permits

Work permits may be obtained from the Lehighton Area High Schools main office. The High School main office can be reached at (610) 377-6180.

FAQs

May I withdraw my public/private school student and begin homeschooling at any time during the school year?

Yes. The law allows for a student to be withdrawn at any time during the school year. An affidavit must be filed at that time and annually thereafter by August 1st as long as the home education program continues. An affidavit is not required if the student is enrolled in a public school kindergarten or less than six years old at the beginning of the school year or enrolled in private school.

What should I attach to the affidavit?

Attachments to the affidavit must include an outline of the proposed educational objectives arranged by subject matter and evidence that the child has been immunized in accordance with the state law. Evidence of immunizations consists of written confirmation from the child's doctor that the child has received specific, listed immunizations required for a child of his or her age.

When does my child need standardized tests?

Students in grades 3, 5 and 8 must be given a nationally normed standardized achievement test or the Pennsylvania state test, PSSA, in reading/language arts and mathematics. The results of these tests must accompany their portfolios.

Can my child have special accommodations when taking the nationally normed or state tests?

The Supervisor is responsible for determining whether the test publisher allows for accommodations on the particular test selected and to ensure that the publisher's policies of administration are followed. Information on PSSA accommodations is available on the PDE website.

What might a typical portfolio look like?

A portfolio can be in either print or digital format. The typical portfolio might consist of a three ring binder with a title page and sectional dividers. Included in the portfolio should be a log, made contemporaneously with the instruction, which designates by title the reading materials used, samples of any writings, worksheets, workbooks or creative materials used or developed by the student and in grades three, five and eight results of nationally normed standardized achievement tests in reading/language arts and mathematics or the results of Statewide tests administered in these grade levels.

What are the qualifications and duties of a home education evaluator?

There are a number of avenues for individuals to qualify to become home education evaluators:

- A licensed clinical psychologist;
- A School Psychologist;
- A Pennsylvania certified teacher with two years grading experience at the level they evaluate (K-6 and/or 7-12);
- A nonpublic school teacher or administrator with two years PA teaching experience within the next 10 years at the level they evaluate (K-6 and/or 7-12); or,
- Persons with other qualifications, with the prior consent of the superintendent of the District of residence.

The evaluator is to interview the student, review the grade level log, portfolio, and test results, and then write a report which certifies that appropriate education is occurring and that the student has demonstrated sustained progress in his/her overall program.

What are the home education requirements for students with special needs?

The Department of Education has developed guidelines for Students with Disabilities in Home Education programs.

For a home education student, who has been identified by a public school district as needing special education services pursuant to the Individuals with Disabilities Education Improvement Act (IDEA), the

home education supervisor must develop a program that addresses the specific needs of the exceptional student and have the educational objectives for that student approved by a certified special education teacher or a licensed clinical or certified school psychologist. Written notification of this approval must be submitted with the notarized affidavit.

This requirement does not apply to students who have been identified as gifted or talented.

What responsibilities does the school district have for students with special needs?

If the home education supervisor believes that a child is in need of special education services, but has not yet been evaluated, the school district will evaluate that child, without charge. The district will explain the results of the evaluation to the home education supervisor.

The home education supervisor must submit a written request for an evaluation to the Director of Student Services (1000 Union St., Lehighton, PA 18235). If a verbal request for an evaluation is made to a building Principal by the home education supervisor, the Principal must contact the Special Education Office. A permission form will then be sent to the home within 10 days of the verbal request. The evaluation must be completed and a report returned to the Supervisor within 60 calendar days of the date of the parent signature of consent on the permission form.

The home education supervisor may ask the School District to provide services which address the specific needs of the exceptional student in the home education program. If services are requested, the home education supervisor and the School District will come to an agreement as to what services will be provided and where. Any services which are agreed to will be provided in a public school or in a private school which is licensed to provide such programs and services. These services will not be provided in the home.

How does a home educated student receive a high school diploma?

School districts are not required to issue diplomas to students in home education programs. It is recommended that the other options available be carefully researched prior to the commencement of ninth grade. These options include:

- High School Diplomas: Issued by home education organizations and recognized by the Pennsylvania Department of Education.
- Commonwealth Secondary Diploma has 2 paths:
    - Complete the GED test and receive the Commonwealth Secondary Diploma.
    - Successfully complete 1 year or 30 semester hours at an accredited postsecondary institution to submit that information to the Pennsylvania Department of Education.
- Superintendent Issued PHEAA Form: Although not a high school diploma, for PHEAA grant and loan purposes, a student may request a PHEAA form to be completed or a letter on school District letterhead indicating the student has completed the requirements in the home education law for graduation per 24 P.S. Sec. 13-1327.1(d).

Just as students who transfer from other school districts, home educated students will be qualified to receive a Lehighton Area High School diploma if he/she:

- Meets all the Lehighton graduation requirements.

- Enrolls as full time students, NO later than the beginning of their senior year.

How do I arrange for my child to participate in the School District's academic offerings?

Home education students may participate in academic courses equaling up to ¼ of the school day.

- Lehighton Area Elementary Center: Contact the School Principal at the school which the student would be attending if he/she were a public school student.
- Lehighton Area Middle School: Contact the School Principal at the school which the student would be attending if he/she were a public school student.
- Lehighton Area High School: Contact the Principal for access to textbooks or curriculum materials. Contact the High School Guidance Office (610) 377-7600 for enrollment in academic classes at Lehighton High School.
    - Registration for High School classes is available as early as March.
    - A report card will be issued only for the on-campus high school classes in which the home educated student is enrolled. The home school supervisor should contact the counseling office at (610) 377-7600 to obtain a copy.

Class enrollment is available as space permits; however, once the student has received his/her schedule the student's place in the class is secured, the student cannot lose his/her seat.

Can my child participate in extracurricular activities at the School District where we live?

Yes, a student in a home education program can participate in extracurricular activities. Extracurricular activities may include, but are not limited to: clubs, musical ensembles, theatrical productions, interscholastic athletics, and intramural sports. Contact the school principal's office to find out about activities. (For more details see the section entitled "Extracurricular Activities & Interscholastic Athletic Programs.")

Athletic Participation: For middle school and high school athletic participation, contact the Athletic Office well in advance of the season for which your child is going to participate in order to be able to comply with all requirements. You can obtain a copy of the Lehighton Area School District Extra Curricular/Athletic Code of Conduct by contacting the Athletic office or by visiting: https://lehightonathletics.org/main/filesLinks/

Is the parent required to do all of the teaching?

The home education supervisor of the program, the parent or guardian, or such person having legal custody of the child or children, shall be responsible for the provision of instruction. The Supervisor is not required to provide all of the instruction and may delegate instruction to other individuals, co-ops, or academics.

Do I have to maintain a portfolio the year my child turns 18 years old?

Home education is a way of fulfilling the requirements for compulsory attendance. Students must attend school until the day of their 18th birthday. A portfolio is due for that school year to fulfill the PA state homeschool law requirements.

RESOURCE GUIDE

Lehighton Area School District Board Policies related to Home Education:

Policy 137 (Home Education Programs):
http://go.boarddocs.com/pa/lehi/Board.nsf/goto?open&id=9XEMXP5D6833

Policy 137.1 (Extracurricular Participation by Home Education Students):
http://go.boarddocs.com/pa/lehi/Board.nsf/goto?open&id=9XEMXS5D6C43

Policy 137.2 (Participation in Cocurricular Activities and Academic Courses by Home Education Students)
http://go.boarddocs.com/pa/lehi/Board.nsf/goto?open&id=CVVPF7600BBF

Pennsylvania Department of Education; Home Education and Private Tutoring:
https://www.education.pa.gov/K-12/Home%20Education%20and%20Private%20Tutoring/Pages/default.aspx

Bureau of Special Education:
https://www.education.pa.gov/K-12/Special%20Education/Pages/default.aspx

A List of Lehighton Area School District Buildings, contact information and grade levels:

Lehighton Area Elementary Center-Primary (Grades K-2)
3 Indian Lane
Lehighton, PA 18235
(610) 377-7880
Principal: Mr. Aaron Sebelin

Lehighton Area Elementary Center-Secondary (Grades 3-5)
3 Indian Lane
Lehighton, PA 18235
(610) 377-7880
Principal: Dr. Mark McGalla

Lehighton Area Middle School (Grades 6-8)
301 Beaver Run Road
Lehighton, PA 18235
(610) 377-6535
Principal of Academic Programs & Achievement: Mrs. Tiffany Strausberger

Lehighton Area High School (Grades 9-12)
1 Indian Lane
Lehighton, PA 18235
(610) 377-6180

Principal of Academic Programs & Achievement: Mrs. Suzanne Howland

Links to LASD School Handbooks:

1. Lehighton Area Elementary Center Handbook: https://resources.finalsite.net/images/v1698071028/lehightonorg/xmgautkisl5iiulih2b2/LAECStudentHandbook23-24.pdf
2. Lehighton Area Middle School Handbook: https://resources.finalsite.net/images/v1693937252/lehightonorg/ymuyolyhxloc4qseto5e/LAMSStudentHandbook2023-2024.pdf
3. Lehighton Area High School Handbook: https://resources.finalsite.net/images/v1695661819/lehightonorg/bohhthhgoxa3z9bfnmhp/23-24LAHSStudentHandbookGrades9-12.pdf

Link to the LASD Travel Release Form:

https://bigteams-public-prod.s3.amazonaws.com/library/files/demo1174.bigteamsdemo_com_2036/files/travel%20release%20form.pdf

Link to the LASD Student Emergency Form:

https://docs.google.com/document/d/1VJJdz_LX3naDrBndnnJEDJHwBsNL9xLPe0P7HRRqfgI/edit?usp=sharing

Special Education Organizations to Support Home Education:

- Special Needs and IEPs https://homeschoolpennsylvania.org/index.php/knowledgebase/how-to-homeschool-kids-with-special-needs-and-ieps/
- Home School Legal Defense/Special Needs Provisions: https://hslda.org/post/special-needs-provisions-for-pennsylvania
- Homeschooling in Pennsylvania - Special Needs: https://www.homeschoolinginpennsylvania.com/beyond-basics/real-life/special-needs
- Pennsylvania Training and Technical Assistance Network: http://www.pattan.net/

LEHIGHTON AREA SCHOOL DISTRICT

Surplus Item Removal Form

The following item(s) is/are no longer used in this building and should be considered for the Surplus Property List:

Building Middle School

Qty	Manufacturer	Description of Item	Serial No.	LASD UPC No.	Federal Purchase		Federal ID No.	Reason for Removing Item (*Use code listed) [MUST BE COMPLETED]	Suggested Disposal (<Use codes listed) {MUST BE COMPLETED}
					Yes	No			
1	Dell	Desktop Computer	4CS1150VSW	002760				4	2

*Codes for Removal
1 – Technologically obsolete/Not compatible with district technology
2 – Parts no longer available/Cannot be repaired
3 – Repairs not economically feasible
4 – No longer used in this building

<Codes for Disposal
1 – Discard
2 – Sell (list suggested value)
3 – Transfer

Requested by Erica Pagotto

Supervisor MS Principal

(Business Office Use Only)

Approved:

X _____ _____
Business Administrator Date

Approved by Board _____

Notification to Dispose (highlighted items) to:
Plant Maintenance ☐ Warehouse ☐
Inventory ☐

George's Transportation Company, Inc.
84 Ashtown Dr.
Lehighton, PA 18235
(610)377-5511
lgbusing@georgesbusing.com

Lehighton Area School District
1000 Union Street
Lehighton, PA 18235

6/9/2026

To Whom It May Concern:

As the challenge to hire qualified bus drivers continues, we would like to bring to your attention the ability for a bus driver to transport passengers without a School Bus Endorsement on their Commercial Driver's License.

The School Bus Endorsement that can be carried with a Commercial Driver's License allows the driver to safely load and unload students using their 8-way school bus lights, side stop sign, and front crossing arm while displaying "SCHOOL BUS" on the front and rear of the vehicle and harboring a license plate beginning with "SC". School bus stops are generally done on public roadways when bringing students to or from the school building. A Passenger Endorsement is required along with the School Bus Endorsement when operating a school bus with the use of the 8-way school bus lights, side stop sign, and front crossing arm while displaying "SCHOOL BUS" on the front and rear of the vehicle and harboring a license plate beginning with "SC".

To maintain a valid School Bus Endorsement, the driver must carry a valid School Bus Driver's Physical Examination (lasting 13 months) and complete a recertification process every four years. The recertification process involves a minimum of seven hours of classroom training, a minimum of three hours of in-bus training, passing a School Bus Knowledge Test at a PA DMV, and passing a road test in a school bus with a certified School Bus Trainer.

Any Commercial Driver License holder with a Passenger Endorsement and valid Medical Examiner's Certificate (lasting three months to two years contingent of physical exam) can drive a school bus when it is categorized as charter busing and the 8-way school bus lights, side stop sign, and front crossing arm are not used. The "SCHOOL BUS" signs on the front

George's Transportation Company, Inc.
84 Ashtown Dr.
Lehighton, PA 18235
(610)377-5511
lgbusing@georgesbusing.com

and rear of the bus must be covered when operating in this manner and the bus must have a license plate beginning with "BA" or "BN". Drivers holding only a School Bus Physical may not drive charter busing without a valid Medical Examiner's Certificate, they would have to hold both valid physicals.

George's Transportation Company, Inc. and Leon A. George II School Buses, Inc. are sister companies with the latter holding PUC rights, meaning they own and operate buses with "BA" and "BN" license plates used for charter. These buses can legally be used for trips, including sports, field trips, and competitions, with a driver holding a Commercial Driver's License with a Passenger Endorsement (without a School Bus Endorsement) and valid Medical Examiner's Certificate. Both of our companies will continue to require all drivers, school bus and charter, to hold all necessary clearances required to drive school students (Child Abuse Clearance, Criminal History Clearance, and Fingerprinting).

With this information in consideration, we do not believe these charter drivers should require School Board approval as other charter companies hired for trips would not provide the same criteria to the district. These drivers however could be approved in a separate classification from regular School Bus Route drivers.

Sincerely,

Leon A. George II
President
George's Transportation Company, Inc.

Lehighton Area School District
1000 Union Street
Lehighton, PA 18235

CONTRACT FOR TRANSPORTATION OF SCHOOL STUDENTS
2026/27 and 2027/28 SCHOOLYEARS

This AGREEMENT entered into this __9TH___ day of __June__2026, by and between the Board of School Directors of the LEHIGHTON AREA SCHOOL DISTRICT, herein referred to as the "School District" and **GEORGE'S TRANSPORTATION COMPANY, INC.,** of Lehighton, Pennsylvania, hereinafter referred to as the "Contractor".

1. Contractor, for and in consideration of the payments made to it by the School District as hereinafter set forth, hereby agrees to transport students attending classes at various school buildings located in the Lehighton Area School District, on such days as school is in session, to and from such points along and over such routes and at the times set forth in the schedule adopted for such purposes, which schedule is attached hereto and made a part hereof.

2. The School District agrees, in consideration of the services rendered by the Contractor under this Agreement, to pay Contractor as set forth. The base amount in School year 2026/27 for regular student transportation services shall be set at **$357.39** per bus, per day for a double run. A single run rate will be set at **$283.30** per bus, per day. The base amount in School year 2027/28 for regular student transportation services shall be set at **$368.11** per bus, per day for a double run. A single run rate will increase to **$291.80** per bus, per day. **Currently this is for 17 school buses**.

3. The base amount for IU pm transportation shuttles previously charged at $28.00 will now be **$30.00** per bus or van for the 2026/27 School year and **$32.00** for the 2027/28 School year.

4. 2026/27 Van rate will be set at **$343.58** per run, per day, for a double run. 2027/28 Van rate will be set at **$353.89** per run, per day. A single run van rate will be **$269.09** per run, per day for the 2026/27 School year and **$277.16** per run, per day for the 2027/28 School year

Mid-Day runs (Bus or Van)	2026/27 - 1.0 -7.4 miles $31.00 per vehicle/per day. 7.5 miles and up will be $5.00 per mile/per vehicle/per day. 2027/28 – 1.0 – 7.4 miles $32.00 per vehicle/per day.7.5 miles and up will be $5.00 per mile, per vehicle, per day.

5. If the price of diesel fuel falls below $3.709 per gallon, the Contractor shall credit the School District the difference in cost by multiplying the numbers of gallons used times the amount below $3.709. The fuel de-escalation credit shall apply for all transports including special and/or sports events. In addition, the fuel de-escalation shall be set at $3.809. If the price of diesel fuel is above $3.809 per gallon, then the Contractor will charge the School District the difference between the actual cost and $3.809 per gallon times the number of gallons used. Fuel de-escalation for gasoline vehicles will remain at $2.809. (Currently, we only have 1 vehicle that is gasoline)

6. Contractor agrees to have at least one (1) vehicle available to carry equipment for activities if requested.

7. Contractor shall comply with all Federal and State school bus driver licensing laws and regulations in effect.

8. NO Bus over (17) seventeen years old may regularly be used to transport students.

9. Contractor is responsible to provide competent drivers who shall be thoroughly reliable and of good moral character. Drivers shall possess a currently valid certificate issued by an examining physician as required by the Bureau of Traffic Safety of the Pennsylvania State Police. Drivers shall not be less than 18 years of age. Drivers shall refrain from the use of profane and indecent language, shall abstain from the use of intoxicating beverages or controlled substances or any medication that may affect the ability to safely drive. Drivers shall not smoke on the bus or areas where the children are loading or unloading. Drivers shall be licensed by the Commonwealth of Pennsylvania to operate all vehicles provided by Contractor. The drivers or Contractor, prior to operating a vehicle under this AGREEMENT, shall register his/her name, address, license number and ACT 34 Criminal Background Check and an Act 151 Pennsylvania Child

Abuse History Clearance with the School District. Prior to operating a vehicle under this agreement, the drivers or contractor shall provide the School District with a copy of their Federal Criminal History Record that cannot be more than one (1) year old. This only applies to drivers hired on or AFTER April 1, 2007. Drivers hired prior to April 1, 2007, are required to provide the Federal Criminal History Record if they have lived outside of the state for at least two (2) years immediately preceding their application for employment.

10. If the School District in its sole and absolute discretion is not satisfied with the services performed by a driver, Contractor shall remove the driver from the run and place another driver on the run. If the driver does not pose a serious threat to the safety and welfare of the students, Contractor will be given up to two (2) weeks to make this change. If the driver does pose a serious threat to the students, removal shall be immediate. The Superintendent of the Lehighton Area School District shall determine if the driver poses a serious threat to the students. The removal of a driver shall be done solely at Contractor's expense.

11. Contractor will be responsible that all vehicles provided for pupil transportation shall meet all requirements of law.

12. Contractor shall develop and implement routing that is most economical to the School District for reimbursement by the Commonwealth of Pennsylvania, and the Board of School Directors at a regularly scheduled School Board Meeting, shall approve these routes.

13. Each bus shall contain a roster and seating chart of the students riding on each particular run. Seats must be assigned on each bus and copies must be forwarded to the school district business office no later than October 15th of the school year. Subsequent changes to any bus roster or seating chart shall be reported by Contractor to the appropriate building level principal within one (1) week of the change.

14. Pupils shall be taken on and discharged from the bus only at designated stops and at the extreme right of the road. No pupils shall be permitted to get on or off the bus while it is in motion. No school bus operator shall start his/her bus or signal the driver of any vehicle, who has stopped in

compliance with the provisions of Section 3345 of the Motor Vehicle Code, to proceed until each child has reached a place of safety.

15. The bus shall not be loaded beyond the maximum capacity permitted by law or recommended by the school bus manufacturer, whichever is less. Adequate seating shall be provided for each student.

16. The speed of a vehicle shall, at all times, be consistent with the safety of the passengers and shall, at no time exceed the legal speed limit.

17. Contractor shall, at his own expense, keep all school buses in good repair and condition, properly serviced and repaired, all school buses shall pass all State regulations and inspections.

18. All mechanics providing maintenance for said school buses shall be properly qualified.

19. Contractor shall provide vehicles equipped with a two -way radio suitable for communication purposes. All two-way radios shall be maintained. The cost of new/replacement radios shall be at the expense of the Contractor.

20. The School District agrees to cooperate with the Contractor to determine the individuals who might be responsible for any willful damage to any school bus, and if such offenders are students of the School District, to take action as allowed by school law. Further, bus drivers shall enforce District Bus Conduct Policy and cooperate in the enforcement thereof. Also, at least once per year, Contractor agrees to provide an in-service for his drivers on the school bus conduct policy.

21. The School District agrees to pay Contractor on or about the 1st of each month beginning in September of each year. The District will pay the Contactor $100,000.00 in August for start-up fees. On each monthly bill, for 10 months the Contractor will deduct $10,000.00 until the $100,000.00 is recovered by the district. **Liquid Fuels**: The Contractor shall furnish monthly invoices for the service as follows: (1) verified invoices listing gallons of gasoline/diesel fuel consumed in vehicles providing pupil transportation with additional evidence that the State Tax was paid as per Liquid Fuels and Fuel Tax Act and (2) an invoice which includes all costs for

providing pupil transportation service. The total of these invoices shall equal the agreed contractual rate providing pupil transportation.

22. Contractor, prior to the effective date of this AGREEMENT, and throughout said AGREEMENT, shall insure jointly the liability of itself and that of the School District for damage to property or injury to persons. Such insurance shall be in the amount of Five Million (5,000,000.00), and shall be secured from an insurance company authorized to transact the business of insurance in the Commonwealth of Pennsylvania.

23. Both parties hereto recognize that Contractor, while engaged in carrying out and complying with any of the terms and conditions of this AGEEMENT, is an independent contractor, and not an officer, agent, servant, or employee of the Lehighton Area School District.

24. Contractor while in the performance of duties under this AGREEMENT, shall comply with and observe all the provisions of the Pennsylvania Motor Vehicle statutes and all other applicable laws.

25. Contractor shall comply with all rules and regulations of the Pennsylvania Department of Education and by the Board of School Directors relating to the safe transportation of students.

26. Schedule "B" to contract attached entitles "Field and Athletic Trip Rates is incorporated herein. Said fees shall be subject to the increase as set forth under paragraph 2 for regular transportation.

IN WITNESS HEREOF, the parties hereto execute this AGREEMENT at Lehighton, Carbon County, Pennsylvania, the day and year first written above.

ATTEST: LEHIGHTON AREA SCHOOL DISTRICT

_____ BY:_____

Secretary President

ATTEST: GEORGE'S TRANSPORTATION CO., INC.

_____ BY:_____

Secretary President

Field and Athletic Trip Rates - Rates are calculated for a five (5) hour trip.
*Denotes Rates are based on a 12 hour time period.
2026-27 reflects a $15 increase to all locations and a $3 increase on the additional hourly rate past 5 hours.
2027-28 reflects a $5 increase to all locations and a $1 increase on the additional hourly rate past 5 hours.

(Additional hourly rate past 5 hours)

	$28.00	$31.00	$32.00
Location	**2025-26**	**2026-27**	**2027-28**
Abington Heights	557.00	572.00	577.00
Allentown	243.00	258.00	263.00
Ashland	304.00	319.00	324.00
Bangor	277.00	292.00	297.00
Berwick	421.00	436.00	441.00
Bethlehem	251.00	266.00	271.00
Bethlehem Catholic	251.00	266.00	271.00
Bethlehem South Mountain	282.00	297.00	302.00
Bloomsburg	471.00	486.00	491.00
Blue Mountain	265.00	280.00	285.00
Blue Mountain Ski Lodge	191.00	206.00	211.00
Brandywine Heights	294.00	309.00	314.00
Cardinal Brennan	291.00	306.00	311.00
Catasaqua	236.00	251.00	256.00
Center Valley	280.00	295.00	300.00
Central Catholic	243.00	258.00	263.00
Central Columbia	471.00	486.00	491.00
Columbia-Montour VoTech	422.00	437.00	442.00
Dallas	341.00	356.00	361.00
Delaware Valley	305.00	320.00	325.00
Dieruff	243.00	258.00	263.00
Easton	254.00	269.00	274.00
Eastern Lebanon County	429.00	444.00	449.00
East Stroudsburg South	277.00	292.00	297.00
East Stroudsburg North	341.00	356.00	361.00
Emmaus	257.00	272.00	277.00
Fleetwood	289.00	304.00	309.00
Freedom	257.00	272.00	277.00

Gov Mifflin	380.00	395.00	400.00
Hamburg	260.00	275.00	280.00
*Harrisburg	639.00	654.00	659.00
Hatboro/Horsham	390.00	405.00	410.00
Hazleton	237.00	252.00	257.00
Hershey Park	625.00	640.00	645.00
Jim Thorpe	192.00	207.00	212.00
*Knoebles	692.00	707.00	712.00
Kutztown	347.00	362.00	367.00
Lafayette College	254.00	269.00	274.00
Lehigh Gap Nature Center	195.00	210.00	215.00
Lake Lehman	341.00	356.00	361.00
*Lancaster	639.00	654.00	656.00
LCCC, Schnecksville	223.00	238.00	243.00
Liberty	251.00	266.00	271.00
Mahonoy Area	251.00	266.00	271.00
Marian	223.00	238.00	243.00
Milton	450.00	465.00	470.00
Minersville	280.00	295.00	300.00
Mount Carmel	338.00	353.00	358.00
Nazareth	249.00	264.00	269.00
North Pocono	342.00	357.00	362.00
North Schuylkill	299.00	314.00	319.00
North West	400.00	415.00	420.00
Northampton	223.00	238.00	243.00
Northern Lehigh	195.00	210.00	215.00
Northwestern Lehigh	223.00	238.00	243.00
Notre Dame/E. Stroudsburg	277.00	292.00	297.00
Notre Dame/Green Pond	248.00	263.00	268.00
Oley Valley	376.00	391.00	396.00
Our Lady Lourdes Regional	429.00	444.00	449.00
Palisades	376.00	391.00	396.00
Palmerton	191.00	206.00	211.00
Panther Valley	206.00	221.00	226.00
Parkland	228.00	243.00	248.00
Pen Argyl	257.00	272.00	277.00
*Philadelphia	714.00	729.00	734.00

Pine Grove	263.00	278.00	283.00
Pius X, Pottsville	328.00	343.00	348.00
Pleasant Valley	211.00	226.00	231.00
Pocono Mountain East/West	289.00	304.00	309.00
Pottsville	281.00	296.00	301.00
Quakertown	264.00	279.00	284.00
Reading	394.00	409.00	414.00
Salisbury	280.00	295.00	300.00
Saucon Valley	284.00	299.00	304.00
Schuylkill Haven	254.00	269.00	274.00
Schuylkill Valley	371.00	386.00	391.00
Scranton/Wilkes Barre	453.00	468.00	473.00
Shamokin	400.00	415.00	420.00
Shenandoah Valley	263.00	278.00	283.00
Southern Lehigh	282.00	297.00	302.00
Stroudsburg	268.00	283.00	288.00
Tamaqua	208.00	223.00	228.00
Tri-Valley	376.00	391.00	396.00
Tuscarora State Park	221.00	236.00	241.00
Wallenpaupack	421.00	436.00	441.00
Weatherly	221.00	236.00	241.00
Whitehall	242.00	257.00	262.00
William Tenant High School	440.00	455.00	460.00
Williams Valley	431.00	446.00	451.00
Wilson	257.00	272.00	277.00

George's Transportation Co., Inc.
84 Ashtown Drive
Lehighton, PA 18235
610-377-5511

June 9, 2026

Lehighton Area School District
1000 Union Street
Lehighton, PA 18235

RE: Contract Proposal for 2026/27 and 2027/28 School Years

The current daily bus rate is $346.98. I'm submitting a **3%** for the 2026/27 School Year making the new rate **$357.39** per bus, per day for buses that do a double run. And a **3%** for the 2027/28 School Year making the new rate **$368.11** per bus, per day for buses that do a double run. Currently, this is for 17 school buses.

Single run bus rate will increase from $275.05 per run, per day with a **3%** increase to **$283.30** per run, per day for the 2026/27 School Year and a **3%** increase to **$291.80** for the 2027/28 School Year.

2026/27 Van Rate will increase from $333.57 per run, per day **3%** to **$343.58** per run/per day, double run. We currently are running no vans. 2027/28 Van Rate will increase **3%** to **$353.89** per run/per day, also a double run. Single run van rates will increase from $261.25 per run, per day to **3%** making it **$269.09** per run per day for the 2026/27 School Year and another **3%** for the 2027/28 School Year to **$277.16** per run per day.

All PM transportation shuttles that were previously charged $28.00 will now be $30.00 per bus or van for the 2026/27 School Year and $32.00 per bus or van for the 2027/28 School Year.

Mid-Day Runs (bus or van)	2026/27 1.0 - 7.4 miles, $31.00 per vehicle/per day 7.5 miles and up will be $5.00 per mile/per vehicle/per day.

Mid-Day Runs (bus or van)	2027/28 1.0 - 7.4 miles, $32.00 per vehicle/per day7.5 miles and up will be $5.00 per mile/per vehicle/per day.

Activity Trips will be increased at a flat rate of $15.00 from the existing rates for the 2026/27 School Year and an additional $5.00 onto the 2027/28 School Year. The overtime rate for the 2026/27 School Year will increase from $28.00 per hour to $31.00 per hour on any sports trips over 5 hours. The increase for the 2027/28 School Year will be $32.00 per hour.

Please contact me if you have any questions or need anything clarified in this proposal. Thank you for your time and consideration in this matter. I hope to continue providing safe, reliable transportation to the district.

Sincerely;

Leon A. George II
LG/dmg