

Bald Eagle Area Elementary

Faculty Handbook

2018-2019



The Bald Eagle Area School District does not discriminate in its educational programs, activities, or employment practices based on race, color, national origin, sex or disability, age, religion, ancestry or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990 and the Pennsylvania Human Relations Act. Information relative to special accommodation, grievance procedure and the designated responsible official for compliance with Title VI, Title IX and Section 504 may be obtained by contacting Mr. Craig Livergood, Business Manager, 751 South Eagle Valley Road, Wingate, PA 16823.

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ELEMENTARY STAFF

Howard Elementary School

Kindergarten	----	TBD
First Grade	----	Jalynn Woleslagle
Second Grade	----	Kimberly McDowell
Science/Social Studies 3-5	----	Margaret Bonson
Mathematics 3-5	----	Jan Jones
Language Arts 3-5	----	Amber Buchanan
Building Secretary	----	TBD
Cafeteria Staff	----	Gail Eminhizer - Head Cook
Classroom/Noontime Assistants	----	Sharon Zimmerman
Custodian	----	Ricky Redman
Math Interventionist	----	Sherri True
Nurse Assistant	----	Toby Scheckler
Principal	----	Skip Pighetti
Reading Interventionist	----	Megan Wagner
School Counselor	----	Danielle Sowers

Mountaintop Area Elementary School

Kindergarten	----	Jennifer Murray
First Grade	----	Nicole Spear
Second Grade	----	Melissa Surovec
Third Grade	----	Jason Bair Susan Pratt
Fourth Grade	----	Christina Gugliocciello
Fifth Grade	----	Nicole Thompson
Building Secretary	----	Susie Veneziano
Cafeteria Staff	----	Erin Cramer Lyn Timblin - Head Cook TBD
Classroom/Noontime Assistants	----	Corinne Besong Debrah Dudish

		Priscilla Sipes
Custodians	----	Terry Biggans Kathy Peters
Math Interventionist	----	Karen Nugent
Nurse Assistant	----	Leisa Fisher
Para-educator	----	Laurie Hall
Principal	----	Mary Beth Crago
Reading Interventionist	----	Cortney Schall
School Counselor	----	Danielle Sowers

Port Matilda Elementary School

Kindergarten	----	Jennifer Houser
First Grade	----	Shawnee Morgan
Second Grade	----	Katherine Fisher
Third Grade	----	Sarah Stere
Fourth Grade	----	Roger Proctor
Fifth Grade	----	Jennifer Gilbert
Building Secretary	----	TBD
Cafeteria Staff	----	Diane Ebeling - Head Cook Joyce Hosband Terri-Lynne Neff
Classroom/Noontime Assistants	----	Belinda Bracken Jeanne Woodring
Custodians	----	Chad Gilbert Annie Laubscher
Math Interventionist	----	Elaine Rackovan
Nurse Assistant	----	Kathy Salvanish
Para-educator	----	TBD
Principal	----	Terri Kenny
Reading Interventionist	----	Melissa Pitterer
School Counselor	----	Autumn Hanrahan

Wingate Elementary School

Kindergarten	-----	Kimberly Hearn Angela Kellar Mary Price
Grade 1	-----	Marcy Henninger Laura Rogus Carrie Swanger
Grade 2	-----	Tina Bickel Shelby Foltz Brandy Lincoln
Grade 3	-----	Ron Guenot Teri Kresovich Coleen Reese
Grade 4	-----	Lisa Narehood Helen Showers Ann Van Cise
Grade 5	-----	Rebecca Cozine Rodney Proctor Rhonda Ternent
Building Secretary	-----	Donna Hinton
Cafeteria Staff	-----	Vickie Bradley Wendy Catherman - Head Cook Marlene Cox Holly Shuey
Classroom Assistants	-----	Joyce Baranak Lisa Biggans Tracie Campbell Amy Lucas Stephanie Moore Tana Poorman Cheryl Rockey Deanna Thomas Mary Verbitskey Heather Walters Jenifer Wiseman
Custodians	-----	Randy Breon Gary Lose Keith Rogers
Learning Support	-----	Katherine Burger Allison Fleming Sarah Rogus Tabatha Stover Laura Thorne
Library Assistant	-----	Melissa Noll

Math Interventionist	----	MaryElizabeth Kepler
Noontime Assistants	----	Marcy Beam Amy Davidson Mark Davidson Brenda Davis Nancy Watkins
Principal	----	James Orichosky
Reading Interventionists	----	Tammy Bierly Jodie Franks Diane Klimek
School Counselor	----	Monica Graham

Elementary Itinerants

Art	----	Janet Riggio
Dental Hygienist	----	Jennifer Gore
English Language	----	Steven Woodring
Enrichment	----	Barbara Young
Health Assistant	----	TBD
Instrumental	----	Stephanie Baker
Library	----	Sharon Bittel
MTSS Coordinator	----	Chad Packer
Music	----	Nicole Kindelberger (H/MT/PM) Jennifer DeRemer (W)
Nurse	----	Lauryn Bostdorf
Occupational Therapist	----	Megan Weisbrode
Physical Education/Health	----	Donald Peters (W) Sara Rachau (H/MT/PM)
Safety & Prevention Specialist	----	John Peters
School Psychologist	----	Melissa Bigler Anne Frank-Webb
Speech & Language Pathologist	----	Katherine Bowler Mary McManus

DISTRICT CONTACT INFORMATION

Superintendent

Jeffrey Miles

355-4860

jeffrey.miles@beasd.net

Elementary School Offices

Howard Elementary School

Skip Pighetti, Principal

TBD, Building Secretary

Office Hours: 7:30 a.m. until 3:30 p.m.

625-2423

nevin.pighetti@beasd.net

Mountaintop Area Elementary School

Mary Beth Crago, Principal

Susie Veneziano, Building Secretary

Office Hours: 7:30 a.m. until 3:30 p.m.

387-6861

marybeth.crago@beasd.net

susan.veneziano@beasd.net

Port Matilda Elementary School

Terri Kenny, Principal

Diana Weaver, Building Secretary

Office Hours: 7:30 a.m. until 3:30 p.m.

692-7429

terri.kenny@beasd.net

diana.weaver@beasd.net

Wingate Elementary School

James Orichosky, Principal

Donna Hinton, Building Secretary

Office Hours: 7:30 a.m. until 3:30 p.m.

355-4872

james.orichosky@beasd.net

donna.hinton@beasd.net

District Elementary Office

Tina Kochik, Secretary

Office Hours: 7:30 a.m. until 4:00 p.m.

355-3737

tina.kochik@beasd.net

Directors

Tracy Boone, Director of Curriculum and Instruction

355-2900

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Melissa Butterworth, Director of Special Education

355-5731

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James Orichosky, Director of Elementary Education

355-3737, 355-4872

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Skip Pighetti, Federal Programs Coordinator

625-2423

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Food Service

Laura Frye, Food Service Director

355-8068

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Technology

Steven Thompson, District Network Administrator

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PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

141) (24 P. S. §§ 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals.

Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No.

those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. §§ 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be

prepared, and legally certified, in their

areas of assignment. Educators may not

be assigned or willingly accept

assignments they are not certified to fulfill.

Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and

written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

(1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § 1-101—27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § 401—413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

- (1) Accept employment, when not properly certified, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251—12-

status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

The professional educator may not:

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 8. Civil Rights

The professional educator may not:

- (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic

Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.11.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.

ELEMENTARY PROCEDURES

1. Absence Reporting Procedure - Staff

All staff members who are unable to be present for work should contact the SAMS system to report their absence. This system is accessible 24/7. When you know in advance of an absence, please access the system for a substitute as soon as possible. All morning online SAMS requests or calls need to be made by 6:30 a.m. or the absence will be recorded for the following day.

2. Absence Reporting - Students

The teacher is responsible for reporting all absentees and loss of academic time (tardy/leaving early) to the building secretary and to keep the office informed of any changes that might occur later in the day. All elementary student absences will be recorded in Sapphire by 8:20 a.m. and entered in the district attendance data system. Tardies will be recorded by the teacher as absent and the building secretary will record the tardy in Sapphire noting the arrival time.

3. Accidents on the Job

All accidents or injuries of employees, which might involve Workmen's Compensation Insurance, must be reported promptly to the business manager. Please take a copy of the form with you to the hospital or the doctor's office. The building principal will review the form/report and interview the employee.

4. Animal Guests

Due to the increasing number of allergy complaints about pets being in the school building or classroom, the principals request that all animal visits take place outside of the school building if possible. Please advise the principal in advance of animal visits.

5. Announcements

All announcements in the elementary schools will be made on the public address system every morning by 8:15 a.m. Announcements should be submitted to the office by 8:00 a.m. Following the morning announcements, the Pledge of Allegiance should be given. If needed, elementary announcements will be made five minutes before the end of the school day. Except for emergency situations, the public address system should not be utilized during the school day.

6. Attendance at School Sponsored Functions

Each employee is encouraged to attend his/her school's sponsored activities especially the PTA/PTO sponsored events.

7. Attendance Regulations

As defined in Section 1301 of the Pennsylvania School Code, every child being a resident of any school district between the age of six (6) and twenty-one (21) may attend the public schools in his district. The compulsory school laws of Pennsylvania require that every child between the age of eight (8) and seventeen (17) shall be in school. However, once a student is enrolled, that student and parents/guardians are subject to the attendance policy. The only excused absences are illness of the pupil, death in the immediate family, impassable roads or other exceptionally urgent reasons. Students returning to school must present an excuse within three days of the student's return stating the reason for the absence or these days will be counted as illegal. A letter will be sent to the parent/guardian requiring a physician's excuse after a student misses 10 days of school. (*Refer to board policy 204 Attendance on the district website.*)

Absence

- Half Day Absence – any student that arrives between 10:00 a.m. and 11:30 a.m. Also, any student that leaves for an early dismissal and does not return.

- Full Day Absence – any student that arrives after 11:30 a.m. Also, any student that leaves school prior to 9:50 a.m.
- Credit for Full Day – any student that leaves after 1:00 p.m. or leaves for any early dismissal and returns before 1:00 p.m.
- Parents are encouraged to call the school on the day their child(ren) will be absent or is ill enough to stay home.

Tardiness to School

- Any student arriving at school after the morning bell at 8:15 a.m. until 10:00 a.m. will be marked tardy.
- Tardy students will be required to present a pass signed by the office to be admitted to class.
- All tardiness will be classified as either excused or unexcused. The time lost due to unexcused tardiness is accumulated and counted as illegal or unexcused absences. If the tardy is excused, the time is accumulated and counted toward the ten (10) days of excused absences permitted before a doctor's excuse is required. When a student reaches 10 tardies (any combination of parent excused and/or illegal) they will be required to provide a physician's excuse. Notice will be sent to the parents in writing from the BEA Attendance Office.
- All students are expected to have a written note from a parent or a doctor's excuse when entering the building late. If that isn't possible, the note must be turned in to the office the following day.
- Excessive tardiness issues will be referred to the building principal.

Excused Absences

Students are legally excused from school for the following reasons only (including early dismissals):

- Illness of the student
- Death of an immediate family member
- Medical or dental appointments
- Educational trip – parent should request this on the district form one week prior and it needs to be approved by the principal
- Emergency situation

Unexcused Absences

The following are not excusable absences in accordance with the State attendance laws:

- Truancy
- Trips not approved in advance
- Missing the school bus
- Shopping
- Hunting or fishing (two-days permitted if pre-approved by district attendance office)
- Babysitting
- Absence for personal reasons other than an emergency

Early Dismissal from School

We encourage parents to make medical and dental appointments for their child at times other than during school hours. However, should it be necessary for the parent to pick up their child at school, it is requested that a note stating the reason for the early dismissal be submitted to the classroom teacher. The parent must enter the school building and sign-out their child. This will help to prevent an unauthorized person from picking up the child.

If a student becomes ill or suffers an injury while at school, the student will report to the building assistant or to the school nurse. The nurse or her designee will determine whether further treatment is necessary or if the student is ill enough to be sent home. The nurse or her designee will contact the parent, guardian or the person listed on the home emergency card to come and pick up the student.

Please note:

Students who leave for an early dismissal prior to 11:30 a.m. must return to school by 1:00 p.m. to be counted as present for the afternoon. Students are always encouraged to return to class at the earliest possible time.

Students who leave for early dismissals after 1:00 p.m. will be counted present for the whole day.

Students who leave for an early dismissal between 11:30 a.m. and 1:00 p.m. will be counted absent for the afternoon session unless they return by 1:00 p.m. Students are always encouraged to return to class at the earliest possible time.

Homebound Instruction

Any student in the Bald Eagle Area School District is entitled to homebound instruction under the following conditions:

1. A student must be absent from school for a period of more than ten consecutive days due to an illness.
2. A parent or legal guardian must request the instruction, and
3. A doctor must provide a written statement describing the type of illness and the length of time the child is to receive homebound instruction.

When these conditions have been met, the Home and School Visitor then procures a teacher to instruct the student at home or in the hospital for five hours per week. While a student is receiving homebound instruction, that student is carried on the attendance rolls as being present in school.

8. Bulletin Boards and Display Cases

Classroom teachers in the building will be involved in putting displays in the showcases or creating bulletin boards in the halls or corridors during the school year. The bulletin boards are for general information and display of items of interest to the public and student body. Art, music, physical education/health teachers and school counselors will also have the opportunity to use the display cases and bulletin boards. Some of the buildings have a sign-up sheet for the display areas and common bulletin boards.

9. Cafeteria

Meal Purchases

The price of a full breakfast is \$1.10 and a reduced breakfast is \$.30. A full lunch costs \$2.30 and a reduced lunch is \$.40. Milk is provided at the cost of \$.50. Extra milk and a la carte items are available each day. Students must purchase a meal in order to purchase a la cart items.

A computerized meal checking system is used in the elementary school cafeterias. This makes it possible to pay for meals each day or in advance. Advance payments can be made in the library any day before classes begin. All off-line deposits to student meal accounts should be made in the envelope supplied by the cafeteria services or any envelope that has the student name, student ID number, amount enclosed, and the date on the front.

Students receive a student identification (pin) number to be used in the cafeteria to access student cafeteria account. Access will be done by entering their ID pin number on a pin pad. When meals are paid for in advance, the identification pin number makes it possible to debit the

student's account for each meal purchase. Positive identification is made by an on-screen picture of the student.

Free and reduced breakfast and lunch participants receive their meals in the same manner. They do not have to identify themselves as free or reduced participants. This information is kept in confidence.

Additional guidelines are listed below. Questions on cafeteria procedures can be addressed to Laura Frye, Food Service Director, at 355-8068.

Meal program procedures are as follows:

1. All students receive their (pin) identification number on the first day of school.
2. All students must use their (pin) identification number to facilitate the efficient operation of the breakfast and lunch programs.
3. The use of another student's (pin) identification number is prohibited. Parents will be informed if their child is found guilty of abusing the Free and Reduced Meal Priced Benefit Program. His/her benefit could be terminated and disciplinary action taken according to school policy.
4. Payment for meals may be made in advance for any amount of money. This payment may be made in the library before classes begin. Payment may be made with cash or with checks made out to the Bald Eagle Area Cafeteria or to the Bald Eagle Area School District. Payments must be in an envelope with the student name, ID #, amount enclosed, check # and date.

In addition, parents can go to www.schoolpaymentportal.com and register themselves and their student. They will be able to view the account balance for the past 30 days and they may make payments online using their bank account. Parents may also set up a low account balance notification in this system. Viewing the account is free, but there is a \$1.95 charge per transaction for online deposits although multiple accounts can receive deposits during one transaction. The transaction fee goes to the software supplier for the service and it does not profit the food service department.

District Policy on Extension of Cafeteria Loans

1. Only elementary students may obtain loans (I.O.U.) to purchase meals/milk. Parents will be notified when the account goes negative. If the negative balance is not rectified, a series of letters and phone calls to the parents will commence. If the account is not satisfied, the district will file a complaint with the District Magistrate for a judgment to collect the funds due. Failure to pay the I.O.U. after such a judgment will result in the district filing with the County Sheriff for collection through a sheriff's sale. No a la carte items will be allowed to any student with a negative balance.
2. I.O.U.'s will not be given on any a la carte items such as supers, second meals, second milk, water, etc.
3. Students must pay back the I.O.U's before they can purchase a la carte items.

Meal Schedules

Breakfast is served daily beginning at 7:45 a.m. Students may report to the cafeteria at the discretion of the principal. Each classroom has a designated lunch period.

10. Communication between Home and School

Good communication between home and school is an integral part of a child's education and the responsibility of the classroom teacher. Occasionally, problems arise concerning a school situation and a parent may want to discuss it. If the situation pertains to the classroom, the child's teacher should be contacted first. Please share this with your parents on Back to School Night.

Any letters, notices or classroom newsletters that a teacher sends home to the entire classroom must be copied for the principal. This is especially important for field trips.

11. Conference Hours

District-wide parent conferences will be scheduled in November. The goal for parent conferences is 100%. Forms should be sent home for parents/guardians to select conference times. Teachers will submit a log of their conferences. If teachers schedule conferences in the evenings to meet the needs of parents, teachers may leave early on the designated day as per contract.

Invite parents to visit your classroom at any time. Teachers should play a leadership role in developing and maintaining home-school communication. You are encouraged to schedule conferences with parents when needed throughout the remainder of the school year.

12. Copyright Restrictions

The copyright law of the U.S. (Title 17 U.S. Code) governs the making of photocopies or other reproductions of copyrighted material. Using a photocopy or reproduction for purposes in excess of "Fair Use" may make the user liable for copyright infringements. *(Refer to BEA Board Policy 814)*

13. Crisis/Emergency Procedures

Each building should have a crisis/emergency plan in place in the event of emergency situation. Staff members are assigned various duties as part of the plan. Teachers should keep a copy of the procedures and all materials pertaining to it (class roster, emergency early dismissal forms, red/yellow/green cards, etc.) with the substitute folder in a location where it can be easily taken along in the event of an evacuation. All staff members should familiarize themselves with their responsibilities and be prepared to perform those duties during a crisis situation. An emergency medical kit will be housed in the health suite and should be taken along if an evacuation occurs.

14. Curriculum

A. Language Arts

1. The teaching of the balanced/comprehensive language arts program and the amount of time devoted to it must be a priority throughout the school district. Components of this program may be integrated into the content areas.
2. The district's basic program for language arts instruction will be McGraw Hill Reading Wonders.
3. Language Arts instruction in grades K-5 provides skills in decoding, vocabulary, comprehension, writing process, word study/spelling, meta-cognition, language and study skills.
4. Instruction will be based on an integrated approach with whole group, flexible (small) grouping, individualized and literacy centers.
5. Children who demonstrate special needs in the language arts program must be referred the building principal. The classroom teacher, as well as the reading intervention teacher, need to work together to help these students meet with success.
6. Re-teaching, reinforcing, enriching and pacing instruction is fundamental to the success of the language arts program. Teachers need to model for students and do guided practice with the students which then leads to independency by the students.
7. The administering of the district's language arts assessment plan is required for all students. These assessments need to be analyzed and used to plan instruction for all of the students. The assessments need to drive instruction.

B. Mathematics

The program was developed by the University of Chicago School Mathematics Project, with extensive research, teacher input and field testing. Our staff selected this program due to its research-based foundation and its track record in building students' mathematical knowledge.

The district focus is on building a solid foundation of the basics, as well as developing higher-order thinking and critical problem-solving skills and abilities. Everyday Mathematics incorporates a number of features that support district goals, including attention to computational and arithmetic skills, in-depth study of the mathematics strands, problem-solving woven throughout each lesson, and interdisciplinary connections. Concepts are developed over a period of three years through Math Messages, Math Boxes, Home/Study Links, games, vocabulary, manipulatives, and calculators. Along with teacher-support materials, the program includes differentiation options such as Readiness Activities, English Language Learner support, Enrichment, and Extra Practice. Ongoing assessment is managed through slate drills, journal pages, self-assessments, and progress checks. The success of the implementation is already evident in higher PSSA scores and teacher's enthusiasm over students' greater progress.

C. Science/Social Studies

FOSS Science is a comprehensive program that serves as the framework of the science curriculum. The Pearson Social Studies program serves as the foundation of the elementary social studies curriculum. Reading in the content area is incorporated into both content areas.

D. Library

Each elementary school has a comprehensive library and library program to serve the students.

E. Art, Music, and Health/Physical Education

A comprehensive art and music program is provided for every elementary student. Instrumental lessons begin in grade four for those students who are interested. Physical education and health is provided for all elementary students. An adaptive physical education program is available for physically challenged students. Students need to dress appropriately on the days that they have physical education classes and should wear sneakers.

15. Discipline: School Wide Positive Behavior Support Program

The Bald Eagle Area Elementary Schools have implemented a School Wide Positive Behavior Support program in each elementary school. The School Wide program is a different way of handling discipline. In a school setting, it cannot be assumed that students know correct behaviors. Children come from different backgrounds and cultures that view behavior in their own unique ways. When a child misbehaves, the school views it as a skill deficit. Therefore, students are taught appropriate school behaviors and expectations starting on the first day of school. Students are rewarded when they display the expected behaviors. Consequences are still given for inappropriate behavior and the consequences may include: a telephone call to the parents, loss of privileges, in or out of school suspensions. (Refer to the BEA School Wide pamphlet and the School Wide Handbook)

- **Be a Kind Person**
- **Be a Respectful Person**
- **Be a Responsible Person**
- **Be a Safe Person**
- **Be the Best You Can Be at BEA!**

Classroom teachers have developed a clear set of expectations for their students as well as consequences for behavior that is not acceptable. Teachers will work with students, parents and other staff members to resolve student behavioral issues before referring a student to the principal. Teachers will work with other staff and the principal on issues that take place in the common areas of the building (cafeteria, outside and inside recess, etc.).

The building principal is responsible for providing a safe, orderly learning environment and is responsible for dealing with issues with regard to student behavior in the building and at school events. Principals receive a referral from a teacher after the teacher has made his/her best effort to work with

the student and the parents to resolve the problem. The principal also works with other staff members to deal with infractions that occur.

The [**district discipline matrix**](#) serves as a guideline for teachers and administrators on how to process more severe discipline problems. While the matrix represents how some problems may be handled, it is necessary at times to deviate from it so that the consequences are reasonable when administered to elementary age children.

16. District Policy/Forms

All staff members are required to review the district policy located on the district website including new board policy: [**824. Maintaining Professional Adult/Student Boundaries**](#). All forms and resources are available under documents on the district website.

17. Dress Code

It is the responsibility of each student to be neat in appearance and well groomed. A student should dress in an appropriate manner for school and wear clothing that is moderately fitting and in good taste. Administrators will ultimately decide what is disruptive to the school environment. Specific provisions governing dress are as follows:

1. The Bald Eagle Area School District administration reserves the right to question any mode of dress/jewelry/hair style that is beyond the current community/school accepted standards or in any manner jeopardizes the health, welfare or safety of the student or other students.
2. Clothing articles will be considered unacceptable or disruptive if they are too revealing, that is too sheer, too short, or too tight. "Too short" is defined as being measured above the fingertips when the student's arms are relaxed at the student's sides. Any garment that allows any undergarment to be visible will also be considered inappropriate. Midriffs are to be covered at all times and should not be visible while the student is sitting or standing. Spaghetti strap tops and strapless tops are not permitted. Tops must have straps with at least 1½ inches in width.
3. No headwear (caps, hats, bandanas, etc.) or head coverings may be worn in the school unless the school is sponsoring a special event where a hat is expected such as a hat day.
4. Chains are not to be worn or brought to school.
5. Appropriate footwear is to be worn during school. Footwear should be safe as required by the educational setting. Flip flops have been found to be dangerous, especially during recess and are not acceptable for physical education classes.
6. Printed obscenities, profanity, or messages with double meanings related to obscenity, profanity, or sex, are unacceptable and considered disruptive. Additionally, any appearance or item, which disrupts the educational mission of the school or interferes with the rights of others, is also prohibited. The following are considered disruptive or unacceptable: any printed words or pictures directly advertising drugs, alcohol, tobacco, sex or violence.
7. Outdoor apparel may not be worn in school unless permission to do so is granted by the school nurse or the building principal. Outdoor apparel should be kept in the classroom storage cubicles.
8. Any clothing judged to be a disruptive influence in class, or interfering with the educational rights of others, is considered improper dress. Students may be required to wear certain types of clothing/footwear while participating in physical education classes, or other situations where special attire may be required to insure the health or safety of the student.
9. If school attire is considered inappropriate, the student will be given an opportunity to call home for a change of clothing.
10. The wearing, possessing, using, distributing, displaying or selling of any clothing, jewelry, emblems, badges, symbols, signs, graffiti or other items that are evidence of membership in or affiliation with a gang are not permitted.

18. Drug & Alcohol Policy (Student) *(Refer to the policy on the district website)*

19. Drug & Substance Abuse (District Employees) *(Refer to the policy on the district website)*

20. Educational Trips and Field Trips

Educational Trips

The principals recognize that from time to time students may have the opportunity to participate in pre-planned trips and educational experiences during the regular school year. Although educational trips provide valuable experiences, the principals feel that the daily learning opportunities provided in school are invaluable. Therefore, the principals will approve requests according to the guidelines outlined below:

- a. The trip must be educational in nature as determined by the principal.
- b. The principal shall take into account the educational value of the planned trip and the ability of the student to maintain an adequate academic performance.
- c. Parents must submit a [**BEASD Educational Trip Request**](#) form to the principal indicating the length of the absence and the educational value of the trip. This must be done prior to the trip taking place.
- d. Parents and students are responsible for any work that they miss during an educational trip.
- e. Only five days per school year shall be excused. *(Refer to board policy 204.1 [**Educational Tours and Trips**](#))*

Field Trips

Field trip requests must be submitted by the classroom or other teacher for all student excursions which leave the school grounds. All information on the BEA Field Trip Request Form, as well as the information regarding transportation (if needed) should be completed. The BEA Field Trip Request Form is given to the building principal, who will send the form to the business office for transportation arrangements. The transportation office has requested that they receive the form at least two weeks prior to the date of the field trip. Teachers will receive a copy of the BEA Field Trip Request Form from the transportation office once transportation has been arranged. Any questions regarding transportation should be directed to that office. The teacher will provide the students with permission slips. The permission slips will be required by the teacher and should be turned in to the teacher at least one day in advance of the trip. The teacher will have a roster of all students and emergency information for all students participating in the field trip. A list of chaperones must be submitted to the district elementary office at least one week prior to the field trip. Only those chaperones with active Act 34 Criminal Record Check, Act 151 Child Abuse Clearance, and FBI Criminal History Background Check on file in the district elementary office will be permitted to accompany students on a field trip. This list will then be attached to the field trip request that was filed by the teacher.

21. Errands during School Day

With the exception of the duty-free lunchtime, permission to leave during the school day to run errands is required from the principal. Please follow the sign in/sign out procedures of the building.

22. Expense Accounts/Conferences

All expense accounts must be completed and submitted to the elementary principals for their signatures. It is the responsibility of the teacher to tally the miles and multiply them by the formula on the form. If you have questions regarding travel procedures, please contact the business office at 355-5516. Individual conference expense accounts must be documented by invoices, receipts and a written report of the conference. Advance payment cannot be made for conferences by the school district. Conferences must be pre-approved by the building principal, director of curriculum and instruction, and the superintendent.

23. Fire Drills

Please do a walk through fire drill with your students on the first day of school. Classroom windows and doors should be closed. The following conditions and instructions shall be observed during fire drills:

- a. There is no such thing as a false alarm. When the fire signal is given all school personnel must respond as if the fire were real. When the fire bell rings there is no time to question whether to obey. A few seconds lost in inquiry may cost the life of a student.
- b. In case of a fire alarm all students and staff must leave the building and get far enough away to avoid possibility of injury. There are no exceptions to this regulation. Conditions will warrant distance from building, but a minimum of three hundred feet should be a guide.
- c. Children should be reminded of fire drill regulations and given instruction at regular intervals throughout the school year (first day of school and at the beginning of each nine week session for elementary). Particular instruction should be given for those occasions when the students are in the multi-purpose room, cafeteria and any other place apart from their regular classrooms.
- d. Each room should have prominently posted fire drill instructions for occupants of that particular room. Teachers should make their classes aware of these instructions.
- e. Special provision will be made to take care of handicapped persons. An emergency plan should be developed to help with these students' needs.
- f. The head teacher or principal of each building will assign one teacher from each section of the building to supervise and make a final check during a fire drill.
- g. In leaving the classroom, an orderly exit (no running) must be stressed. Attendance by name, not by count, must be taken after exiting the building and relocating. The teacher should leave the room last.
- h. All windows and doors must be closed as the children leave the room. Such tasks should be assigned to students in observing fire drills. Custodians will be instructed to close the building doors when the last person has left.
- i. Teachers must accompany their students during a fire drill, and must have their student roster in their possession. Teachers will also have their cards to signal the status of their groups.
- j. The time for such drills should be so varied as to catch the students in as many different circumstances as possible.

24. Health Services

The Elementary School Nurse manages the elementary school health services and travels between all four elementary schools. There are school nurse assistants at Howard Elementary, Port Matilda Elementary and Mountaintop Elementary who work under the direction of the Elementary School Nurse. These nurses assist in providing school health services and medication administration when the School Nurse is not present in that particular building.

First Aid

Teachers are cautioned not to give medication to children. In the event of an accident, you should exercise your best judgment and contact the office, elementary principal, head teacher, or school nurse for further instructions.

The following guidelines will assist you with some common minor school health problems:

Asthma

Some children carry their own inhalers and are permitted to use them as needed in school. Others keep their inhalers in the nurse's office and will need a short visit to the nurse's office to get their treatment. If there are any signs of severe difficulty in breathing (blue around the lips, heavy or shallow breathing) inform the building nurse assistant or principal and they will call the parents/guardians or 911 if necessary.

Bee stings/Insect Bites

Immediately determine if the child is allergic to bee or insect bites by reviewing the health list provided to the teacher or check with the building nurse assistant. If allergic, Benadryl and Epi-pens are kept in the nurse's office where they will be administered according to directions on the label.

Broken Bones

If there appears to be a broken bone or the child is in extreme pain and has difficulty moving the extremity, immediately inform the building nurse assistant or principal and they will call the parents or guardians.

Coughs/Colds/Sore Throats

Some students may have their own cough drop supply. A written permission note is needed from home for a child to take them at school. The nurse assistant or the building secretary will need to assess for fever and may send the child home. Please encourage all students to cover their mouths when coughing.

Cuts

Wear gloves as per district blood-borne pathogen policy. Wash the wound with soap and water or another antiseptic available in the health suite or office. Apply pressure to the wound to control bleeding. Cover the cut with a bandage. If bleeding is difficult to control, or the wound is gaping, inform the nurse assistant or principal and he/she will call the parents/guardian or 911 if necessary.

Head Injury

Not to be taken lightly. Always send to the nurse's office unless severity indicates that the child will need transported/escorted to the office or may be unable to be moved. When in doubt, contact the nurse's office and do not move the child. An accident report form will need to be completed.

Head Lice

1. If a student has been referred to the school nurse for possible head lice, the school nurse will then inspect the child's head for live (crawling) lice. If live lice are found, the student's parent/guardian will be contacted so that the student can be taken home immediately.
2. The child cannot return to school or ride school provided transportation until inspected and cleared by the school nurse.
3. The school nurse will assist the parent/guardian to recognize live lice and nits, as well as the signs of a possible infestation.

Vomiting

Send to the nurse's office with a student helper. Assure that the child is well enough and not at risk for choking before sending. These are simple guidelines to assist you. Always inform the nurse assistant and principal with any concerns.

25. Housekeeping

All district staff and students are asked to assist our custodians by clearing student desks, clearing the floors of paper, books, etc. and adjusting the shades at the close of the school day. Basically, we should leave the room as we find it and students need to be part of the end of the day process. Also, please be sure to close and lock the doors in your room before you leave for the day and stack the chairs. Custodians need the help and cooperation of all staff and students.

26. Instructional Classroom Assistants

The instructional assistant is under the immediate supervision of the classroom teacher and the building principal. It is the responsibility of the teacher to discuss the daily plans with the assistant and to provide materials for the assistant. It is the responsibility of the assistant to support the students to be successful in the classroom and to implement the activities as directed by the teacher. It is important to note that the assistant should meet with the classroom teacher to address any problems or concerns that pertain to the lesson or to the students. In the event that a severe discipline problem occurs, the assistant should seek the help of the teacher. Otherwise, the assistant should be responsible for maintaining proper student behavior.

27. Newsletters

Each building and the school district publish a newsletter on a regular basis. Teachers are encouraged to submit articles and photos for the building and district editions. Our school district publishes a newsletter during the school year in the fall and spring. All articles or photos for the district newsletter will be submitted to Barb Young at barbara.young@beasd.net. Building principals may ask for photos and articles for these publications.

28. Organizational Funds

Any school organization participating in fundraising activities shall first receive approval for the project from the elementary principal. This does include the PTA/PTO organization.

29. Parties/Celebrations

All parties/classroom celebrations should be incorporated into instruction and should be noted in daily lesson plans. If student treats are served, please follow the guidelines posted in the wellness policy on the district website.

30. Plans and Plan Books

Teacher Plan Book/Folder

All teachers must make and keep a plan book/folder which includes: daily lesson plans, a seating chart, class schedule, location of teacher editions and other instructional materials, and any other information relevant to a successful learning environment. Plan books/folder must always be kept on the top of the teacher's desk.

A copy of weekly plans should be submitted to the lesson plan folder by 8:00 a.m. on the first school day of each week. Lesson plans will consist of the following components: (a) Lesson Number and Name, (b) Standard(s), (c) Objective(s) / Essential Question(s), (d) Teacher Pages, (e) Resources Needed, (f) Key Activities / Concepts / Skills, (g) Assessments, (h) Ongoing Learning & Practice. The purposes of a lesson plan are as follows: (a) daily map or blueprint for the teacher, (b) evidence of curriculum consistency and articulation for the supervisor, (c) record of implementation of district initiatives, (d) transcript of the taught curriculum.

Substitute Teacher Notebook

A plan folder/notebook for substitute teachers should be on hand at all times. The substitute has to come into the classroom and continue what was taught the previous day and maintain the daily classroom routine. To assist substitutes with these tasks, a substitute folder needs to be created by each teacher. The folder should contain the following:

- a. A copy of the class roster and a seating chart.
- b. A copy of the week's plans or have your plan book/folder available.
- c. Instructions for daily procedures: cafeteria count, absentees, morning duties, etc.
- d. A copy of the daily schedule.
- e. Information regarding any duties.
- f. A copy of the SWPBS plan and individual behavioral management plan for the class and a copy of the IEP/504 goals for specific students.

- g. Notes regarding special situations involving students who attend learning support, gifted support, reading intervention, speech and language, etc. Note the scheduled day, time, and names of students who attend such classes.
- h. Notes regarding special classroom and student conditions including medical issues.
- i. Fire drill procedure.
- j. Location of emergency plan or copies of relevant information.

The substitute/emergency folder should be completed and submitted with your weekly plans by the beginning of the second week of school.

31. Professional Meetings

All building level elementary staff meetings will be held on Tuesdays. Each Tuesday, the elementary staff will stay until 4:00 p.m. as designated in the teacher contract. Teachers have a responsibility to attend the professional meetings unless prevented by an emergency.

32. Programs

Music programs will be held in each elementary school in the winter and spring of the year. 4th & 5th grade band and choral programs will be held in the winter and/or spring at the high school.

33. Progress Reports/Grade Book

Every student enrolled in the Bald Eagle Area Elementary Schools, grades K-5, will be issued a progress report at the end of each nine-week marking period. The progress report shows the academic and personal development of each student. The parent or guardian will sign the report card envelope and return it to the teacher after each marking period.

Progress reports for art, music, and health/physical education will be completed at the end of each semester by the respective teachers.

Report cards will be created online using Sapphire. All K-5 teachers will use this program to record report card grades. Teachers in grades 3-5 will use Sapphire as their grade book updating grades by the middle and end of each month. Parents will have access to the Sapphire Parent Portal in grades 3-5.

34. Purchases by Staff

All purchases are the sole responsibility of the staff member unless pre-approved by the principal or on a district requisition form.

35. Recess

All students receive a supervised recess each day unless the district is operating on a two hour delay or modified schedule. Students will go outside unless there is inclement weather. Each building has a set of rules for outside and inside recess and the classroom teachers reinforce the rules with students using the district's school-wide plan.

36. Schedules

Six Day Cycle

The elementary schools operate on a six day schedule. Rather than classes running Monday through Friday, they run Day 1 through Day 6. Therefore, if school is closed on a Tuesday and that was a Day 3, then the following day would be considered a Day 3 even though it was now Wednesday. With this schedule, students do not miss classes if school is closed for the day. A sign is posted in each school as to what day it is in the district. All itinerants, including art, music, health/physical education, guidance, library, instrumental music, nurse, and speech and language will operate on a six day schedule.

37. School Day

The Bald Eagle Area School District desires to provide the best educational experience possible for all district children. To this end, teachers will provide whatever reasonable time is required and necessary to fulfil their professional responsibilities. The school day will formally begin at 8:15 a.m.

Teachers must be in their classrooms by 8:00 a.m. and must be in their classroom whenever children are in the classroom. Staff shall be permitted to leave at 3:20 p.m. A staff member shall not leave during the school day without making prior arrangements with the principal (with the exception of duty-free lunch). Sign-in and sign-out notebooks are available in each office.

Daily Schedule:

8:00 a.m.	Student Arrival
8:00-8:15 a.m.	Homeroom
8:15 a.m.	Late Bell
3:00 p.m.	Elementary Student Dismissal
3:20 p.m.	Teacher Dismissal

(Lunch – 30 minutes; Recess – 20 minutes)

38. Student Support Services

Tier 2 Team (Instructional Support Team)

Students are continually monitored by classroom teachers, by district-wide assessments, by parents, by watching student behavioral patterns, and by observation of other problem areas. When a student is referred to the Tier 2 Team (IST), the team reviews the existing data and the current educational program that student is receiving. There may be a curriculum-based assessment and observation by the appropriate team member (such as a speech/language teacher, a school counselor, school psychologist, etc.). This data is then reviewed to determine if an action plan is necessary for the student to be successful. After the implementation of an action plan is completed, a decision is made to continue monitoring the student at the team level, or to request a permission to evaluate form from the parent. After receiving parental permission, the process continues with a complete evaluation including a psychologist evaluation, the development of a Comprehensive Evaluation Report (ER) and a meeting with team and parents. If warranted, an Individualized Education Program (IEP) is developed.

Tier 2 Team (IST) Members and Responsibilities

Classroom Teacher – The classroom teacher may refer a child to the Tier 2 Team by completing a comprehensive referral form and submitting the form to the Tier 2 Team designee. They participate in meetings at the building level and help to implement the child's action plan in the regular classroom.

School Counselor – The elementary school counselor is the building Tier 2 Team designee. The school counselor receives all referrals for the Tier 2 Team services and is the case manager. They help gather information and do some assessments. The school counselor also participates in the implementation of the student's action plan to address the needs of the student. They help facilitate the collection of data based on the needs of the student.

Parents – Parents are encouraged to participate throughout the entire student support process from the parent interview through the implementation of the action plan. The parents help make the decisions affecting their child. Parents can refer their child for student support services.

Speech/Language Therapists – The speech/language therapists conduct informal screenings or evaluations for speech/language referrals. They participate in the development of an action plan and may be a key player in the implementation phase of the plan.

Math & Reading Intervention Teachers – The math and reading interventionists work with children in grades K through 5. They provide support for students in math, reading, and writing. They provide the Tier 2 Team with current data on the students in these areas as well as help in the implementation of the action plan.

School Psychologist – The school psychologist serves as a consultant to the Tier 2 Team and participates in the formal evaluation process.

Director of Special Education – The director oversees the ER and the IEP process.

Elementary Principals – The principals are responsible for monitoring the Tier 2 process at the building level. They actively participate in each and every referral to the team.

Special Education Services - the Bald Eagle Area School District is committed to providing Special Education services to special needs students. The Annual Notice is posted on the district website.

Acronyms in Special Education

ADA - Americans with Disabilities Act

ER - Evaluation Report

ESY - Extended School Year

FAPE - Free Appropriate Public Education

IDEA - Individuals with Disabilities Education Act

IEP - Individualized Education Program

IST- Instructional Support Team

LEA - Local Education Agency

LRE - Least Restrictive Environment

NORA -Notice of Recommended Assignment

Regular Education Teacher's Responsibilities

1. Regular education teachers who have special education students in their classroom must receive a copy of the IEP for each child. The special education teacher and the regular education teacher must decide together who is responsible for the goals in the IEP and what modifications need to be implemented.
2. The special education teacher will provide information about the progress towards the goals in the IEP.

39. Student and Employee Sexual Harassment Policy

A copy of both the Student and Employee Sexual Harassment Policy adopted by the board is posted on the district website.

40. Student Record Files

School record files are cumulative from a student's enrollment in kindergarten through graduation. The file is kept by law for 100 years. Permanent records are not to be taken from the building under any circumstances.

41. Supervision

Every teacher is in charge of every student in a building and is expected to correct wrong doings with other teachers' students as though they were her/his own. Teachers must cooperate in seeing that this is accomplished. Assistants are provided to relieve teachers of lunch duties and each teacher shall have a 30 minute duty-free lunch

42. Supply Requisitions/Budget Process

Building instructional and art supplies are to be obtained using whatever method is in place in the building. Ask your building principal or head teacher to share what methods you have to obtain supplies during the school year.

Yearly supply orders are completed with the help of the head teacher or a designated person. You will receive a list of supplies that may be ordered and you will select from them only. Order only what is needed for the next school year. Stockpiling supplies is not something that is helpful and may actually be harmful as they lay dormant in the school's supply area. Art supplies may be ordered only

for learning stations or special projects. Teachers are not to take art materials from the art room. Teachers will receive a stipend for other items needed for their classrooms. This amount will be determined by the elementary administration. A budget form for each supplier will be needed as part of this process. Totals must include shipping & handling charges.

43. Teachers – Itinerant

- Substitute teachers will be used in the absence of itinerant teachers.
- Teachers have the same teacher's day as regular classroom teachers and may be assigned to a duty as needed.
- An itinerants' base school is the school to which they are assigned to start that day as per their daily schedule.
- Itinerant teachers will sign in and out of buildings if they leave the building to go to another site during the school day.

44. Technology and the Internet

All of our elementary schools possess the technology to access the Internet. Our students will be afforded the opportunity to access a variety of information that relates to the curriculum. Parents will receive a form letter explaining the Bald Eagle School District's Internet Access Policy and a permission form. The form must be filled out and returned to the school. The permission form will be valid for the duration of the child's attendance in the Bald Eagle Area School District.

District provided Internet resources that are purchased by and licensed specifically to the Bald Eagle Area School District for use within classrooms and specified by our curriculum are accessible to all students for their specific use regardless of a signed acceptable use policy (AUP). Students whose parents have not submitted a signed AUP will be conditionally permitted to access the district-owned resources and the district-owned Internet-based resources only. If during the child's attendance in the district a parent chooses to revoke his/her permission to use the district-licensed Internet-based programs, the parents or guardians must state their intention in writing and submit the letter to the school's principal.

The general information regarding the technology services accessible to all students for their specific use regardless of a signed acceptable use policy follows:

Everyday Mathematics K-5: Online mathematics instructional, monitoring, testing and record keeping software licensed to Bald Eagle Area School District.

Number Worlds Building Blocks K-5: Online mathematics intervention/prevention, monitoring, and record keeping software licensed to Bald Eagle Area School District.

Reading Wonders: Online language arts instructional, monitoring, testing and record keeping software licensed to Bald Eagle Area.

Scholastic Reading Counts: An online reading monitoring, testing, and record keeping software licensed to Bald Eagle Area School District.

United Streaming Video: United Streaming is an online resource licensed by the Bald Eagle Area School District and used as a teaching resource.

WonderWorks: Online language arts intervention/prevention, monitoring, and record keeping software licensed to Bald Eagle Area School District.

45. Telephone Use/Cell Phone Use

Personal cell phones may be used to make brief calls, texts, and emails which are necessary for carrying out professional, personal, or family obligations and responsibilities. It is understood that personal cell phones should not be used in front of students, nor should they interrupt assigned duties

46. Textbooks and Equipment

All textbooks and equipment are the property of the school district. Therefore, payment for loss, breakage, or damage beyond normal use is the responsibility of the student or his/her parent or guardian. Money collected for lost or damaged books and equipment will be deposited in the general fund account. Teachers are required to account for the textbooks and will assume the responsibility that texts are returned by the students.

Contact Stephanie Moore (stephanie.moore@beasd.net or 355-4872) if you need any textbooks. Return all extra textbooks to the Wingate Elementary School for storage.

47. Visitors: Invited and Uninvited

Invited Visitors

1. All visitors and volunteers must wear a visitor's badge when in the building.
2. Visitors will make themselves known to the office personnel. The visitor must sign in and show some form of ID. The visitor will be issued a badge that must be visible at all times.

Uninvited Visitors

1. The morning is a time when strangers or uninvited guests can enter our buildings. It is a time when parents are dropping off children, bus students and walkers are entering the building, and teachers are in a hurry to get to their classroom. All of this can lead to a situation where there might not be adult supervision at one location at any given time, thus leaving students unguarded or having no adult backup for a teacher who may need to confront an uninvited guest.
2. If a teacher sees someone who is unknown to them, the teacher should approach the person(s) and ask, "May I help you?" If the person does not have a badge, the individual should be escorted to the office.
3. If the staff member cannot leave his/her assigned area, then the visitor should be directed to the office. The staff member should make every effort to inform the office about the existence of an uninvited visitor.
4. Should the person refuse to go to the office, the staff member should keep the person in view and get word to the main office in whatever manner possible. The office will respond. If the person leaves the area or the sight of the teacher, the office should be immediately informed. Pertinent information regarding direction of travel and general description of the individual should be given to the office by the staff member.

Lock Down

Whenever an uninvited visitor related emergency occurs, the teacher should notify the office that an emergency is in progress and give the location in the building. Depending upon the form of emergency, the staff would follow the procedure listed in the district's emergency procedure's plan. Each building's lock down procedure is to be posted in every room in the building.

48. Volunteer Program

The Bald Eagle Area School District welcomes and encourages volunteers. Volunteers can help teachers in many ways and their assistance can be both instructional and non-instructional. Duties may include instructional activities such as helping individual students; supervising follow-up activities in class; listening to children read orally, reading and telling stories to children, reinforcing skills and correcting informal, objective student work. Non-instructional activities might consist of reproducing instructional materials; assisting with local field trips; assembling bulletin boards and learning centers; displaying student work on class projects and helping with celebrations, projects and special events.

Some responsibilities, however, may never be delegated to parent volunteers. Those directed only by teachers include handling fire drills and other emergencies; managing class morals and discipline; conferencing with parents; administering and correcting all evaluation devices used for

leveling, grouping or placing students (such as standardized tests); safe-guarding cumulative records; completing student progress reports; supervising playground activities and other activities requiring professional training. Using volunteers never diminishes the responsibilities teachers have for careful planning. Other responsibilities that teachers have toward volunteers include discussing their progress and problems, making compliments when appropriate, providing work space, determining how much time is devoted to a volunteer's own child when working in the same classroom and describing for substitute teachers what part the volunteer plays in the daily schedule.

Volunteers have responsibilities, too. These include being dependable, cooperative, and ethical to the teacher and to the students. Extremely important is the need to avoid discussing individual children outside the classroom, comparing children within the classroom, discussing teachers or teaching methods, using school time for parent conferences, and remaining in the building after the teacher leaves or the assignment is completed. Please make sure your volunteer is aware of these responsibilities.

Volunteers will sign in and out at the school office and will wear a visitor's badge while in the building.

At the beginning of each school year, those individual teachers who use parent volunteers in their classrooms send home a standard school district letter asking for volunteers. The utilization of volunteers is the decision of individual classroom teachers.

Volunteers must submit a volunteer application form and are required to provide an Act 34 Criminal Record Clearance, an Act 151 Child Abuse Clearance, and FBI Criminal History Background Check. Clearances must be dated within the last year. School board approval is required for each volunteer every school year and a volunteer's name must be submitted to the district elementary office by the teacher each school year.

Several times during the school year, the board is presented with a list of volunteers for approval. Only the names of the volunteers who have submitted their clearance forms are presented to the board for approval. Teachers are instructed that no volunteer should be used unless they have submitted their clearances. All questions regarding volunteers should be directed to the district elementary office at 355-3737.

49. Weather Alertness

In the event of severe thunderstorms, tornado warnings, or earthquakes the following procedures will occur. Procedures are listed in the Emergency Procedures section of the handbook.

- a. Students and staff will be directed (via intercom) to go to the hallway areas away from glass windows and will be required to sit on the floor with their backs against walls and their arms covering their heads.
- b. All large and open areas, such as the gym, are declared off-limits.

50. Wellness Policy (Refer to [Student Wellness Policy](#) on the district website)

51. Withdrawals

Homeroom teachers should immediately notify the secretary in charge of the building's attendance when a student plans to withdraw. The secretary will contact the parents and ask them to provide information regarding the withdrawal of the student. The permanent record, IST, health records, most recent report card, reading card and Internet permission form should be forwarded to the new district.