

EVERETT AREA ELEMENTARY SCHOOLS  
165 East First Avenue  
Everett, PA 15537-1399

TO: Dr. Danny R. Webb, Superintendent  
FROM: Justin E. Hillegas, Elementary Principal  
DATE: June 29, 2020  
RE: Changes in Teachers' Manual, 2020-21

Following is a listing of the changes/additions in the 2020-21 Teachers' Manual:

<b><u>PAGE</u></b>	<b><u>CHANGE</u></b>
5-10	Revised personnel section
10	Revised PTA/PTO Officers list
11	Added 2020-21 School Calendar
12	Updated Faculty Meeting Dates
13	Updated Schedules-Buildings, Morning Arrivals and End-of-Marking Periods
14	Updated School Board Meeting dates
15	Updated Elementary Site-Based Meetings
17	Updated Breakfast Program
19	Changed dates and Principal on Public Notice of Directory Information
20	Changed dates and Principal under Disclosure of Name
25	Updated PSSA Testing Dates
30	Updated Playground Supervision
43	Updated Audio Visual
48	Updated Teacher Schedules
21	Updated Laws of Learning / Technology
41	Updated Homework
105-112	Updated Policies

INDEX

Absences, Student .....	24-27	Make-up Work .....	35
Absences, Teacher .....	48	Meetings, Building .....	12
Acceptable Use of Internet, Computers & Network Policies.....	101-105	Meetings, School Board .....	14
Adaptive Physical Education .....	27	Mileage Chart.....	46
Administration Directory .....	5	Monthly Reports.....	46
AIDS, Guidelines .....	28	Office Personnel Directory .....	6
Area Personnel Directory .....	9	Opening Exercises.....	23
Attendance Procedures.....	24-27	Parental Information Directory.....	38-39
Audio Visual .....	43-44	Personnel Files .....	96-97
Breakfast .....	17	Personnel, Administration .....	5
Breezewood Directory .....	7	Personnel, Area .....	9
Building Evacuation.....	44	Personnel, Breezewood .....	7
Bus Supervision .....	31	Personnel, Everett Elementary .....	8-9
Cafeteria Supervision .....	30-31	Personnel, Learning Support .....	10
Calendar.....	11	Personnel, Office.....	6
Casual Dress .....	48	Personnel, Secretaries.....	6
Certificates .....	47	Personnel, Teacher Assistants .....	6-7
Certification .....	47	Planbooks .....	43
Child Abuse .....	97-101	Playground Supervision .....	29-30
Classroom Care.....	22	Progress Reports .....	39
Conference Guidelines.....	49	Projects, Homework .....	41-42
Conferences, Teacher.....	49	Promotion .....	41
Contracts .....	47	PTA/PTO Directory .....	10
Curriculum .....	53-54	Publicity Resources .....	16
Directory, Administration .....	5	Punishment Comments .....	31
Directory, Area Personnel.....	9	Purchasing .....	46
Directory, Breezewood Teachers .....	7	Records, Student.....	40
Directory, Everett Elementary .....	8-9	Report Card Comments .....	37-38
Directory, Learning Support Pers.....	10	Reports, End-of-Month .....	46
Directory, School Board .....	5	Retention .....	41
Directory, Secretaries & Bus. Mgr.....	6	Schedule, Changes for 2-Hr. Delay Days.....	13
Directory, Teacher Asst. ....	6-7	Schedule, Testing .....	33
Discipline, Golden Rules of .....	32	Schedules, Teacher.....	48
District Council Members .....	39	School Board Meetings .....	14
Dress Code, Teachers.....	47	School Board Members .....	5
Drug Awareness.....	36	School Board Policies .....	54-105
Educational Trips .....	24	School Calendar .....	11
Elem. Site-Based Mtgs. Schedule .....	15	Sexual Harassment .....	50
Emergency Closing .....	44	Site-Based Meetings Schedule .....	15
End-of-the Marking Periods.....	13	Staff Meetings .....	12
End-of-Month Reports .....	46	Student Rights and Responsibilities .....	86-87
Equipment, A-V .....	43-44	Student Wellness .....	87-93
Evacuation, Building.....	44	Substitute Teachers .....	44
Everett Elementary Directory .....	8-9	Suggestions To Teachers of Children with Hearing Loss .....	51-52
Excessive Absences .....	26	Supervision, Bus.....	31
Family Educational Rights and Privacy Act ...	18-19	Supervision, Cafeteria .....	30-31
Field Trips.....	47	Supervision, Playground .....	29-30
Fire Drills.....	4	Survival Tips .....	52-53
Fund Raising Policy .....	50-51	Tardiness .....	27
Golden Rules for Discipline.....	32	Teacher Absences.....	48
Grade Level Meetings.....	12	Teacher Certification.....	47
Grading .....	33-35	Teacher Dress Code.....	47
Hazing Policy.....	36	Teacher's Playground Duties .....	29-30
Hearing Loss .....	51-52	Teacher, Substitute .....	44
Homework .....	41	Technology.....	21-22
Honor Roll .....	40	Telephone Usage.....	48
Illegal Absences .....	26	Testing Schedule .....	33
Laws of Learning .....	20	Textbooks .....	42
Learning Support Directory .....	10	Tobacco Control .....	37
Lesson Plans .....	42-43	Unlawful Absences .....	26
Lunch .....	17	Ways To Praise.....	32
		Withdrawals .....	27

## **FORWARD**

The purpose of this Teacher Handbook is to provide the faculty with rules and regulations pertaining to the school organization.

One copy of the handbook will be issued to each professional staff member for use while in the employ of our school.

Additions, deletions, or changes as deemed necessary will be given to you for insertion in this book throughout the Everett Area School District.

**IT WILL BE YOUR RESPONSIBILITY TO STUDY AND USE THIS HANDBOOK. IT WILL ALSO BE YOUR RESPONSIBILITY TO READ AND BECOME FAMILIAR WITH THE ITEMS IN THE PARENT/STUDENT HANDBOOK, MANY OF WHICH, TO PREVENT REPETITION, ARE NOT STATED IN THE TEACHERS' HANDBOOK.**

Please keep this handbook in your desk and available to a substitute. Please return it at the end of the school year.

It should be understood that the contract between the Everett Area School District and the Everett Area Education Association supercedes this handbook.

## **TEACHERS ARE SIGNIFICANT PEOPLE**

“I have come to a frightening conclusion.

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child’s life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or honor, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.”

*Haim Ginott*  
*Teacher and Child*

**EVERETT AREA BOARD OF SCHOOL DIRECTORS**

President..... **Corey Reffner**  
Vice President ..... **Randy Shaw**  
Secretary (Non-member) ..... **Theresa Smith**  
Treasurer ..... **Marla Pennabaker**  
Solicitor..... **Fanelli & Willett Law Offices**

**MEMBERS**

<b>Fred Baca</b>	Darrell Bowman	Kyle Cornell
<b>Jim Keebaugh</b>	Joseph Payne	Marla Pennabaker
Corey Reffner	Randy Shaw	Arlene Smith

The Everett Area Board of School Directors will meet the second and third Monday of each month (unless otherwise advertised), at 7:00 p.m. at the Administrative Complex on South Street Extension.

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**ADMINISTRATION**

SUPERINTENDENT ..... **Danny Webb**  
ASSISTANT SUPERINTENDENT..... **James Hollis**  
ELEMENTARY PRINCIPAL..... **Justin E. Hillegas**  
**HIGH SCHOOL PRINCIPAL..... Donald Burd**  
MIDDLE SCHOOL PRINCIPAL ..... **Laurie Criswell**  
**ASSISTANT MS / HS PRINCIPAL ..... Adam Whisel**  
DIRECTOR OF SPECIAL EDUCATION..... **James Hollis**  
**SCHOOL POLICE OFFICER ..... Dennis Guelich**  
EDUCATIONAL TECHNOLOGY COORDINATOR ..... **Kevin Eshelman**  
DIRECTOR OF ATHLETICS..... **Christopher McCahan**

**CENTRAL OFFICE PERSONNEL**  
**427 E. South Street, Everett, PA 15537-1295**

**Mrs. Theresa Smith** .....Superintendent & Board Secretary  
**Mrs. Kristin Howsare** .....Transportation/Maintenance Secretary  
**Mr. Brian Koontz**..... Transportation/Maintenance Supervisor  
**Ms. Dana Beegle** .....Secretary/Accounts Payable/Federal Programs  
**Mrs. Judy Musselman** ..... Secretary/Payroll & Special Education  
**Mr. Steven Foor** .....Business Manager

**EVERETT ELEMENTARY OFFICE PERSONNEL**  
**165 East First Avenue, Everett, PA 15537**

**SECRETARIES:**

**Mrs. Stacey Jay** .....Elementary Secretary  
**Mrs. Rebecca Griffin** .....Elementary Secretary

**EVERETT ELEMENTARY TEACHER ASSISTANTS**

**Mrs. Mindy Cottle**.....Teacher Assistant  
**Mrs. Annie Dinnocenti**.....Teacher Assistant  
**Mrs. Patty Divelbliss**.....Teacher Assistant  
**Mrs. Elaine Hayes** ..... Teacher Assistant/Personal Care Aide  
**Mrs. Jessica Horton** .....Teacher Assistant  
**Mrs. Margaret Horton**.....Teacher Assistant  
**Mrs. Lori Imgrund**.....Teacher Assistant  
**Mrs. Amy Koontz**.....Teacher Assistant

Mrs. Tracy Koontz.....Teacher Assistant  
 Mrs. Heather Mallow.....Teacher Assistant  
 Mrs. Kelly Miller.....Teacher Assistant  
 Mrs. Ashley Sawyer .....Teacher Assistant  
 Mrs. Amy Seville.....Teacher Assistant  
 Mrs. Whitney Smith.....Teacher Assistant  
 Mrs. Julie Whitfield .....Teacher Assistant

**BREEZEWOOD ELEMENTARY SCHOOL PERSONNEL**  
 133 N. Main Street, Breezewood, PA 15533 (735-4331 or 652-9114, ext. 4101)

**TEACHERS:**

Mrs. Nisa Feather-Makowiecki ..... Kindergarten  
 Mrs. Kendra Ford.....Grade 1  
 TBD .....Grade 2  
 Mrs. Kristie Colledge.....Grade 3  
 Mr. Paul Clark, HEAD TEACHER.....Grade 4  
 Mrs. Kristin Troutman.....Grade 5

**TEACHER ASSISTANTS:**

Mrs. Sharon Sponsler ..... Secretary  
 Mrs. Sandy Burton.....Teacher Assistant  
 Mrs. Cassie Hess.....Teacher Assistant

**SERVICE PERSONNEL:**

Mrs. Sharon Grove ..... Cafeteria  
 Mrs. Liane Harr ..... Cafeteria  
 Mr. Kelly Smith..... Custodian

**EVERETT ELEMENTARY SCHOOL PERSONNEL**  
**165 East First Avenue, Everett, PA 15537 (652-9114)**

**TEACHERS:**

**Mrs. Lisa Bulger**.....Kindergarten (K-1)

**Mrs. Heather Cornell** ..... Kindergarten (B-59)

**Mrs. Rebecca Leader** .....Kindergarten (K-2)

**Mrs. Carla McCahan**..... Grade 1 (B-30)

**Mrs. Mandy Nave**..... Grade 1 (B-65)

**Mrs. Heather Treece**..... Grade 1 (B-66)

**Mrs. Sheila Boyd** ..... Grade 2 (B-62)

**Mrs. Karen Ely-Anderson**..... Grade 2 (B-64)

**Mrs. Ashley Hargreaves** ..... Grade 2 (B-63)

**Mrs. Melissa Seese** ..... Grade 2 (B-29)

**Mrs. Carri Link**..... Grade 3 (B-67)

**Mrs. Sarah Steel** ..... Grade 3 (B-28)

**Mrs. Alees Wadsworth** ..... Grade 3 (B-60)

**Dr. Deborah Chiappelli-LaSalle** ..... Grade 4 (B-27)

**Mrs. Misty Hartman**..... Grade 4 (B-26)

**Mrs. Nicole Hillegas** ..... Grade 4 (B-10)

**Mrs. Nora Kalinauskas**..... Grade 4 (B-25)

**Mrs. Melissa Beal** ..... Grade 5 (B-6)

**Mr. Jamie Eichelberger**..... Grade 5 (B-9)

**Mrs. Jackie Levy** ..... Grade 5 (B-8)

**Mrs. Kelly Waugerman** ..... Grade 5 (B-7)

**Mr. Brandon Treece** .....HEAD TEACHER/GIFTED

**SERVICE PERSONNEL:**

<b>Mrs. Juanita Jay</b> .....	Cafeteria
<b>TBD</b> .....	Cafeteria
<b>Mrs. Carisa Bowser</b> .....	Cafeteria
<b>Mrs. Vickie Nettles</b> .....	Cafeteria
<b>Mrs. Cindy Williams</b> .....	Cafeteria
<b>Mrs. Donna Zimmerman</b> .....	Cafeteria
<b>Mr. Mark Rosentrater</b> .....	Custodian
<b>Mr. Lance Sleighter</b> .....	Custodian
<b>Mr. Tom Tewell</b> .....	Custodian

**AREA PERSONNEL DIRECTORY**

<b>Mrs. Christina Clites</b> .....	Americorps Member
<b>Mrs. Mandi Miller</b> .....	Americorps Member
<b>Mrs. Aliza Baker</b> .....	Counselor
<b>Mrs. Tricia Beidle</b> .....	Library
<b>Mrs. Karen Cline</b> .....	Physical Education
<b>Mrs. Becky Garrett</b> .....	School Nurse
<b>Mr. Kevin Eshelman</b> .....	Technology Educator
<b>Mrs. Mia Reffner</b> .....	Title 1 Reading / ESL
<b>Mrs. Laurie Reider</b> .....	Art
<b>Mrs. Susan Snyder</b> .....	Title I Reading / ESL
<b>Mr. Tanner Williams</b> .....	Title I Reading
<b>Mrs. Shari Zembower</b> .....	Instrumental Music / Vocal Music

**LEARNING SUPPORT PERSONNEL**

**Mr. Jim Hollis**..... Supervisor, Exceptional Children  
**Mrs. Kristi Peterson**..... School Psychologist  
**Mrs. Ashley Bennett**..... Learning Support / EE (B-35))  
**Mrs. Jessica Grove** ..... Learning Support / EE (B2-16)  
**Mrs. Ashley McClanahan**..... Learning Support / EE (B-61)  
**Mrs. Jessica Musselman** ..... Speech and Language Support / BR, EE

**PTA/PTO OFFICERS - 2020-21**

**BREEZEWOOD ELEMENTARY PTO:**

President..... **Katherine Brambley**  
Vice President ..... **Jenna Dadetto**  
Secretary ..... **Kristen Shawl**  
Treasurer ..... **Casey Weaver**

The Breezewood PTO meets at 7:00 p.m. on the first Thursday of every month, except January during the school year unless otherwise announced.

**EVERETT ELEMENTARY PTA:**

President..... **Laurie Hollis**  
Vice President ..... **Danielle Simpson**  
Secretary ..... **Joy Lepako**  
Treasurer ..... **Casey Grimes**

The Everett PTA meets at 7:00 p.m. on the third Tuesday of every month, except December, during the school year unless otherwise announced by the executive board.

## CALENDAR – 2020-21

### AUGUST

- 17---- Teacher Workday (1/2 day\*)
- 18, 19 ---- Teacher In-Service
- 20 ---- First Day for Students

### SEPTEMBER

- 07 ---- LABOR DAY - NO SCHOOL

### OCTOBER

- 12 ---- Teacher In-Service/Act 80 Day – (NO SCHOOL FOR STUDENTS)
- 22 ---- End of First Marking Period

### NOVEMBER

- 11 ---- VETERANS' DAY – NO SCHOOL
- 24 ---- 2-Hour Early Dismissal
- 25 ---- Teacher In-Service/Act 80 Day – (NO SCHOOL FOR STUDENTS)
- 26 ---- THANKSGIVING DAY – NO SCHOOL
- 27-30 ---- THANKSGIVING BREAK - NO SCHOOL

### DECEMBER

- 23-31 ---- WINTER BREAK - NO SCHOOL

### JANUARY

- 01 ---- NEW YEAR'S DAY – NO SCHOOL
- 11 ---- End of Second Marking Period / 1<sup>st</sup> Semester
- 18 ---- Martin Luther King Jr.'s Birthday – NO SCHOOL
- 29 ---- Teacher In-Service/Act 80 Day – (NO SCHOOL FOR STUDENTS)

### FEBRUARY

- 12 ---- NO SCHOOL (Possible make-up day)
- 15 ---- PRESIDENTS' DAY – NO SCHOOL (Possible make-up day)

### MARCH

- 18 ---- End of Third Marking Period

### APRIL

- 01 ---- EASTER BREAK – NO SCHOOL (Possible make-up day)
- 02 ---- GOOD FRIDAY – NO SCHOOL
- 05-06 ---- EASTER BREAK – NO SCHOOL (Possible make-up days)

### MAY

- 26 ---- Last Day of School for Students – **2 HR. EARLY DISMISSAL**
- 27-28 ---- Teacher In-Service
- 31 ---- MEMORIAL DAY

### JUNE

- 01 ---- Teacher In-Service /Act 80 Day
- 02 ---- Teacher Work Day (1/2 day\*)

When days are missed due to inclement weather or other emergencies, the next scheduled make-up day will be utilized as a day of school for students. Any additional make-up days needed beyond these dates will be added at the end of the year

If either Everett Area School District or Bedford Area School District closes and the other remains open, the Bedford County Technical Center will be in session; and mutually agreed upon holidays will remain as scheduled.

**ELEMENTARY GRADE LEVEL DATA MEETINGS 2020-21**

**(Everett Elementary, location TBD @ 3:30-4:30 p.m. unless otherwise noted.)  
Please mark the following dates on your calendar to avoid scheduling conflicts.**

Group 3-5: 3-5 Classroom teachers, 3-5 learning support teachers and special area teachers.

Wednesday, October 21, 2020	Tuesday, February 23, 2021
Wednesday, November 18, 2020	Tuesday, March 16, 2021
Wednesday, January 20, 2021	Thursday, April 8, 2021

Group K-2: K-2 Classroom teachers, K-2 learning support teachers, and special area teachers.

Thursday, October 22, 2020	Wednesday, February 24, 2021
Tuesday, November 17, 2020	Wednesday, March 17, 2021
Thursday, January 21, 2021	Thursday, April 15, 2021

**FULL FACULTY GRADE LEVEL MEETINGS**

**(Everett Elementary, location TBD @ 3:45 – 4:45 p.m. unless otherwise noted.)**

**Tuesday, August 18, 2020 – Start of School Faculty Meeting (PM)**

**Wednesday, September 16, 2020 – Safety Meeting**

**Wednesday, December 16, 2020 – Teacher Budget Meeting**

**TBA – End of School Faculty Meeting**

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**BUILDING GRADE LEVEL MEETINGS**

**Everett Elementary – Every Monday**

**Breezewood Elementary – Every 2<sup>nd</sup> and 4<sup>th</sup> Wednesday of each month (8:00-8:30)**

## BUILDING SCHEDULES

### BREEZEWOOD ELEMENTARY

7:50-8:30	School Opens
8:30	Classes Begin
11:20-12:35	Lunch Period
3:30	Dismissal

### EVERETT ELEMENTARY

7:50-8:25	School Opens
8:25	Classes Begin
10:35-1:10	Lunch Period
2:50	Dismissal

## MORNING ARRIVALS

Students utilizing school district transportation will arrive at school at times when school district personnel are available to provide supervision, until classes begin.

**Parents who desire to bring their child to school shall do so at a time when supervision is provided by the district. Generally, this is after 7:50 a.m. and before 8:20 a.m. each morning. Students should not be dropped off earlier than the first bus arrival time. (Students enrolled in Kid Stop may be dropped off earlier.)**

Parents should follow the regulations for drop-off of students in the mornings.

Should parents need to discuss their anticipated time of dropping off students, please contact the Head Teacher of your child's school.

## 2020-21 AREA SCHEDULE CHANGES FOR 2-HOUR DELAY DAYS

### BREEZEWOOD ELEMENTARY

5th grade - 10:30 am to 11:05 am
4th grade - 11:05 am to 11:40 am
3rd grade - 12:50 pm to 1:25 pm
1st grade - 1:25 pm to 2:00 pm
2nd grade - 2:05 pm to 2:40 pm
Kindergarten - 2:40 pm to 3:15 pm

### EVERETT ELEMENTARY

5th grade - 10:15 am to 10:50 am
4th grade - 10:50 am to 11:25 am
3rd grade - 11:35 am to 12:10 pm
2 <sup>nd</sup> grade - 12:45 pm to 1:25 pm
Kindergarten - 1:25 pm to 2:05 pm
1 <sup>st</sup> grade - 2:05 pm to 2:45 pm

Students will arrive at school between 9:50 am and 10:25 am. Breakfast is **NOT** served on these days and lunch times will remain the same.

## END-OF-MARKING PERIODS

The following dates have been designated as ending the quarterly grading or marking periods. These dates are subject to change due to emergency school closings.

OCTOBER 22, 2020	.....End of FIRST marking period
JANUARY 11, 2021	.....End of SECOND marking period
MARCH 18, 2021	.....End of THIRD marking period
MAY 26, 2021	.....End of FOURTH marking period

**EVERETT AREA SCHOOL DISTRICT**  
**2020**  
**Board Meeting Dates**

The following meetings have been scheduled for 2020. **ALL MEETINGS will be voting meetings** for the purpose of conducting school business.

Meeting Time: 7:00 p.m. – All Meetings

Location of Meetings: Central Office  
 (Unless otherwise advertised)

Meeting Dates: Work Session – Second Monday of the month  
 Exceptions: July and December – No meeting

Action Meetings – Third Monday of the Month  
 Exception: December – *Reorganization meeting on the 1<sup>st</sup> Monday – 1<sup>st</sup> full week*

<u>Work Sessions</u>	<u>Regular Meetings</u>	<u>Locations</u>
January 13, 2020	January 21, 2020 (Tuesday)	(1) EE
February 10, 2020	February 17, 2020 (1)	(2) MS /HS
March 9, 2020	March 16, 2020	(3) BRZD
April 13, 2020	April 20, 2020	
May 11, 2020	May 18, 2020	
June 8, 2020	June 15, 2020	
No Meeting	July 20, 2020	
August 10, 2020	August 17, 2020	
September 14, 2020	September 21, 2020	
October 12, 2020	October 19, 2020 (2)	
November 9, 2020	November 16, 2020 (3)	
No Meeting	December 7, 2020 (Reorganization Meeting, 1 <sup>st</sup> Monday – 1 <sup>st</sup> full week)	

**ELEMENTARY SITE-BASED MEETINGS**  
**2020-21**  
**EVERETT ELEMENTARY – Mrs. Waugerman’s Room**  
**3:30 p.m.**

**DATE:**

**CHAIRPERSON:**

Wednesday, September 9, 2020

Nicole Hillegas / Heather Treece

Tuesday, November 10, 2020

Kelly Waugerman / Kendra Ford

Wednesday, February 3, 2021

Heather Treece / Kendra Ford

Wednesday, April 14, 2021

Nicole Hillegas / Kelly Waugerman

**Elementary Site-Based Management Team**

Heather Treece  
Paul Clark  
Nicole Hillegas  
Becky Garrett  
Susan Snyder  
Kelly Waugerman  
Justin Hillegas  
Brandon Treece  
Kendra Ford

**ALL TEACHERS** are encouraged to come to the meetings to observe or discuss any elementary building or curriculum ideas and / or concerns. TEAM decision making is encouraged.

## **PUBLICITY RESOURCES**

### **Local Radio Stations (Seek Building Principal and / or Superintendent's approval first)**

WAYC Radio Station – FM100.9    134 E. Pitt St., Bedford, PA 15522, 623-1000

WBFD Radio Station – AM1310    134 E. Pitt St., Bedford, PA 15522, 623-1000

WBVE Radio Station – FM107.5    134 E. Pitt St., Bedford, PA 15522, 623-1000

WAYC Radio Station – AM1600    134 E. Pitt St., Bedford, PA 15522, 623-1000

WSKE Radio Station –FM104.3    151 E. First Ave., Everett, PA 15537, 652-2600

WZSK Radio Station – AM1040    151 E. First Ave., Everett, PA 15537, 652-2600

### **Local Television Stations (Seek Building Principal and/or Superintendent's approval first)**

WTAJ-TV10.....5000 6<sup>th</sup> Avenue, Altoona, PA 16602  
1-800-762-6053, [news@wtajtv.com](mailto:news@wtajtv.com)

WATM.....90 Lulay Street, Suite 1, Johnstown, PA 15904  
814-266-8088, [www.abc23.com/home.htm](http://www.abc23.com/home.htm)

### **Local Newspapers (Seek Building Principal and/or Superintendent's approval first)**

**Bedford Gazette** .....424 W. Penn St., Bedford, PA 15522, 623-1151  
FAX Line.....623-5055

Tribune Democrat.....425 Locust St., P.O. Box 340, Johnstown, PA 15907-0340  
532-5000

Altoona Mirror..... 301 Cayuga Ave., Altoona, PA 16602, 946-7411

Shoppers Guide.....424 W. Penn St., Bedford, PA 15522, 623-1151

### **Everett Area School District Publications**

Everett Area School District Website ..... Contact Building Principal or Superintendent

## **BREAKFAST AND LUNCH PROGRAM**

### **BREAKFAST**

The Board has approved continuing the offering of a breakfast program. Special prices and tickets are needed for this program. Menus for the breakfast program will be distributed with lunch menus. Times during which breakfast will be served will be announced by Food Services at each building.

The breakfast program is conducted daily in the cafeteria from 7:50 a.m. until 8:30 a.m. at Everett Elementary. The breakfast program is conducted daily in the cafeteria from 8:00 a.m. until 8:30 a.m. at Breezewood Elementary. No breakfast is served on 1 or 2 hour morning delays.

Students who arrive on late buses will be given the opportunity to eat breakfast. Credit breakfasts will be honored with prior approval. Special bulletins will be issued from time to time concerning the lunch and breakfast programs. This information, where related to students, should be shared with them.

### **LUNCH**

Students should be encouraged to participate in the school lunch program. However, children will have the option of buying the school lunch or carrying their own. Since all students are expected to eat a lunch, students who forget lunch money may receive a lunch on credit. However, a student may not receive credit if they have accumulated three or more credit lunches until the credit is paid.

#### **LUNCH PRICES**

\$2.10 Elementary Student  
\$3.55 School Employees  
\$ .40 REDUCED  
\$3.55 Visitors  
Milk – White \$.55

#### **BREAKFAST PRICES**

\$1.10 Elementary Student  
\$1.75 School Employees  
\$ .30 REDUCED  
\$1.75 Visitors  
Milk – Chocolate \$.65

“For additional information, you may view the district policy #808 on the district website or request a written copy.”

## **Family Educational Rights and Privacy Act (“FERPA”) Notification of Rights**

The Family Educational Rights and Privacy Act (“FERPA”), a federal law, affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. There rights are:

- The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent of eligible student of the time and place where the records may be inspected.

- The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the School to amend record that they believe is inaccurate or misleading. They should write the School principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent of eligible student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); the designated law enforcement unit of the Everett Borough Police, the Pennsylvania State Police, and or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another **public or private school** in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

## Public Notice of Directory Information

As explained above, FERPA requires that the School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School District may disclose appropriately designated "**directory information**" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the School District to include this type of information from your child's education record in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

**Directory information**, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, newspapers or other news sources and companies that manufacture class rings or publish yearbooks. In addition, two federal laws require the School District to provide military recruiters, upon request, with three types of directory information—names, addresses, and telephone listings—unless parents have advised the School District that they do not want their student's information disclosed without their prior written consent.<sup>1</sup>

For the 2020-21 school year, the School District has designated the following information as directory information: **[Note: the School District may include all the information listed below or it may restrict what information it will treat as directory.]**

- |                           |  |
|---------------------------|--|
| --Student's name          | --Participation in officially recognized activities and sports |
| --Address                 | --Weight and height of members of athletic teams               |
| --Telephone listing       | --Degrees, honors, and awards received                         |
| --Electronic mail address | --The most recent educational agency or institution attended   |
| --Photograph              |  |
| --Date and place of birth |  |
| --Major field of study    |  |
| --Dates of attendance     |  |
| --Grade level             |  |

This notice provides you as a parent or eligible student with an opportunity to object in writing to any or all of those types of information that the School District has designated as directory information. You have the right to refuse to permit release by notifying the School District in writing that you do not want any or all of those types of information to be designated as directory information for your child or yourself. Please submit any refusal with the types of information you wish removed from the list of directory information and submit your objections on or before September 1, 2020 to Justin Hillegas, Elementary Principal or Donald Burd, High School Principal, c/o Everett Area School District, 427 East South Street, Everett, PA 15537-1295.

If you do not submit a written refusal on or before September 1, 2020, then the School District may disclose this directory information without your prior consent.

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<sup>1</sup> These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the *No Child Left Behind Act of 2001* (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the *National Defense Authorization Act for Fiscal Year 2002* (P. O. 107-110), the legislation that provides funding for the Nation's armed forces.

## **Disclosure of Name, Address and Telephone Number To Military Recruiters**

This notice provides you as a parent or eligible student with an opportunity to object in writing to the disclosure of the student's name, address and telephone number to military recruiters. You may opt not to have this information disclosed to any military recruiter or institution or you may request that this information not be released without prior written consent. Please mail your objections on or before **September 1, 2020**, to **Donald Burd**, High School Principal at the following School District address: Everett Area School District, 427 East South Street, Everett, PA 15537-1295.

If you have opted out of the disclosure of directory information, this refusal also will serve to prohibit disclosure to military recruiters. If you do not submit a written refusal on or before **September 30, 2020**, which must be at least 21 days from date of notice, then the School District is required to disclose this information to military recruiters without your prior consent.

If you have any questions regarding this Notice, please call Dr. Danny R. Webb, Superintendent, at (814) 652-9114, extension 2101.

### **LAWS OF LEARNING**

Years of educational research have identified instructional Laws of Learning that optimize student learning. These Laws of Learning shall serve as a basis for our instructional designs.

1. Students learn best when they are interested, curious, or when they have a purpose. It is, therefore essential that they be motivated to learn.
2. Students learn when they are ready to learn and not before. They must be at the proper physical and mental level for such learning. **READINESS** for any new learning must be built upon past experience.
3. Students learn best when they anticipate success. Failure leads to an unpleasant reaction. Repeated failure leads to an unpleasant emotional reaction. Repeated failure causes a student to give up.
4. Students learn when they participate in the learning experience. They must be involved if they are to learn. Genuine participation increases motivation, adaptability, and the speed of learning.
5. Students learn best when their individual differences are recognized and accommodated. This means that instruction should begin from "where they are" and not from where we might assume they should be.
6. Students learn best when they have a specific goal in sight. Most students respond well to short-range goals, commensurate with their age and ability. Each individual needs to establish individual goals for themselves with the **ENCOURAGEMENT** of their teacher.
7. Students learn best when new learnings are based upon their past experiences. They need to progress from the known to the unknown.

8. Students need drill for reinforcement and this drill must be rewarded, as sheer repetition is not good. The skillful teacher provides opportunity for successful application of drill to provide reinforcement of the learning skill.
9. Students learn best when they know their own rate of progress. The sooner they know of their success or failure the better. Learning is facilitated by this knowledge.
10. Students learn best when they know exactly what they are to do. The importance of a well-prepared assignment cannot be underestimated in assuring the success of the student.
11. Students learn best when instruction involves the senses.
12. Students learn best when they receive encouragement by the teacher and have an opportunity to learn in a safe positive environment.

## **TECHNOLOGY**

The Everett Area School District is making great strides in the area of technology. Our goal is to fully integrate our curriculum with appropriate software and computer competencies. All students K-12 have their own device. Parents will be signing a computer/Internet use policy notification.

Teachers will be expected to intergrate the use of technology into daily learning and they should have the knowledge of using Google classroom with students. All grades will be recorded on Skyward.

As we acquire more machines, the possibility of technical difficulties increases. **Kevin Eshelman is our Educational Technology Coordinator.** He can be reached at **extension 1223.**

Please call him when you have questions, concerns, or difficulties.

## **COMPUTER MONITORING HARDWARE/SOFTWARE**

As required by law, the Everett Area School District uses an Internet content filtering device called LineWize to monitor and block web sites that are considered offensive and/or dangerous.

Internet content filtering is not 100% effective, which is why this district still feels that monitoring by teachers and staff is the most effective method of keeping students safe when browsing the Internet. New web sites are added every minute of the day and there is no technology that can keep up with the constant changes.

Since the technology is not perfect, some harmless sites do get blocked. This is most often due to the valid web site being stored on the same web server as other questionable web sites. The LineWize software must “learn” about all questionable sites and sometimes it is not able to discriminate between different sites on the same web server. Until it can, LineWize may block the entire web server, which means your harmless site is also blocked. This is usually temporary.

If a specific web site is not being blocked and you think it should be, it can be blocked. The same is true for sites that you feel are being blocked for no apparent reason. Send the Technology Coordinator a link to the site, print the page or just write down the address/URL. Web site addresses can also be forwarded to LineWize who will either add it to or remove it from the filter list, if it meets their requirements.

In most cases the Technology Coordinator and the requesting teacher will determine if the web site is appropriate. If there is any question about whether a web site is appropriate, the Technology Coordinator will seek approval from the Elementary Principal, who will make the final decision on blocking or unblocking a web site.

LineWize is also used to prevent access to certain types of network traffic (i.e. chat rooms, audio downloads) and to prevent outside access by “hackers” or others with malicious intentions. Currently we are making use of methods to minimize or block use of chat software, instant messaging and downloading of audio (music) – all of which is prohibited by the District’s Internet Use Policy. These programs either pose an unsafe risk to our students or waste valuable Internet bandwidth, or both.

The District also uses remote computer management software called PC Matic on all Apple computer systems. There are 2 purposes for using this software. In many cases, the Technology Coordinator can remotely access and repair computers without being present where the particular system is located. This helps to save valuable resources by getting computers working in a more timely manner and with no mileage costs. It also allows monitoring of student’s computer activities by teachers and staff.

In order to maximize the benefits of this software, it is installed on every system (Apple) including those used by teachers and staff. All personnel must be aware of the fact that, while not the primary reason this software is being used, any of their computer activities can also be monitored.

If you have any questions regarding any of this hardware/software used by the District please contact the Technology coordinator.

## **CLASSROOM CARE & ENVIRONMENT**

Effort shall be made to make classrooms attractive and at the same time have a workshop atmosphere.

The bulletin board is a valuable teacher tool, and shall be attractively arranged so that it can be used as a learning station or center. Do not expect the art department to always display their work results on your classroom bulletin boards.

Classroom teachers are directly responsible for the condition of furniture and equipment within the room. This furniture and equipment represents a large investment by the taxpayers of the community. Each teacher shall, through good teaching and housekeeping procedures, prevent unnecessary damage to it. Vandalism reflects the inability of a teacher to maintain proper control of the students assigned to him/her. Students who intentionally vandalize school property shall receive proper punishment, which is to include costs resulting from repairing or replacing the items damaged.

In addition, it will be expected that all teachers will enforce a “**NO GUM CHEWING**” rule in the schools. The effects of children being allowed to chew gum in school have caused the maintenance

staff to spend many extra hours of labor in removing gum from the bottoms of chairs, off the floor, and from the underside of cafeteria tables.

Teachers should:

1. Give attention to the physical condition within the classroom (heat, lighting, ventilation, etc.) to encourage a good learning environment.
2. At the end of the day, make sure that all windows in your classroom are closed and locked. Window curtain walls (BR) should be closed. Blinds and light control units should be closed to the cross mullion above the operating part of the window so the outside appearance of the building is attractive and uniform.

### **OPENING EXERCISES**

Teachers and students will be expected to follow an “**opening exercise**” period at the start of each school day. This period of time will be set in the bell schedule at each building. The intent of this opening exercise period will be the completion of the following routine tasks of which students and teachers should participate:

- 1) Attendance
- 2) Lunch count
- 3) Salute to the flag
- 4) Citizenship pledge

### **FLAG SALUTE AND THE PLEDGE OF ALLEGIANCE**

It is the responsibility of every citizen to show proper respect for his or her country and its flag. However, students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag, on the basis of personal belief or religious convictions. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate in a meaningful ceremony. A student who chooses not to participate may either stand or sit, remaining respectfully silent.

## ATTENDANCE PROCEDURES

Each teacher should do everything possible to impress the students with the importance of regular attendance at school.

### ATTENDANCE RECORDS

Teachers are required to keep records of student absences. This record may be kept in your grade book, an attendance register, index cards, etc. This record shall be turned into the elementary office at the end of the school year.

All student absences from school will be classified as one of three types:

1. EXCUSED – Pupils may be excused from school for the following reasons:  
(also, see Excuses)
  - A. Illness of the student
  - B. Death in the immediate family
  - C. Recognized religious holidays
  - D. Quarantine
  - E. Impassable roads
  - F. Suspensions by the administration
  - G. Trips of an educational value (see Educational Trips)
  - H. Approval of day by administration
2. UNEXCUSED – All other absences not listed under EXCUSED ABSENCES are considered unexcused.
3. UNLAWFUL – Any unexcused absence of a student under the age of 17.

Students may miss up to 10 excused days for valid reasons via a parent's written excuse. After 10 days, a doctor's excuse will be required for all subsequent absences to be deemed excused. Absences due to field trips, suspensions and school athletic events will not be counted toward the limit. Days missed for other reasons are subject to administration review.

After a student has missed three UNEXCUSED DAYS of school the parents will be sent a FIRST NOTICE by certified mail and a truancy elimination plan will be put in place. This FIRST NOTICE is a warning that future unexcused absences could result in a referral to Children and Youth Truancy Director and/or fines.

### EDUCATIONAL TRIPS

Trips of an educational value must receive prior approval by the Elementary Principal. Students may be legally excused for up to **five (5)** school days per year if all criteria is met. **However, educational days still are counted as part of the 10 day absent total.**

**The administration reserves the right to deny educational trips to students who have failing grades or poor attendance records.**

An "EDUCATIONAL TRIP REQUEST" form must be completed **by the parent or guardian** and returned to the Elementary office a minimum of five (5) school days prior to the trip. **Failure to gain prior approval will result in the absence being recorded as illegal.**

A Standard Trip Form appropriate to grade level will be given to the student and their parent(s) to be completed while on the vacation stating transportation used, sights visited, and learning experiences. Upon returning from vacation, the student should be prepared to report about his/her learning experiences either in written or oral form at the discretion of the teacher.

A portion of school work may be given to the student prior to the educational trip. This would be done at the discretion of the teacher. Work assigned before the trip should be completed and handed in the first day back in school.

Once the student returns to school, all additional make-up work will be sent home. Students will be given twice the number of days missed to complete the make-up work.

**Educational trips are asked not to be scheduled during PSSA test windows for grades 3-5.**

The test windows for the 2020-21 school year are as follows:

English Language Arts	Grades 3, 4, 5 – April 19-23, 2021
Mathematics	Grades 3, 4, 5 – April 26-30, 2021
Science	Grade 4 – April 26-30, 2021

**ABSENCE EXCUSES**

When a student has been absent from school, a written statement from the student’s parents/guardians must be submitted to his/her classroom teacher or submit a Skyward internet excuse WITHIN THREE DAYS following the student’s return to school. (also, see Absences).

The parental excuse must contain the following items:

1. The student’s first and last name.
2. The date or dates if the student’s absence.
3. The reason(s) for the absence.
4. A signature of one of the parents/guardians.

If no excuse is submitted by the student within three days, the absence will be considered UNEXCUSED / ILLEGAL.

The following rules apply to EMERGENCY EXCUSES:

1. If possible, all requests for emergency excuses must be made in advance by contacting the Elementary Office at 652-9114.
2. If the office approves the absence, the student must submit an excuse to his/her classroom teacher.
3. Failure to notify the office in advance will result in the absence(s) being marked unexcused/illegal.
4. Emergency needs will be determined by the administration.
5. Emergency excuses may not be granted to:
  - A. Student who have a poor attendance record.
  - B. Students who are a disciplinary problem at school.

## **ILLEGAL/UNLAWFUL ABSENCES AND NOTICE**

The classroom teacher should, in writing, inform the elementary principal that a student has accumulated three (3) days of illegal/unlawful absence; or has added one or more unexcused absences to his already accumulated total of three (3) days.

- 1) **FIRST NOTICES** will be sent by certified mail on the day that the elementary principal is informed of the accumulation of illegal and unexcused days.
- 2) **SECOND NOTICES** will be filed with the magistrate by the elementary principal on the day that the classroom teacher notifies the elementary office. The classroom teacher will be notified that a second notice was served. This usually ends in a fine.
- 3) The elementary principal maintains a record of first and second notices and excessive absences.

## **ILLEGAL AND UNLAWFUL**

For students under the age of 17, unexcused absences are both illegal and unlawful.

A **FIRST NOTICE** will be sent to the parents of all students under the age of 17 who have accumulated three days of **UNEXCUSED/ILLEGAL** absences. A SAP referral will be made and it will be necessary to follow through with SAP team recommendations that shall include a Truancy Elimination Plan. A charge of compulsory attendance will be filed with the local District Magistrate on the 6<sup>th</sup> unlawful absence.

**FIRST NOTICES** will be sent by certified mail. A **FIRST NOTICE** is a warning to the parent that future unexcused absences could result in a referral to Children and Youth Truancy Director and / or fines.

### **TRUANCY - ILLEGAL ABSENCES DISCIPLINE ACTIONS**

- 3<sup>rd</sup> day – Parent 1<sup>st</sup> notice letter and Truancy Elimination referral
- 4<sup>th</sup> day – Notification and loss of recess/lunch detention
- 5<sup>th</sup> day – Final Notice to parent
- 6<sup>th</sup> day – Referral to Truancy Class and CYS Truancy Liason Meeting Truancy fine and loss of recess/after-school detentions
- 7<sup>th</sup> day – Possible Truancy fine and loss of recess/after-school detentions, contact Children and Youth Services
- 8<sup>th</sup> day – Possible Truancy fine and loss of recess/after-school detentions, contact Children and Youth Services
- 9<sup>th</sup> day – Possible Truancy fine and contact Children and Youth Services
- 10<sup>th</sup> day – Truancy fine
- 11<sup>th</sup> day – Possible Truancy fine, loss of school privileges, and Alternative Education determination

At the discretion of the Administration, students may be removed from co-curricular and/or extra-curricular activities such as assemblies, school events, field trips, etc.

## **EXCESSIVE STUDENT ABSENCES**

**When a student has missed 10 or more days of school during the school year the school authorities will require a DOCTOR'S EXCUSE for each subsequent absence. All future absences**

**without the required doctor's excuse will be considered illegal.** If the student does not bring a doctor's excuse he/she is to be reported to the elementary principal's office. You will receive a copy of the letter sent by the principal establishing the date doctor's excuses will become necessary. Absences due to field trips, suspensions and school athletic events will not be counted toward the limit. Days missed for other reasons are subject to administration review.

### **TARDINESS**

**All students arriving to school after 8:30 a.m. must sign in at the office. A record of tardiness will be calculated throughout the school day. Minutes tardy will be determined by subtracting the time absent from the classroom.**

School office personnel and/or the classroom teacher will tally tardy minutes. Students will need to present a written excuse from parents for all tardiness. Teachers and/or office staff will keep track if the absences are legal or illegal.

**After the 3<sup>rd</sup> illegal tardy to school, a SAP/Truancy meeting will be coordinated with the family and students will be issued loss of recess or after-school detention for each occurrence thereafter.**

### **DOCTOR/DENTIST APPOINTMENTS**

Students arriving after school has officially started shall present to his/her teacher a note from the parent, the doctor or dentist indicating that the child was at the doctor/dentist including the time and date of the appointment.

**Students not arriving until after 10:00 a.m. will be counted absent ½ day (a.m.). Students leaving before 1:30 p.m. and not returning will be counted absent for ½ day (p.m.).**

### **WITHDRAWAL FROM SCHOOL**

Any student who plans to withdraw from school because his/her family is moving to a new school district must obtain the proper withdrawal forms from the building office. The parent or guardian should be told to contact the elementary office for further information.

Teachers should be sure to have all textbooks, library books, musical instruments, etc., returned before the student leaves.

### **ADAPTIVE PHYSICAL EDUCATION**

Adaptive physical education will be offered to those students who, for an extended period of time, cannot participate in the regular physical education program due to emotional and/or physical reasons.

To be excused from regular physical education and reassigned to adaptive physical education, a student's parent/guardian must present a doctor's excuse to the elementary principal's office or the physical education teacher.

The principal's office or teacher will assume responsibility for notifying the appropriate teacher(s) and nurse, and will send an official letter to the physician seeking his/her assistance.

Adaptive physical education will be conducted under the direction and supervision of a certified physical education teacher. Questions regarding this program are to be directed to Mrs. Karen Cline, Physical Education teacher.

A student who is recommended for the adaptive physical education program by his/her physician and refuses to participate could face a reduction in their physical education grade.

A student who is excused by a doctor from regular physical education class but is not recommended for adaptive physical education class during the period of disability will be awarded an "S" grade.

### **AIDS: GUIDELINES FOR HANDLING ANY BODY FLUID SPILL**

At the July 17, 2014, board meeting final approval was given for Policy #203 Immunizations and Communicable Diseases and Policy #203.1 – HIV Infection. Policy #203 was revised June 15, 2017. You may view these policies on the district website. These policies cover all communicable diseases including AIDS. This policy may be reviewed in your building office.

In order to reduce the risk of contracting any communicable disease the following procedures should be followed:

1. The body fluids of all persons should be considered to contain potentially infectious agents and, therefore, treated cautiously. The term "body fluids" includes: blood, semen, drainage from scrapes and cuts, feces, menstrual fluids, urine, vomitus, respiratory secretions and saliva.
2. Gloves should be worn when cleaning up any body fluid spills.
3. Solid surfaces should be promptly cleaned with disinfectants, such as household bleach, diluted one (1) part bleach to ten (10) parts water, and persons coming into contact with them should wash their hands afterwards.
4. Body fluid soaked items should be handled only with gloves and placed in leak proof bags for washing or further disposition.
5. Persons involved in cleaning contaminated surfaces should avoid exposure to open skin lesions or mucous membranes. Gloves should be worn, and hands washed after glove removal. Gloves should be discarded with other contaminated articles.
6. Mops should be soaked in disinfectant after use and rinsed thoroughly or washed in a hot water cycle before rinse. Disposable cleaning equipment and water should be placed in a plastic bag or toilet as appropriate. Non-disposable cleaning equipment (dust pans, buckets, etc.) should be thoroughly rinsed in the disinfectant. The disinfectant solution should be promptly disposed down a drain pipe.

## **TEACHERS' PLAYGROUND RESPONSIBILITIES**

1. All teachers are expected to accept and carry-out their assigned recess duties.
2. Teachers are expected to begin their assigned duty promptly when the bell rings signaling the beginning of the recess and on time following lunch.
3. Teachers are expected to enforce the rules established by the Head Teacher of each building as well as the Playground Supervision procedures as found in this handbook.
4. No teacher shall permit unsafe or hazardous behavior or play on the playground or during the going out or coming in from the playground.
5. Teachers are expected to be supervising the activities of the children on the playground at all times and should not involve himself or herself in the activities while supervising. Teachers not on duty are welcome to participate in activities if they wish.
6. When more than one teacher is assigned duty at the same time it is expected that each teacher will exercise supervision over a specific portion of the playground. Teachers are expected to spend the recess period supervising rather than talking and socializing.
7. Teachers shall stop any unsafe or hazardous activity or behavior immediately. Students that do not follow the rules should be disciplined as deemed appropriate for the infraction.
8. Teachers should not permit students to play tag in designated play areas or through organized play areas. Tag that appears to be causing damage to students' clothing or has degenerated into a "ROUGH HOUSE" should be stopped. Use caution when permitting students to use the building steps, or other concrete structure as a "home base". These structures while making a good "home base" in the student's view usually create very unsafe and potentially dangerous obstructions.
9. Always observe whether students are using equipment properly and enforce good safety rules for their use.
10. Use good prudent judgement when confronted with questionable behavior and weigh the consequences of allowing an activity or behavior to continue on the potential for harm or injury to happen as a result of the activity or behavior continuing. When in doubt, stop the activity and talk to your Head Teacher after the recess period is over.
11. Do not permit students to bounce balls or other sports equipment off of outside walls where classrooms are having instruction.

## **PLAYGROUND SUPERVISION**

Supervision of students by teachers on a rotation system should be set up by the Head Teacher of each building. The Head Teacher is responsible for seeing that duty schedules are being followed and are meeting the needs for safe recess periods. Duty schedules should be written up and posted with copies to the Elementary Principal, by the second week of school.

Children may bring reasonable types of equipment from home to be used on the playground. If anything causes problems or creates a potential hazard it shall be halted immediately at the discretion of the teachers in charge. Children are responsible for the care of their equipment.

**STUDENTS SHOULD ENTER AND EXIT PLAYGROUND AREAS QUIETLY AND SHOULD WALK.**

Students and teachers will be made aware of areas prohibited to play through an announcement or memo made by the Head Teachers. Teachers on duty are expected to keep students out of these areas.

Students shall be permitted to play outdoors if the temperature is above 23 degrees Fahrenheit. If it is too cold to be outside then students will need to stay inside their classrooms. Please take the time to make a good judgement call on outside recess. I know some of you like to try to get students outside for 5 minutes. This is alright when the temperature is a little warmer but not extreme freezing temperatures. If the weather is too cold for you to be outside, then it is too cold for our students to be outside. The Head Teacher, in consultation with the teacher on duty, shall determine conditions and notify the teachers as to having recess outdoors or not.

All students go out during recess unless they have a note from a parent or doctor requesting permission to remain indoors during this time.

Supervision of students not going outside for recess should be arranged by the Head Teacher with the teachers of the building.

On inclement weather days all children will remain in their classrooms supervised by their teachers. Students may be dismissed for use of restrooms and to get drinks at the discretion of the teacher.

Teachers on duty should exercise supervision so that children are not running in and out of buildings disturbing other classes.

Teachers are expected to carry out the responsibilities found on the **TEACHERS' PLAYGROUND RESPONSIBILITIES LIST.**

**CAFETERIA**

Supervision will be by teacher assistants, or as established by the Head Teacher.

Students should enter the cafeteria with a minimum amount of talking and under the supervision of a teacher or teacher assistant until all children are through the lunch line.

Students must be given permission by the person on duty to return to the lunch line for forgotten items.

Students should remain seated in the cafeteria until dismissed by the person on duty, and walk from the area.

All students must take the entire lunch regardless of students' desires expressed unless specific medical recommendations require exceptions.

Students should be encouraged but not forced to eat their lunch.

Students are not permitted to have any glass or carbonated beverages at school or in the cafeteria.

Students disobeying cafeteria rules should be handled by the teacher assistants on duty. An accepted procedure for discipline could be:

- 1) Going to the end of the line.
- 2) Cleaning up mess made.
- 3) Suspend from eating with regular group (sit in special assigned area).
- 4) Send to office after repeated violations.

## **BUS**

No student shall enter the bus area until called or brought to the loading area by a teacher.

### **Teachers should supervise halls during the calling of students to the bus lines.**

Bus lines should be orderly and students should be a safe distance from the bus until it has completely stopped.

**Parents are permitted to have one primary residence as a drop off/pick up location for bus transportation. In situations where a second residence location is required, due to safety purposes, work schedules, or custody concerns, the District will allow a second location for a bus stop area. Exceptions to this rule will be considered on a case by case basis, made only in emergency situations, at the discretion of the Building Principal.** All students who normally ride evening buses but will be picked up by parents instead, must have a note from parents and okayed by the office of each building. **Telephone requests by parents should be made prior to 1:30 p.m.** The request will be approved by the office of each building and teachers notified of the request.

Head Teachers are directed to stamp all notes using the bus stamp provided and initial and date. The note should then be forwarded to the driver by the student. Students will not be permitted to ride other buses for visitation purposes other than EMERGENCY. In such instances, a parental note and office consent must accompany students. It shall be the responsibility of the Head Teacher to maintain a log of permissions given to students to ride other buses, get off at other than assigned stops, etc. Head Teachers shall determine whether a request to ride buses other than assigned ones is an emergency or extenuating circumstance. The bus driver has ultimate authority as to permitting students other than those assigned to ride their bus. If a Head Teacher is not sure of whether a bus is loaded to capacity, they shall contact the driver and ask. **Under NO circumstances will we permit the overloading of buses.** If a request cannot be granted it is the responsibility of the Head Teacher to notify the parents so alternate arrangements can be made.

## **COMMENTS ON PUNISHMEN**

1. Punishment should be swift and certain.
2. Children have a right to know why they are being punished.
3. It's normal for children to fuss and rage when they are punished, so ignore it.
4. The punishment should be suited to the child.
5. Punishment should be brief; deal with the misbehavior and then forget it.
6. Punishment is for correction, not revenge. Make it as mild as the situation warrants. Don't "shoot a fly with a cannon".

## GOLDEN RULES FOR DISCIPLINE

1. Be consistent. Don't change rules and/or punishments from day to day.
2. Set limits. Have only a few rules, make sure your students know what the rules are. Don't budge an inch. Elastic limits lead to insecurity.
3. Know what behaviors are normal for the child's age. Kids are not 40-year old midgets. Keep their needs (for physical activity, socialization, and eating dirt) in mind when deciding which behaviors irritate you.
4. When misbehaviors occur, criticize the behavior, not the child. You can let him know that even though the behavior is "bad" he is not bad. Let him keep his self-respect. Don't lose your cool. Control your temper when you deal with misbehaviors; remain calm and speak quietly.
5. Don't make long-term threats. Children live "in the now". Their present behavior is not going to be influenced one iota by what may happen in the future.
6. Don't use sarcasm or insults unless you intend to damage your student's self-concept.
7. Behave as you want your students to behave. They will imitate your bad habits as well as your good ones. You are a "living curriculum".
8. Reward desired behaviors at once. Rewards don't have to be material things like candy, toys, or money. Verbal praise is a very powerful tool to motivate desirable behavior.

## WAYS TO PRAISE

Everyone knows that a little praise goes a long way. But a "little praise" really needs to be something more than the "GOOD", VERY GOOD", or "FINE" that we generally hear. Here are some possibilities:

**THAT'S REALLY NICE.  
THAT'S GREAT.  
I LIKE THE WAY YOU ARE  
WORKING.  
KEEP UP THE GOOD WORK.  
GOOD JOB.  
WHAT NEAT WORK.  
TERRIFIC.  
BEAUTIFUL  
YOU REALLY OUTDID  
YOURSELF TODAY.  
I'M VERY PROUD OF THE WAY  
YOU ARE WORKING.  
THANK YOU VERY MUCH.  
THANK YOU FOR (BEING QUIET,  
HELPING ME, ETC.)**

**MARVELOUS  
RIGHT ON.  
THAT IS QUITE AN  
IMPROVEMENT.  
GOOD THINKING.  
SUPER.  
THAT'S A GOOD POINT.  
THAT'S RIGHT! GOOD FOR YOU.  
NICE GOING.  
I APPRECIATE YOUR HELP.  
IT LOOKS LIKE YOU'VE PUT A  
LOT OF WORK INTO THIS.  
THAT CERTAINLY IS ONE WAY  
OF LOOKING AT IT**

## **STANDARDIZED TESTING SCHEDULE**

### **GRADE LEVEL**

### **ASSESSMENT INSTRUMENT**

<b>K-3</b>	<b>Developmental Reading Assessment (On-going)</b>
<b>3 - 5</b>	<b>PSSA English Language Arts and Math (Spring)</b>
<b>4</b>	<b>PSSA Science (Spring)</b>
<b>3 - 5</b>	<b>Study Island</b>
<b>3 – 5</b>	<b>Classroom Diagnostic Tools (CDT) Tests (3 times a year)</b>

**Additionally, all students in grades K-5 are assessed three times a year on certain skills in Math, Reading and Writing using AIMS web assessments. This assessment is required by the Federal IDEIA Law.**

## **GRADING**

**THERE WILL BE FOUR NINE-WEEK MARKING PERIODS.**

### **PURPOSE FOR GRADING**

The purpose of a grade is to evaluate, not punish. Grades are a measure of a student's success in school. Evaluation of the student must be in keeping with the philosophy of our school. Attitude, effort, and class participation are characteristics to be nurtured and should become a part of the grade.

### **BEWARE OF MAKING GRADES MORE IMPORTANT THAN LEARNING ITSELF.**

We recognize that there is also a wide difference in the abilities of individual students—an arbitrary standard cannot be set for all. The grade should represent more than an average of the test grades; it should be a composite of the student's achievements and progress, based on both a variety and numerous samplings of the student's activities.

The report card grade should reflect the use of rubrics and performance-based assessments in addition to traditional paper/pencil tests. Teachers must recognize the diversity of learning styles in students as well as their developmental stage. It is the responsibility of the teacher to create the conditions for student success.

## CRITERIA FOR GRADING

It is important that each teacher have definite criteria for the determination of report card grades. The teacher should be able to specifically justify every grade they give. It is just as unfair to a pupil to give him a high grade when he does not deserve it as to give him a low grade. Everyone must be objective and fair. Do not place undue emphasis on homework grades.

**Effort Modifier:** Teachers who use student effort as a part of the nine-weeks grade must document in the grade book a grade identified as an “effort modifier”. Students should be aware of the percentage or weight given to this grade as well as other criteria for the marking period.

**Area “O”, “S”, “N”, and “U” GRADES:** Area teachers and classroom teachers who give “O”, “S”, “N”, and “U” grades must keep nine-week grades in letter or percentage form following the chart below. At the end of the marking period grades are averaged and then converted to “O”, “S”, “N”, or “U” according to the listed “conversion” chart.

<b><u>GRADING SYSTEM</u></b>			
<b><u>LETTERGRADE</u></b>	<b><u>POINT VALUE</u></b>	<b><u>% EQUIVALENT</u></b>	<b><u>GENERAL MEANING</u></b>
A	3.5 – 4.00	93-100	Superior
B	2.5 - 3.49	85-92	Good
C	1.5 – 2.49	77-84	Average
D	.5 – 1.49	70-76	Poor
F	.0 - .49	0-69	Failure
I	-----	-----	Incomplete
O	-----	-----	Outstanding
S	-----	-----	Satisfactory
N	-----	-----	Needs Improvement
U	-----	-----	Unsatisfactory
+	-----	-----	Exceptional Progress / Above Grade Level
√	-----	-----	Satisfactory Progress / On Grade Level
-	-----	-----	Needs Improvement / Below Grade Level

## GRADING

To create uniform grading of students, the following procedures will be adhered to by teachers. Please note the subjects in which you will be grading.

Grade K will receive a Standards Based Report Card to show progress towards achievement of PA Common Core Standards in lieu of grades for most subjects.

Students will be graded in the following subjects in the elementary schools.

GRADES 1-2 will use a combination of standards based report with a letter grade system for the following subjects: Math, English, Spelling, Art, Vocal Music and Physical Education

GRADES 3-5 Reading, Math, ELA (English, Spelling, Writing), Science, Health, Social Studies, Art, Vocal Music, Library and Physical Education

Students electing to participate in Instrumental Music instruction will receive a grade.

Teachers are to note that Instrumental Music receives a letter grade (A-F). Art, Library, Physical Education, and Vocal Music are “O”, “S”, “N”, and “U” grades. Grade 3 Science, Health, and Social Studies receive “O”, “S”, “N”, and “U” grades.

### **GRADE AVERAGING - END-OF-YEAR**

**NOTE:** Two nine-week grades of “F” in reading and/or math out of four grading periods could cause a student to fail the course for the year. Three grades of “F” in reading and/or math (nine-week grades) or a final average of 69% or less SHALL cause the student to fail the course for the year.

### **ADAPTED GRADING**

Students for whom the CST process has been initiated may be graded based on individual performance. A letter grade of “B” earned by a CST student may not mean that they have earned this grade on exactly the same work as another student earning a “B”.

To make reporting grades somewhat more accurate, a new course designation will be added to the report card which will read: “ADAPTED READING”, “ADAPTED SPELLING” and so on. These will be used for students who have significant modifications in their course requirements.

**TEACHERS HAVE THE RESPONSIBILITY TO INFORM THE OFFICE OF ANY STUDENT WHO IS TAKING AN ADAPTED COURSE.**

### **MAKE-UP WORK**

1. When a student has missed school work during a report period due to excused absences, the student will be given twice the number of days missed to complete the make-up work after his/her return to school.

Teachers may, with the approval of the Elementary Principal, extend this period for sufficient reason.

2. Students should be assigned an “I” grade if incomplete work cannot be reasonably completed by the end of the marking period.

**ALL “I”, incomplete grades, MUST BE CHANGED to a letter grade by the teacher.**

3. Students who are excessively absent will, naturally, have a difficult time making up missed work. Teachers, therefore, are encouraged to urge students to attend school regularly.
4. For purposes of clarification, “work missed” will be defined as any work which would be entered in the gradebook and which would be used in determining a student’s nine-week or final grade. This would include homework assignments (if used for this purpose), tests, quizzes, etc.

## **HAZING POLICY #247**

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

When a student believes that's/he has been subject to hazing, the student shall promptly report the incident orally or in writing, to the building principal.

For a complete copy of the policy see Board Policy #247 Hazing in the Board Policy section of this book.

## **DRUG AWARENESS**

Drugs for the purpose of this handbook will be considered any substance which:

1. Can be taken internally, whether by inhaling, injection or swallowing (pills, capsules, tablets, liquids, powders, etc.) and which can alter the normal state of body functions.
2. Is not authorized for student use by the administration, school nurse, or school cafeteria manager.
3. Violates the Board of Education's policy on "Use of Medication" as adopted on 7/17/14.
4. Is on the state list of controlled substances.
5. Contains alcohol (beer, wine, brandy, whiskey, etc.)
6. Are lookalike drugs, placebos, or any other identifiable or unknown substance.

It shall be a violation of school rules for a student while on school property, on school-related vehicles, and at school-related activities to:

1. Buy drugs
2. Sell drugs
3. Use drugs
4. Be under the influence of drugs
5. Possess drugs

Students found to be violating school rules pertaining to drugs can expect any or all of the following disciplinary actions:

1. School suspension
2. School probation for a period of time to be determined by the administration.
3. Referral to the law enforcement agency for further legal action.
4. A request to the superintendent for a formal hearing before the Board of Education possible leading to expulsion from school.
5. Loss of privileges of attending and/or participating in extra-curricular activities.
6. Required counseling in a program approved by the administration.
7. Any other actions deemed appropriate by the administration.

See Board Policy #227 Controlled Substances / Paraphernalia in the Board Policy section of this book.

## TOBACCO CONTROL

The Board recognizes that smoking presents a health and safety hazard which can have serious consequences for the smoker and the nonsmoker and the safety of the district and is, therefore, of concern to the Board. (See Board Policy #222 Tobacco / Nicotine in the Board Policy section of this book.)

For purposes of this policy, "Tobacco Control" shall mean all uses of tobacco, including cigar, cigarette, pipe, chewing tobacco, and snuff.

In order to protect students and staff from the safety hazards of tobacco usage and from an environment noxious to nonsmokers, and because the Board cannot, even by indirection, condone the use of tobacco by employees, bus contractors, other contracted individuals, and visitors, the Board prohibits tobacco usage by employees, bus contractors, other contracted individuals, and visitors in school buildings, on school grounds, on school buses, at school or school-related activities and during the school day.

This regulation is in support of the students' total health service programs; as an adjunct to the wellness of employees; and a meaningful part of the instructional program. It is the intent of the District to provide a healthful environment for all students and employees of the District.

Building administrators shall be responsible for enforcing this policy in their respective buildings.

Any employee of the Everett Area School District found violating this policy will receive a written reprimand, a copy of which will be placed in the individual's personnel folder. Further violations by an employee will be considered grounds for action under the School Code of 1949 as amended and/or by local agency law.

The Superintendent shall develop procedures to implement this policy, which include:

1. informing all students and staff members of the tobacco usage ban of this district; and
2. providing instruction on the potential hazards about the use of tobacco.

### REPORT CARD COMMENTS

<b>Code</b>	<b>Description</b>
01	Receives instruction below grade level.
02	Receives instruction at grade level.
03	Receives instruction above grade level.
04	Good effort.
05	Course requirements incomplete.
06	Student is conscientious.
07	Participation in class is commendable.
08	Works well in peer group situations.
09	Attitude and effort are outstanding.
10	Works well independently.
11	Shows improvement.
12	Test scores low.
13	Needs emphasis on fundamentals.

- 14 Does not do homework.
- 15 Needs to seek extra help from the teacher.
- 16 Doesn't follow directions.
- 17 Conference is requested.
- 18 Assignments are late.
- 19 Assignments are poorly prepared.
- 20 Work is inconsistent.
- 21 Inadequate participation in class.
- 22 Poor attitude – shows little interest.
- 23 Is not attentive.
- 24 Unprepared for class.
- 25 Due to absence, work missed is incomplete.
- 26 Frequent absence affects progress.
- 27 Conduct affects achievement.
- 28 Disruptive behavior interferes with class.
- 29 Needs to improve on writing skills.
- 30 Needs to improve on spelling.
- 31 Needs to improve on working independently.
- 32 Needs to improve on taking notes in class.
- 33 Needs to bring materials to class.
- 34 Needs to improve on getting to class on time.
- 35 Needs to improve on respecting adults.
- 36 Needs to improve on classroom cooperation.

### **PARENTAL INFORMATION DIRECTORY**

When questions arise concerning the following education areas, please contact the persons listed below:

<b><u>ITEM</u></b>	<b><u>PERSON TO CONTACT</u></b>
1. Academic Concerns .....	Faculty / Principal
2. Athletics / Cheerleaders .....	Mr. Christopher McCahan
3. Attendance .....	Mrs. Rebecca Griffin
4. Discipline .....	Head Teachers / Principal
5. Faculty Conferences.....	Mrs. Stacey Jay
6. Homebound Instruction .....	Mr. Justin Hillegas
7. Illness / Accidents / Medications .....	Mrs. Becky Garrett
8. Instrumental Music .....	Mrs. Shari Zembower
9. Library.....	Mrs. Tricia Beidle
10. Transportation .....	Mr. Brian Koontz
11. Vocal Music .....	Mrs. Shari Zembower
12. Yearbook.....	PTA / PTO Presidents

## DISTRICT COUNCIL / CLERGY COLLEGIUM

Administrative Team  
Board Members (on a rotating basis)  
Middle School & Sr. High School Student Council Representatives  
Middle School Class Officers  
Elementary Student Council Representatives  
High School Department Chairperson (on a rotating basis)  
National Honor Society President  
Senior Class President  
High School Renaissance Representative  
Early Childhood Representative  
Parent Representative  
Senior Citizen Representative  
Kelly Waugerman ..... President of EAEA / 652-9114  
Harry Leonard ..... President of EAESPA / 652-9114  
Katherine Brambley ..... Breezewood Elementary PTO or Alternate  
Laurie Hollis ..... Everett Elementary PTA or Alternate

## PROGRESS REPORTS

Student Progress Reports (report cards) will be issued every nine weeks. Report cards will go home with the student, will be signed by the parent or guardian, and returned to the school.

Each nine-week marking period teachers will receive a computer class roster/grade sheet for each class of students and subject area. Directions for completing these grade sheets will accompany them.

At the end of the school year students will receive a grade for the fourth nine-week period and also a final average. As these dates approach, special meetings and/or bulletins will contain directions and reminders.

Our grading system was explained on the preceding pages and should be followed as presented. **There will be no “plus” or “minus” grades on a progress report,** only the grade that falls within the percentages indicated.

The A, B, C, D, F scheme will be followed only for the major report areas of: Reading, Math, English, Spelling, Science, Health, Social Studies, and Instrumental Music of the progress report.

Art, Vocal Music, Physical Education, and Library subjects will be utilizing a grading scheme of O, S, N, and U. Also, Grade 3 Science, Health, and Social Studies will be utilizing a grading scheme of O, S, N, and U.

Parents of students having a “D” or “F” average in a graded subject will receive notification giving fair warning of impending low grades. The following procedure will be used to contact parents:

1. Attempt to contact parents by telephone.
2. Attempt to contact parents by letter.
3. If 1 and 2 are not successful, complete a D & F report.

Teachers will notify parents if students fall into the “D” or “F” status anytime between the third and sixth week of each nine-week marking period. This should provide ample opportunity for students and parents to conference, if necessary, with teachers and attempt to improve student performance.

Any questions should be directed to the elementary principal.

Students in the gifted program shall be issued a progress report each nine-week report period. A copy of this report shall be sent home and one copy maintained in the student record.

### **STUDENT RECORDS**

Teachers are hereby informed that the school board in compliance with mandates of the State Board of Education has enacted policy and guidelines for student records.

It is your responsibility to read this policy and guidelines and follow the outlines to the letter. Once you have read this procedure on records, questions may be directed to the elementary principal or the high school guidance staff.

### **DISTINGUISHED HONOR ROLL**

The distinguished honor roll consists of students who have earned all A’s in graded subjects during a nine-week period. The student must receive at least an S in “O”, “S”, and “U” subjects.

### **HONOR ROLL**

The honor roll consists of students who have earned all A’s and B’s and no C’s, D’s, F’s, or U’s in graded subjects during a given nine weeks. The student must receive at least an “S” in Music, Library, and Art—also, Grade 3 Science, Health, and Social Studies.

Honor rolls for elementary students will be posted by the head teacher, as provided by the elementary principal. This report will be a computer report.

Grades in the following subjects will be used to determine whether a student makes the honor roll:

- |                |                   |
|----------------|-------------------|
| 1) Reading     | 6) Science        |
| 2) Mathematics | 7) Social Studies |
| 3) English     | 8) Music          |
| 4) Spelling    | 9) Library        |
| 5) Health      | 10) Art           |

## **PROMOTION AND RETENTION**

A student will be **PROMOTED** to the succeeding grade level when:

1. He/She has completed the course requirements at the presently assigned grade, and
2. In the opinion of his/her teacher(s) has achieved the instructional objectives set for the present grade.

A student will be **TRANSFERRED** to the succeeding grade level when, in the opinion of teachers, parents, and the elementary principal, the student:

1. Has not achieved the instructional objectives set for the present grade, BUT
2. Is socially, emotionally, and physically mature enough to move on, AND
3. Will have the support needed to remediate and/or compensate for any academic deficiencies.

A student will be **RETAINED** in the same grade when, in the opinion of teachers, parents, and the elementary principal:

1. He/She has not completed the course requirements at the presently assigned grade, and
2. Has not achieved the instructional objectives set for the present grade, and
3. Is socially, emotionally, and/or physically immature, and would benefit from an additional year to develop.

Students with extreme attendance issues may also be retained for not meeting course requirements.

All children at risk of retention must be referred to the EAST Team by March 1 of the current year at the very latest, to insure that every attempt has been made to meet their needs. The Elementary Guidance Counselor will monitor the D & F report each marking period to insure that students are referred on a timely basis.

## **HOMEWORK AND PROJECTS**

The policy on homework is that:

- 1) **In grades K-2. Homework should not exceed 10-20 minutes per night. In grades 3-5 homework should not exceed 30-60 minutes total per night and should not occur on a nightly basis. Teachers in departmentalized grades should communicate regularly with each other to ensure homework is not exceeding the time limits. These guidelines are consistent with the National PTA and the National Education Association.**
- 2) **Assigning weekend homework on a regular basis is discouraged.**
- 3) No homework shall be assigned without a definite reason or need for its assignment.

- 4) NO new material should be assigned as homework. Homework is usually a follow-up or review activity.
- 5) All homework shall be carefully reviewed by the teacher and the students following its completion.
- 6) **Students in grades 2-6 must use the Daily Assignment Books to record their homework assignments. Teachers are expected to monitor their use.**

Teachers should be reasonable in the assigning of projects. Do not put the students under pressure in order to teach them how to work under extreme pressure. Give them a reasonable amount of time to complete the project. Utilize progress reports or check to make sure that students do not fall hopelessly behind schedule.

Make it clear to the students just what part of their grade will be determined from their assignments and projects. Rubrics should be used to show clear expectations of assignments.

Teachers should allow some time each day for homework to be started, if not completed. This time will allow students to ask for clarification and directions, etc.

Independent work or worksheets should be assigned carefully. **DO NOT** hand out large booklets of worksheets that contain new material that students must work through. **ANY AND ALL** worksheets must be fully explained on a timely schedule (i.e., only assign those due and that will be checked during the next class or week).

If a student forgets their homework, they may come back to the office and request that a school employee accompany them to their classroom to retrieve their work. Once the school office closes (times vary at each building), no student will be permitted to go back to their classroom.

### **TEXTBOOKS**

Each teacher must keep a record (number of book and condition) of the books issued to each pupil at the beginning of the school year. Each student must be responsible for their own book. **TEACHERS SHOULD HAVE STUDENTS MAKE OR ACQUIRE BOOK COVERS FOR THEIR HARDBOUND TEXTBOOKS TO HELP PROTECT THESE VALUABLE BOOKS.**

Any student writing in, marking, or defacing any portion of a book should be charged for the damage done. In case a book is underlined, or otherwise greatly damaged or lost, the pupil should be required to pay the full replacement price of the book. Contact the elementary office for the exact amount. Each teacher is responsible for collecting the fines and turning them over to the building head teacher.

### **LESSON PLANS AND LESSONS**

Daily lesson plans are required to assure that classroom time is allocated properly. When the elementary principal visits your class, lesson plans should be accessible, and in plain view.

Lesson plans should be the Everett Area School District Curriculum Maps aligned to the PA Common Core Standards or should contain all the necessary elements as required of the district approved format. Lesson plans are required to be written prior to the instruction.

See Board Policy #111 Lesson Plans in the Board Policy section of this book.

### **IN A WELL ORGANIZED LESSON THE TEACHER:**

- 1) **Specifies** the objectives of the lesson.
- 2) **Reviews** last lesson briefly and previews this and next lesson.
- 3) **Keeps on task** orientation – subject matter at hand is major focus of discussion.
- 4) **Signals** transitions – teacher doesn't jackrabbit without notice to students.
- 5) **Emphasizes** important aspects of lesson – structures comments and makes importance of concept known.
- 6) **Explains** clearly and teaches carefully.
- 7) **Checks** for comprehension.
- 8) **Provides** guided practice.
- 9) **Provides** independent practice.
- 10) **Uses** the current Pennsylvania State Curriculum or Standards to guide instruction.
- 11) **Permits** differentiation to meet the needs of all students.

### **PLANBOOKS**

Teachers are expected to leave planbooks on their desks. If taken home and a teacher is absent, it shall be the teacher's responsibility to make arrangements for getting the planbook to school for the substitute.

The following items are required to be completed and kept in the front of the planbook:

- 1) Up-to-date **seating chart**.
- 2) **Current schedule** must show accurate and smooth flow of each day's lessons and activities.
- 3) **Recess duty roster**.
- 4) **Nurse's list of student handicaps or problems and additional instructional needs for students with an IEP, 504, or special accommodations**.
- 5) A **general note to the substitute** that provides information as to where to find materials, etc., who your teacher assistant is, particular problems to be aware of, special schedule arrangements and any helps you might have to assist the substitute in having a productive day.
- 6) **RTII groups**
- 7) **End of day duties**
- 8) **Emergency packet with updated roster**

### **AUDIO-VISUAL**

**ViewSonic ViewBoards** should be turned off when students are not in the classroom.

Equipment that needs repair should be sent to the elementary office with a note attached explaining the problem (i.e., more than “Doesn’t work”).

**All movies shown to students must have a “G” rating. Also, movies/videos should be previewed prior to showing them to students.**

### **FIRE DRILLS AND BUILDING EVACUATION**

Teachers should expect to have their classes participate in at least one (1) fire drill or building evacuation per month. These drills will be held under the direction of the head teacher and/or other district administrator. **Teachers are expected to have classroom safety packets with them to use for student accounting.**

Teachers who are having special classes for their students should locate their class and assist area teacher involved with accounting for children.

Head teachers will complete a special report on these drills.

### **EMERGENCY CLOSING OF SCHOOLS (WEATHER EMERGENCIES)**

When extreme weather conditions are such that it is inadvisable for the schools to open for their regular school day, announcements of same will be made over radio and TV stations as early as possible.

Make-up days for weather emergencies will be made up by adjusting days within the school calendar or adding days to the end.

A telephone call system for notifying teachers when schools are closed has been set up by the district administration. You will be supplied with updated/corrected information as it becomes available or necessary.

### **SUBSTITUTE TEACHERS**

Substitute teachers have been employed to assist the district on days when regular classroom teachers are unable to perform their assigned duties. These substitute teachers will be instructed to do more than just “babysit” your class.

You will be expected to leave your plan books on your desk with plans outlined for several days in advance so that should a substitute need to be hired for you, they can find the appropriate materials and guidelines as to what you expect to be completed on any given day.

Your head teacher has a copy of the substitute teacher’s guidelines for you to review. Please do so as soon as time permits, so that you will understand what is expected of the substitute teacher.

## **DIRECT SUPERVISION OF PARAPROFESSIONAL/TEACHER ASSISTANTS**

Under the new federal education law, No Child Left Behind of 2001, teachers must provide direct supervision of paraprofessionals in Title I programs who give instructional support to students. Failing to give this supervision may jeopardize our district's Title I money and the programs that we fund with it, so complying with these requirements is essential.

Explanation of the federal requirements and what you must do follows. As the classroom teacher, you are responsible for giving direct supervision, but support and assistance in meeting these new requirements is available from the Superintendent at 652-9114, ext. 2101.

The U.S. Department of Education's final regulations say that a teacher must do three things in providing direct supervision of a paraprofessional:

1. **Plan your paraprofessional's instruction activities.** Paraprofessionals make a valuable contribution to our students' education, so it is our district's responsibility to use their time and skills wisely. Part of that effort means planning the paraprofessional's activities in advance. As the classroom teacher, you must decide what the paraprofessional will do while he or she is working with you and your students.

In your lesson plans, you are expected to include an account of how paraprofessionals will spend their time in your classroom on such permitted instructional tasks as:

- \* One-on-one tutoring outside regular teacher instructional time;
- \* Large-group instruction;
- \* Small-group instruction;
- \* Classroom management;
- \* Computer instruction;
- \* Translations and interpreting services; and
- \* Other instructional support.

2. **Evaluate how the paraprofessional's students are doing.** As the classroom teacher, you have final responsibility for evaluating the achievement of the student with whom the paraprofessional is working. While you are not required to do all of the actual marking of papers you must review the student's work with enough frequency and detail to understand how each student is performing.

We expect you to review the work that students are doing with paraprofessionals on at least a weekly basis. If one-half or more of the students are not demonstrating progress in their work with a paraprofessional, you are expected to evaluate the situation and share your concerns with your principal and/or supervisor.

3. **Work in the same classroom as the paraprofessional.** If the paraprofessional isn't working in your physical presence, check on him or her on a regular basis throughout the instructional day.
4. Paraprofessional / teacher assistants should be working with students as much as possible with minimal emphasis placed on paperwork.

**PURCHASING—GENERAL FUND & ACTIVITY ACCOUNTS**

All requests for purchasing should be sent to the elementary principal for approval and the preparation of purchase orders. This will be the case for both general fund purchasing and requests for payments from the activity fund.

**No charges, expenditures, or service requests shall be made without prior approval of the elementary principal.**

**PURCHASING – PTA/PTO REQUESTS**

Any teacher requesting the PTA/PTO to purchase merchandise for their classroom must complete a PTA/PTO purchase request form and await approval. Head teachers have the forms.

**END-OF-THE-MONTH REPORTS**

All materials from head teachers at the end of the month will be due no later than the first day of the new month.

Travel and expense reports will be due on the first day of the new month. The only exception will be for the month of May—these reports may be combined with the days of school remaining in June.

Please use the mileage chart to calculate your trips between buildings. Any deviation between this and the number of miles you turn in on your expense report must be accompanied with the explanation. (Please see mileage chart below.)

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**OFFICIAL MILEAGE BETWEEN BUILDINGS**

	<b><u>BR</u></b>	<b><u>EE</u></b>	<b><u>HS</u></b>
<b><u>BREEZEWOOD</u></b>	--	10	9
<b><u>EVERETT</u></b>	10	--	1
<b><u>HIGH SCHOOL</u></b>	9	1	--

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**USE THIS CHART TO FIGURE REIMBURSEMENT FOR MILEAGE BETWEEN SCHOOLS.**

(Check annually with the elementary office for the current mileage rate in effect for completing expense sheets.)

## **FIELD TRIPS**

All requests for field trips should be sent to the Elementary Principal's office. Field trips may be taken by each class at any time during the school year provided transportation and other arrangements can be made. However, please allow ample time for transportation and funding arrangements to be made when planning and submitting your request.

Each class will be given the opportunity for one (1) field trip, if funded. Requests for walking field trips must be submitted on the appropriate request forms, the same as trips involving bus transportation. Administrative permission must be obtained anytime students are going to leave school grounds and parent permission forms must be obtained.

The administration reserves the right to reject walking trips when it is considered a dangerous route to walk. This decision may be based on the number of students involved as well as the route.

See Board Policy #121 Field Trips in the Board Policy section of this book. New Field Trip packets are available in the office.

## **TEACHERS' CERTIFICATION**

Every professional employee is required to hold a valid certificate for the branch or branches for which he/she is employed to teach. He/She should, upon his/her own initiative, secure the additional credits to keep this certificate valid from year to year to convert it to permanent form. Act 48 has created additional requirements to keep your certificate valid. Please familiarize yourself with these requirements.

## **CERTIFICATES AND CONTRACTS**

Any changes in teachers' certificates, renewals, additions, validations, etc., should be made through the superintendent's office no later than the first day of school. New teachers' certificates and all other certificates or changes must be registered in the superintendent's office.

## **TEACHER DRESS CODE**

Although the Everett Area School District does not impose a teacher dress code, it should be pointed out that student respect for teachers is often reflected in the manner in which the teacher presents himself or herself to the students. If you want to gain additional respect of the students, you might consider dressing accordingly to your role as a teacher. Children follow adult example and if you don't dress to the role of a teacher, then student work habits may be the mirror of your appearance.

Another way to consider teacher dress comes from a teacher handbook in the eastern part of the state...."The way you dressed for your interview(s) at the time of your employment made a good impression on the adults who hired you—why not give the students the same impression?"

## **CASUAL DRESS DAY**

All casual dress days must first be approved by the head teacher or principal. Teachers may dress casually on field trips and track and field days.

Casual attire must be tasteful and business professional. **Flip-flops are not acceptable footwear at any time.**

**Disregard for this practice could result in loss of all casual dress days.**

## **TEACHER SCHEDULES**

### **CLASSROOM TEACHERS**

**Teachers are required to submit a daily teaching schedule and subject scope / sequence for courses to the elementary office by Friday, September 4, 2020.** Your schedule must be done on the computer. The schedule format can be done at your discretion, but must have the necessary subject areas in correlation to principals proposed schedule.

Special subjects (i.e. music, physical education, library, art, etc.) should be shown written in at the appropriate time. Show recesses and lunch periods properly.

This schedule is the one which substitute teachers and the administration will consult when seeking information as to how you normally schedule your day.

### **AREA TEACHERS**

From time to time there needs to be temporary or permanent changes made to these schedules for various reasons. When these occur teachers **MUST** notify the elementary office and indicate the change. If the change is permanent please discuss the change with the elementary principal.

## **TEACHER ABSENCES**

Teachers unable to report for work due to illness are required to enter their absence in Aesop so that substitutes can be secured. Please be as prompt as possible with calling off on the system so a substitute can be scheduled before the start of the school day. If you know you are going to need off in advance contact the system sooner as opposed to later.

## **TELEPHONE AND CELL PHONE USAGE**

Teachers are to use telephones for school business only. Should some emergency arise requiring the teacher to use the telephone for personal use, you must charge all long distance calls to your home phone or use a calling card. When possible, all calls should be limited to five minutes.

Teachers shall not be called from the classroom to answer calls. Secretaries and teacher assistants have been instructed to take the callers name and number, and allow you to return necessary calls during your free periods or at recess. The only exception to this policy shall be calls from the administration, or if a life or death matter is involved.

Student use of the telephone shall be restricted. Adult supervision will be provided if there are extenuating circumstances.

Teachers shall not use cell phones during instructional time for personal use. They may be used during free periods when not supervising children. This includes texting on cell phones.

### **TEACHER CONFERENCES**

All teachers requesting permission to attend a conference, clinic, workshop, etc., must be aware of the following:

1. Secure the **REQUEST FOR PERMISSION TO ATTEND A CONFERENCE** form which is available from the Everett Area School District website.
2. Complete all information requested on the form. Include a cost estimate if exact figures are unavailable. The school district would prefer to pay the registration fee if possible.
3. Submit to the elementary office for approval.
4. A two-week notice must be given for any request for conference, workshop, clinics, etc.
5. Please remember that the administration reserves the right to reject any or all requests for permission to attend conferences, clinics, and workshops.
6. A written report must be filed with the office within five (5) school days following your return from a conference. Conference report forms are available from the district website.
7. To be reimbursed for expenses, you must complete an expense account form found on the district website. **REMINDER: ALL EXPENSES OR EXPENSE ACCOUNTS REQUIRE VERIFICATION.** Verification means: **Itemized** receipts for all expenses (meals, tolls, parking, etc.) **NO RECEIPTS, NO PAYMENT! You may take a picture of restaurant bill on your phone and print out for receipt if restaurant does not give itemized receipt.**

### **GUIDELINES FOR CONFERENCES, TEMPORARY DUTY ASSIGNMENTS, WORKSHOPS, AND MEETING REQUESTS**

Temporary duty assignments of one day or less without registration fees and lodging expenses will be considered for approval.

Requests for conferences, temporary duty assignments, workshops and meetings funded by specific grants will be considered for approval.

Conferences, workshops, temporary duty assignments or meetings that require attendance by district personnel to comply with mandates, continuation of programs or obtain additional funding will be considered for approval.

If an employee attends an approved conference, the district pays for registration, lodging, meals, mileage, and substitute costs.

Meal allowances will be limited as follows:

\$ 5.00 Breakfast

\$ 9.00 Lunch

\$11.00 Dinner

Exceptions to the above may be granted at the discretion of the Superintendent in instances where conferences, workshops, temporary duty assignments or meeting requests reflect a district initiative.

### **SEXUAL HARASSMENT**

On June 19, 1986, the United States Supreme Court handed down a decision in a sex discrimination case which emphasized the importance of developing a procedure which states the employer's opposition to sexual harassment; Board of Education policies #103, #104, #247, #252, #348, #448, and #815, describe Everett Area School District's compliance.

In furtherance of the purpose of Title IX of the 1972 Educational Amendment, it is hereby declared to be the policy of the Everett Area Elementary Schools not to discriminate on the basis of sex in its educational programs and activities. Inquiries regarding compliance with Title IX may be directed to Mrs. Becky Garrett, Everett Area Elementary School (814) 652-9114 ext. 3115.

The Everett Area Elementary Schools do not approve or condone sexual harassment whether it be student versus student, teacher versus student, student versus teacher, teacher versus teacher, supervisor versus employee, employee versus supervisor, etc.

Those individuals who believe they are being sexually harassed are directed to report such incidents to Mrs. Becky Garrett. Mrs. Garrett has been designated as the Everett Area Elementary Schools' hearing officer in all cases involving sexual harassment.

### **FUND RAISINGS AND RELATIONS WITH SPECIAL INTEREST GROUPS**

The Board acknowledges that the solicitation of funds by students and staff must be limited since compulsory attendance laws make the students captive donors and since such solicitation may disrupt the program of the schools.

Any requests from civic organizations or special interest groups which involve such activities as patriotic functions, contests, exhibits, sales of products to or by students, sending promotional materials home with students, or fund raising must be examined to insure that such activities promote student interests primarily, rather than the special interests of any particular group.

For purposes of this policy, “student fund raising” shall include the solicitation and collection of money by students and staff for any purpose and shall include the collection of money in exchange for tickets, papers, advertising, or any other goods or services.

The Board prohibits the selling of goods and services and/or collection of money in school or on school property or at any school-sponsored event by students or staff for personal benefit.

The Board recognizes the social and scholastic values that may be derived from student participation in various activities sponsored by community organizations but specifies the following guidelines to prevent unreasonable demands on the time and energies of students and staff.

1. All requests for fund-raising projects by approved activity funds or organizations **must be made and approved by the respective principals prior to the beginning of any fund-raising activity.** Forms are available at the elementary office.
2. All funds raised by high school approved student organizations must be deposited in the high school activity account in the main office.
3. Funds raised by the high school approved organizations in an approved project belongs to that organization—not to individual students. Funds will be disbursed from those activity accounts only with the proper authorization of the student activity advisor and the high school principal.
4. Staff members or students sponsoring a fund raiser for an approved activity fund account shall provide the office with a complete financial report within five days following the completion of the fund raiser.
5. Staff members who serve as participants or sponsors of fund raisers for special interest groups (Band Parents, Booster Clubs, etc.) shall complete a **FUND RAISING REQUEST FORM** which can be obtained in the principal’s office.
6. The school administration shall be notified of:
  - Name of special interest group sponsoring fund raiser.
  - Type and kind of fund-raising items.
  - Date and time of activity.
  - Approximate delivery date for items.
  - Names of staff members responsible for the storage and distribution of these items.
7. Use of class time or extracurricular practice time for fund-raising activities is strictly prohibited. Staff members may use their planning and conference period and/or duty free lunch period. If students are involved during this time, prior approval of the administration is required.
8. Staff members require prior approval of the administration before setting up an appointment with fund-raising representatives during their P/C period or duty-free lunch period.

See District Policy #229 Fundraising in the Board Policy section of this book.

### **SUGGESTIONS TO TEACHERS OF CHILDREN WITH HEARING LOSS**

Seat the child in front, and where the light is on your face.

Give the child the privilege of changing his seat so that he/she may always be within range of **seeing** and **hearing** both the teacher and his/her classmates.

Make the child feel free to ask what you are talking about if he/she doesn't understand. Do not repeat word for word what you have said but rephrase the sentences, thereby adding a possible clue to what is being discussed.

Encourage him/her to watch your face.

Make sure he/she understands directions. Give them directly to him/her. Sometimes ask the child to repeat your directions to the class to be sure he/she has understood them.

Don't stand in front of the windows when you talk. The glare surrounding you makes it much more difficult to lip read.

When writing on the chalkboard don't talk and don't give directions. He/she needs to see your face.

Speak in an ordinary voice.

Make him/her speech conscious but don't call attention to his/her defects.

Watch that he/she doesn't withdraw.

He/she should be an integral part of the group. He/she should take part in all classroom activities.

He/she should know that he/she has certain privileges but he/she should not take advantage of them.

### **SURVIVAL TIPS FOR BEGINNING TEACHERS AND EXPERIENCED TEACHERS LOOKING FOR A NEW BEGINNING**

Plan effective, meaningful activities for the entire day—every day. Discipline problems often occur when students sit idly waiting for others to complete an assignment or when they have nothing to do.

Organize and have at hand all instructional materials, equipment, etc., for each class and subject ahead of time. Be prepared to start the lesson at the ringing of the bell. Do not waste instructional time on administrivia.

**TEACH!** Do not allow independent and worksheet activities to take the place of direct, hard core instruction. Use worksheet activities to reinforce or assess skills that have already been taught.

Don't be a slave to the teacher's manual. If you do not feel confident using your own creative ideas at first, study and learn what is in the manual so that you will be able to communicate these ideas with confidence and authority. You can gradually work in some of your own ideas as your level of confidence increases.

Develop a management plan, listing class rules and consequences for each infraction. Discuss plans with students and post rules in a conspicuous place. Middle and high school teachers may want to give each student a copy. Remember, be firm, be fair, and be consistent.

Learn as much as you can about your students as quickly as you can. First, learn their names. This feat can easily be accomplished by devising a seating chart during the first few days of class. Also, learn the ability levels of your students and plan for them accordingly.

Keep abreast of current trends in your content area. Subscribe to your content area journal; join professional organizations; and attend workshops, conventions, seminars, and in-service programs. These will help you to grow professionally and will provide you with an opportunity to share and receive practical and successful teaching ideas.

When in doubt, seek help from experienced colleagues and/or administrators. View this not as a sign of weakness or incompetence, but as an opportunity to mature professionally.

Be human. Allow for mistakes and acknowledge them as “arches to build upon”. Students will appreciate you for it.

Show enthusiasm for what you are doing. Enthusiasm breeds enthusiasm.

Be an actor or actress. Let yourself go! The worst thing that could happen is that you’ll have a captive audience.

Keep a sense of humor at all cost. Don’t take every comment or action of the students as a personal attack.

## **CURRICULUM**

The curriculum of the elementary schools is a basic program of study enabling students to acquire the basic skills necessary to pursue secondary educational opportunities. Students are exposed to courses of study as follows that all include various resources:

	<u><b>GRADE</b></u>
1. Guided Reading – Various Leveled Readers .....	K-3
Harcourt: Storytown / Rooted Reading.....	K-5
Leveled Literacy Intervention.....	K-5
2. My Math.....	K-5
3. Get More Math.....	4-5
4. Haggerty Phonics .....	1-2
5. Zaner Bloser: Handwriting .....	K-5
6. Macmillan/McGraw-Hill: Adventures in Time and Place.....	4-5
7. Scott, Foresman Science: Discover the Wonder/Foss Kits.....	K-5
8. McGraw-Hill: Health.....	1-5
9. Art .....	K-5
10. Silver Burdett - Making Music .....	K-5
11. Physical Education/SPARK.....	K-5
12. Library / STEM.....	K-5

Students in grades 5 may elect to participate in the district’s instrumental music program.

**AIDS:** School districts in Pennsylvania are required by the State Board of Education to provide instruction about Acquired Immune Deficiency Syndrome (AIDS). The instruction must include information about the nature of the disease, the lack of a cure, the ways the disease is transmitted, and how the infection can be prevented.

Parents will be notified annually of our intent to provide AIDS education. A student may be excused from instruction about AIDS when this instruction conflicts with the religious beliefs or moral principles of the parent(s), guardian(s), or of the pupil. A written request for the excusal must be furnished by the student's parents.

If you wish to have more information about this instruction, to see a copy of the State Code, or to review the instructional materials, please contact the school nurse at Everett Elementary.

The Everett Area School District provides all Special Education Services to students. These include: speech and language, vision and hearing impaired, learning disabled, mentally retarded and socially and emotionally disturbed programs for those children who are in need and qualify for this help.

The school district operates its own program for the gifted. This program provides individually developed programs of enrichment for those students who qualify.

More information concerning the regular curriculum and the special services available may be obtained from the elementary office.

Book Policy Manual  
Section 100 Programs

**Title Mission Statement/Belief Statements  
Number 101**

Status Active  
Adopted March 20, 2014

**Authority**

**District Mission Statement**

Our mission: Empowerment, Excellence, Equality in Education.

The Everett Area School District is dedicated to excellence in education by empowering students through individualized learning, equality of opportunity, and fostering a lifetime of success in a global society.

The Board, as the agent responsible for the education of the children of the Everett Area school district, directs the development of a planned program of learning which meets the needs of the students in the district.

**District Educational Beliefs**

**THE EVERETT AREA SCHOOL DISTRICT BELIEVES.....**

**Every Student.....**

- Should have a safe, inviting, inclusive and supportive learning environment.
- Has the ability to learn.
- Should be guided by a qualified adult advocate in personal and academic development.
- Has the right to an education that addresses their individual learning style.
- Has a personal responsibility to foster their own learning.
- Should be engaged in active and purposeful learning with a curiosity and desire to advance because learning is a life-long process.
- Is enabled to reach their highest potential through education.

**Our Teachers.....**

- Are knowledgeable about their students, current educational and developmental research and best practices.
- Teach a curriculum that is challenging, exploratory, integrative and relative to 21st Century learning.

- Will use varied and ongoing assessments to measure and advance student learning.
- Are engaged in active and purposeful learning with a curiosity and desire to advance the life-long learning process.

**About the Community.....**

- The school should include community and business partners.
- Parental involvement in a student's education is essential.
- A well educated and secure community is essential to the maintenance and improvement of the economic and social well being of its society.
- It is the responsibility of the community to provide for and share in the education of all students in a safe, healthy environment.

Book Policy Manual  
Section 100 Programs

**Title Nondiscrimination/Discriminatory Harassment - School and Classroom Practices**

**Code 103**

Status Active

Adopted March 20, 2014

Last Revised May 20, 2019

**Authority**

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability.

The district strives to maintain a safe, positive learning environment for all students that is free from discrimination. Discrimination is inconsistent with the educational and programmatic goals of the district and is prohibited on school grounds, at school-sponsored activities and on any conveyance providing transportation to or from a school entity or school-sponsored activity.

The district shall provide to all students, without discrimination, course offerings, counseling, assistance, services, employment, athletics and extracurricular activities. The district shall make reasonable accommodations for identified physical and mental impairments that constitute handicaps and disabilities, consistent with the requirements of federal and state laws and regulations.

The Board encourages students and third parties who believe they or others have been subject to discrimination to promptly report such incidents to designated employees, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances.

The Board directs that verbal and written complaints of discrimination shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of discrimination brought pursuant to this policy shall also be reviewed for conduct which may not be proven discriminatory under this policy but merits review and possible action under other Board policies.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the district's legal and investigative obligations.

Retaliation

The Board prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing, or for opposing practices the person reasonably believes to be discriminatory. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.

**Definitions**

Discriminatory Harassment

Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, handicap/disability or for participation in reports or investigations of alleged discrimination is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by the offensive conduct may file a report of discrimination on his/her own behalf.

For purposes of this policy, **harassment** shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs,

offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

### Sexual Harassment

Sexual harassment is a form of discrimination on the basis of sex and is subject to this policy. For purposes of this policy, **sexual harassment** shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's status in any educational or other programs offered by a school; or
2. Submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting a student; or
3. Such conduct deprives a student or group of individuals of educational aid, benefits, services or treatment; or
4. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance in school or school-related programs, or otherwise creates an intimidating, hostile, or offensive school or school-related environment such that it unreasonably interferes with the complainant's access to or participation in school or school-related programs.

Federal law declares sexual violence a form of sexual harassment. **Sexual violence** means physical or sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to an intellectual or other disability. Sexual violence includes but is not limited to rape, sexual assault, sexual battery and sexual coercion.

### **Delegation of Responsibility**

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Human Resources Director or Assistant Superintendent as the district's Compliance Officer. All nondiscrimination notices or information shall include the position, office address, telephone number and email address of the Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public to notify them of where and how to initiate complaints under this policy.

The Compliance Officer is responsible to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provision of training for students and staff to prevent, identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to alleged victims in addition to the school complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Student Access - Review of programs, activities and practices, to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - Assurance that like aspects of the school program receive like support as to staffing and compensation, facilities, equipment, and related areas.
6. Student Evaluation - Review of tests, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Complaints - Monitor and provide technical assistance to building principals or designee in processing complaints.

The building principal or designee shall be responsible to promptly complete the following duties upon receipt of a report of discrimination or retaliation from a student, employee or third party:

1. If the building principal is the subject of the complaint, refer the complainant to the Compliance Officer to carry out these responsibilities.
2. Inform the complainant about this policy including the right to an investigation of both oral and written complaints of discrimination.
3. Seek to obtain consent from parents/guardians to initiate an investigation where the complainant or alleged victim is under age eighteen (18). Inform parents/guardians of the complainant that the complainant may be accompanied by a parent/guardian during all steps of the complaint procedure. When a parent/guardian requests confidentiality and will not consent to the alleged victim's participation in an investigation, explain that the school shall take all reasonable steps to investigate and respond to the complaint consistent with that request for confidentiality as long as doing so does not preclude the school from responding effectively to the discrimination and preventing discrimination of other students.
4. Provide relevant information on resources available in addition to the school complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
5. Immediately notify the Compliance Officer of the complaint. The Compliance Officer shall assess whether the investigation should be conducted by the building principal, another district employee, the Compliance Officer or an attorney and shall promptly assign the investigation to that individual. When a parent/guardian has requested confidentiality and will not consent to the alleged victim's participation in an investigation, the Compliance Officer shall provide the parent/guardian with a letter containing information related to the district's legal obligations to conduct an investigation and address violations of this policy, and any other information appropriate to the specific complaint.
6. After consideration of the allegations and in consultation with the Compliance Officer and other appropriate individuals, promptly implement interim measures as appropriate to protect the complainant and others as necessary from violation of this policy during the course of the investigation.

## **Guidelines**

### Complaint Procedure – Student/Third Party

#### **Step 1 – Reporting**

A student or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal. Any person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly making any mandatory police or child protective services reports required by law.

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

The complainant or reporting employee may be encouraged to use the district's report form, available from the building principal or Compliance Officer, or to put the complaint in writing; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy.

#### **Step 2 – Investigation**

The Compliance Officer shall ensure that the individual assigned to investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination issues and this policy and how to conduct investigations.

The investigator shall work with the Compliance Officer to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused may suggest additional witnesses and provide other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the

prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer, who shall promptly inform law enforcement authorities about the allegations.

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

### **Step 3 – Investigative Report**

The investigator shall prepare and submit a written report to the Compliance Officer within twenty (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into discriminatory harassment or sexual harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The complainant and the accused shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time of the submission of the written report to the extent authorized by the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The accused shall not be notified of the individual remedies offered or provided to the complainant.

### **Step 4 – District Action**

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Compliance Officer shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If an investigation results in a finding that a different policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.

#### Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days. If the Compliance Officer investigated the complaint, such appeal shall be made to the Superintendent.
2. The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The person handling the appeal shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

Section 100 Programs

**Title Nondiscrimination - Qualified Students with Disabilities**

**Code 103.1**

Status Active

Adopted March 20, 2014

Last Revised May 20, 2019

**Authority**

The Board declares it to be the policy of this district to ensure that all district programs and practices are free from discrimination against all qualified students with disabilities. The Board recognizes its responsibility to provide academic and nonacademic services and programs equally to students with and without disabilities.

The district shall provide to each qualified student with a disability enrolled in the district, without cost to the student or parent/guardian, a free and appropriate public education (FAPE). This includes provision of education and related aids, services, or accommodations which are needed to afford each qualified student with a disability equal opportunity to participate in and obtain the benefits from educational programs and extracurricular activities without discrimination, to the same extent as each student without a disability, consistent with federal and state laws and regulations.

The Board encourages students and parents/guardians who believe they have been subjected to discrimination or harassment to promptly report such incidents to designated employees.

The Board directs that complaints of discrimination or harassment shall be investigated promptly, and corrective or preventative action be taken for substantiated allegations.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be maintained, consistent with the district's legal and investigative obligations.

Retaliation

The district shall not intimidate, threaten, coerce, discriminate or retaliate against any individual for the purpose of interfering with any right or privilege secured by this policy.

**Definitions**

**Qualified student with a disability** - a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district's educational programs, nonacademic services or extracurricular activities.

**Section 504 Team** - a group of individuals who are knowledgeable about the student, the meaning of the evaluation data and the placement options for the student. This could include, as appropriate, documentation or input from classroom teachers, counselors, psychologists, school nurses, outside care providers and the student's parents/guardians.

**Section 504 Service Agreement (Service Agreement)** - an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school's educational programs, nonacademic services, and extracurricular activities.

**Disability harassment** - intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the school's educational programs, nonacademic services, or extracurricular activities.

**Delegation of Responsibility**

In order to maintain a program of nondiscrimination practices that is in compliance with applicable law and regulations, the Board designates the Assistant Superintendent as the district's Section 504 Coordinator.

In addition, each school within the district shall have a Section 504 building administrator.

The district shall publish and disseminate this policy and complaint procedure on or before the first day of each school year by posting it on the district's website, if available, and in the student handbook. The district shall notify parents/guardians of students residing in the district of the district's responsibilities under applicable law and regulations, and that the district does not discriminate against qualified individuals with disabilities.

**Guidelines**

Identification and Evaluation

The district shall conduct an annual child find campaign to locate and identify every district student with a disability thought to be eligible for Section 504 services and protections. The district may combine this search with the district's IDEA child find efforts, in order to not duplicate efforts.

If a parent/guardian or the district has reason to believe that a student should be identified as a qualified student with a disability, should no longer be identified as a qualified student with a disability, or requires a change in or modification of

the student's current Service Agreement, the parent/guardian or the district shall provide the other party with written notice.

The district shall establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need related services because of a disability.

The district shall specifically identify the procedures and types of tests used to evaluate a student, and provide the parent/guardian the opportunity to give or withhold consent to the proposed evaluation(s) in writing.

The district shall establish procedures for evaluation and placement that assure tests and other evaluation materials:

1. Have been validated and are administered by trained personnel.
2. Are tailored to assess educational need and are not based solely on IQ scores.
3. Reflect aptitude or achievement or anything else the tests purport to measure and do not reflect the student's impaired sensory, manual or speaking skills (except where those skills are what is being measured).

#### Service Agreement

If a student is determined to be a qualified student with a disability, the district shall develop a written Service Agreement for the delivery of all appropriate aids, services, or accommodations necessary to provide the student with FAPE.

The district shall not implement a Service Agreement until the written agreement is executed by a representative of the district and a parent/guardian.

The district shall not modify or terminate a student's current Service Agreement without the parent's/guardian's written consent.

#### Educational Programs/Nonacademic Services/Extracurricular Activities

The district shall educate a qualified student with a disability with students who are not disabled to the maximum extent appropriate to the needs of the student with a disability. A qualified student with a disability shall be removed from the regular educational environment only when the district determines that educating the student in the regular educational environment with the use of related aids, services, or accommodations cannot be achieved satisfactorily. Placement in a setting other than the regular educational environment shall take into account the proximity of the alternative setting to the student's home.

The district shall not discriminate against any qualified student with a disability in its provision of nonacademic services and extracurricular activities, including but not limited to, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs, and referrals to agencies which provide assistance to individuals with disabilities.

#### Parental Involvement

Parents/Guardians have the right to inspect and review all relevant school records of the student, meet with the appropriate school officials to discuss any and all issues relevant to the evaluation and accommodations of their child, and give or withhold their written consent to the evaluation and/or the provision of services.

#### Confidentiality of Student Records

All personally identifiable information regarding a qualified student with a disability shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, state regulations, and Board policy.

#### Discipline

When necessary, the district shall discipline qualified students with disabilities in accordance with state and federal laws and regulations and Board policies.

#### Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a qualified student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement, and Board policies. The Superintendent or designee shall respond in a manner that is consistent with the student's Service Agreement and Behavior Support Plan, if applicable.

In making a determination of whether to notify the local police department of a discretionary incident committed by a qualified student with a disability, including a student for whom an evaluation is pending, the Superintendent or designee shall use the same criteria used for students who do not have a disability.

For a qualified student with a disability who does not have a Behavior Support Plan as part of the student's Service Agreement, subsequent to notification to law enforcement, the district, in consultation with the student's parent/guardian, shall consider whether a Behavior Support Plan should be developed as part of the Service Agreement to address the student's behavior.

In accordance with state law, the Superintendent shall annually, by July 31, report to the Office for Safe Schools on the required form all new incidents committed by qualified students with disabilities, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity.

### **PROCEDURAL SAFEGUARDS**

The district shall establish and implement a system of procedural safeguards that includes notice of rights to the parent/guardian of a student suspected of being a qualified student with a disability, an opportunity for the parent/guardian to review relevant records, an impartial hearing with an opportunity for participation by the student's parent/guardian, and a review procedure.

A student or parent/guardian filing a claim of discrimination need not exhaust these procedures prior to initiating court action under Section 504.

#### Parental Request for Assistance

Parents/Guardians may file a written request for assistance with the Pennsylvania Department of Education (PDE) if one (1) or both of the following apply:

1. The district is not providing the related aids, services and accommodations specified in the student's Service Agreement.
2. The district has failed to comply with the procedures and state regulations.

PDE shall investigate and respond to requests for assistance and, unless exceptional circumstances exist, shall, within sixty (60) calendar days of receipt of the request, send to the parents/guardians and district a written response to the request. The response to the parents'/guardians' request shall be in the parents'/guardians' native language or mode of communication.

#### Informal Conference

At any time, parents/guardians may file a written request with the district for an informal conference with respect to the identification or evaluation of a student, or the student's need for related aids, services or accommodations. Within ten (10) school days of receipt of the request, the district shall convene an informal conference. At the conference, every effort shall be made to reach an amicable agreement.

#### Formal Due Process Hearing

If the matters raised by the district or parents/guardians are not resolved at the informal conference, the district or parents/guardians may submit a written request for an impartial due process hearing. The hearing shall be held before an impartial hearing officer and shall be conducted in accordance with state regulations.

#### Judicial Appeals

The decision of the impartial hearing officer may be appealed to a court of competent jurisdiction.

### **COMPLAINT PROCEDURE**

This complaint procedure is in addition to and does not prevent parents/guardians from using any option in the procedural safeguards system.

#### Step 1 – Reporting

A student or parent/guardian who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to immediately report the incident to the Section 504 building administrator. Any person with knowledge of conduct that may violate this policy, is encouraged to immediately report the matter to the Section 504 building administrator.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Section 504 building administrator, as well as properly making any mandatory police or child protective services reports required by law.

If the Section 504 building administrator is the subject of a complaint, the student, parent/guardian or employee shall report the incident directly to the district's Section 504 Coordinator.

The complainant or reporting employee may be encouraged to use the district's report form, available from the Section 504 building administrator or Section 504 Coordinator, or to put the complaint in writing; however, oral complaints shall

be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy.

#### Step 2 – Investigation

The Section 504 Coordinator shall ensure that the individual assigned to investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination issues and this policy and how to conduct investigations.

The investigator shall work with the Section 504 Coordinator to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused may suggest additional witnesses and provide other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Section 504 Coordinator, who shall promptly inform law enforcement authorities about the allegations.

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

#### Step 3 – Investigative Report

The investigator shall prepare and submit a written report to the Section 504 Coordinator within twenty (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Section 504 Coordinator to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into disability harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The complainant and the accused shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time of the submission of the written report to the extent authorized by the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The accused shall not be notified of the individual remedies offered or provided to the complainant.

#### Step 4 – District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Section 504 Coordinator shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If the investigation results in a finding that a different policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion

of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.

#### Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the district's Section 504 Coordinator within fifteen (15) days.
2. The Section 504 Coordinator shall review the investigation and the investigative report and may also conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The Section 504 Coordinator shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

Book Policy Manual

Section 100 Programs

### **Title Nondiscrimination/Discriminatory Harassment - Employment Practices**

#### **Code 104**

Status Active

Adopted March 20, 2014

Last Revised May 20, 2019

#### **Authority**

The Board declares it to be the policy of this district to provide to all persons equal access to all categories of employment in this district, regardless of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, pregnancy or handicap/disability. The district shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

The Board encourages employees and third parties who believe they or others have been subject to discrimination to promptly report such incidents to designated employees.

The Board directs that verbal and written complaints of discrimination shall be investigated promptly, and appropriate corrective action be taken when allegations are substantiated. The Board directs that any complaint of discrimination brought pursuant to this policy shall also be reviewed for conduct which may not be proven discriminatory under this policy but merits review and possible action under other Board policies.

#### Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint, and the investigation shall be handled in accordance with this policy and the district's legal and investigative obligations.

#### Retaliation

The Board prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing, or opposing practices the person reasonably believes to be discriminatory. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.

#### **Definitions**

##### Discriminatory Harassment

Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, pregnancy or handicap/disability is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by the offensive conduct may file a report of discrimination on his/her own behalf.

For purposes of this policy, **harassment** shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's work performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, pregnancy or handicap/disability when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive work environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

For purposes of this policy, **sexual harassment** shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, electronic, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an employee's status; or
2. Submission to or rejection of such conduct is used as the basis for employment-related decisions affecting an employee; or
3. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance at work or otherwise creates an intimidating, hostile, or offensive working environment such that it alters the complainant's working conditions.

### **Delegation of Responsibility**

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Assistant Superintendent as the district's Compliance Officer. All nondiscrimination notices or information shall include the position, office address, telephone number and email address of the Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public to notify them of where and how to initiate complaints under this policy.

The Compliance Officer shall be responsible to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of nondiscrimination procedures in the following areas:

1. Review - Review of personnel practices and actions for discriminatory bias and compliance with laws against discrimination to include monitoring and recommending corrective measures when appropriate to written position qualifications, job descriptions and essential job functions; recruitment materials and practices; procedures for screening applicants; application and interviewing practices for hiring and promotions; district designed performance evaluations; review of planned employee demotions, non-renewal of contracts, and proposed employee disciplinary actions up to and including termination.
2. Training - Provision of training for supervisors and staff to prevent, identify and alleviate problems of employment discrimination.
3. Resources - Maintain and provide information to staff on resources available to alleged victims in addition to the school complaint procedure such as making reports to the police, available assistance from domestic violence or rape crisis programs, and community health resources including counseling resources.
4. Complaints - Monitor and provide technical assistance to building principals or designees in processing complaints.

The building principal or supervisor shall be responsible to promptly complete the following duties upon receipt of a report of discrimination or retaliation from employees or third parties:

1. If the building principal or supervisor is the subject of the complaint, refer the complainant to the Compliance Officer to carry out these responsibilities.
2. Inform the employee or third party about this policy including the right to an investigation of both verbal and written complaints of discrimination.
3. Provide relevant information on resources available in addition to the school complaint procedure such as making reports to the police, available assistance from domestic violence and rape crisis programs, and community health resources including counseling resources.
4. Immediately notify the Compliance Officer of the complaint. The Compliance Officer shall assess whether the investigation should be conducted by the building principal, another employee, the Compliance Officer or an attorney and shall promptly assign the investigation to that individual.
5. After consideration of the allegations and in consultation with the Compliance Officer and other appropriate individuals, promptly implement interim measures as appropriate to protect the complainant and others as necessary from violation of this policy during the course of the investigation.

### **Guidelines**

#### Complaint Procedure – Employee/Third Party

#### **Step 1 – Reporting**

An employee or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to immediately report the matter to the building principal or supervisor. Any person with knowledge of conduct which may violate this policy is encouraged to immediately report the matter to the building principal or supervisor.

If the building principal or supervisor is the subject of a complaint, the employee or third party shall report the incident directly to the Compliance Officer. The complainant or reporting employee may be encouraged to use the district's report

form, available from the building principal, supervisor or Compliance Officer, or to put the complaint in writing; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy.

## **Step 2 – Investigation**

The Compliance Officer shall ensure that the individual assigned to investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination issues and this policy and how to conduct investigations.

The investigator shall work with the Compliance Officer to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused may suggest additional witnesses and provide other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place outside of school or school-sponsored activities, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person reporting the alleged discrimination, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer, who shall promptly inform law enforcement authorities about the allegations.

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

## **Step 3 – Investigative Report**

The investigator shall prepare and submit a written report to the Compliance Officer within twenty (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and any other violation of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into discriminatory harassment or sexual harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The complainant and the accused shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time of the submission of the written report. The accused shall not be notified of the individual remedies offered or provided to the complainant.

## **Step 4 – District Action**

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Compliance Officer shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If an investigation results in a finding that a different law or Board policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the

conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.

#### Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days. If the Compliance Officer investigated the complaint, such appeal shall be made to the Superintendent.
2. The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The person handling the appeal shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

Book Policy Manual  
Section 100 Programs

#### **Title Curriculum**

#### **Code 105**

Status Active

Adopted March 20, 2014

Last Revised May 17, 2018

#### **Purpose**

The Board recognizes its responsibility for the development, assessment and improvement of the educational program of the schools. To this end, the curriculum shall be evaluated, developed and modified on a continuing basis and in accordance with a plan for curriculum improvement.

#### **Definition**

For purposes of this policy, **curriculum** shall be defined as a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards at the proficient level by all students.

#### **Authority**

The Board shall be responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Board. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.

In order to provide a quality educational program for district students, the Board shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and strategies for assisting those students having difficulty attaining the academic standards.

#### **Guidelines**

The district's curriculum shall provide the following:

1. Continuous learning through effective collaboration among the schools of this district.
2. Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.
3. Guidance and counseling services for all students to assist in career and academic planning.
4. A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation.
5. Language Instruction Educational Program for English Learner students, pursuant to law, regulation and Board policy.
6. Compensatory education programs for students, pursuant to law and regulation.
7. Equal educational opportunity for all students, pursuant to law and regulation.
8. Career awareness and vocational education, pursuant to law and regulation.
9. Educational opportunities for identified gifted students, pursuant to law and regulation.
10. Regular and continuous instruction in required safety procedures.

## **Delegation of Responsibility**

As the educational leader of the district, the Superintendent shall be responsible to the Board for the district's curriculum. S/He shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of administrators, teaching staff members and Board members.

A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and Board members.

With prior Board approval, the Superintendent may conduct pilot programs as deemed necessary to the continuing improvement of the instructional program. The Superintendent shall report periodically to the Board on the status of each pilot program, along with its objectives, evaluative criteria, and costs.

The Board encourages, where it is feasible and in the best interest of district students, participation in state-initiated pilot programs of educational research.

The Board directs the Superintendent to pursue actively state and federal aid in support of research activities.

Book Policy Manual  
Section 100 Programs

### **Title Adoption of Planned Instruction Code 107**

Status Active  
Adopted March 20, 2014  
Last Revised July 16, 2015

#### **Purpose**

The Board shall provide a comprehensive program of planned instruction to enable district students to achieve educational objectives and attain academic standards required for student achievement. Planned instruction shall consist of at least the following:

1. Objectives to be achieved by all students.
2. Content, including materials, activities and instructional time.
3. Relationship between objectives of a planned course and established academic standards.
4. Procedure for measurement of attainment of objectives and academic standards.

#### **Authority**

No planned instruction shall be taught in district schools unless it has been adopted by a majority vote of the full Board. The Board reserves the right to determine which units of the instructional program constitute planned instruction and are subject to adoption by the Board.

#### **Delegation of Responsibility**

The Superintendent shall be responsible for continuous evaluation of the effectiveness of the district's planned instruction and shall recommend to the Board new and altered planned instruction deemed to be in the best interests of district students.

The Superintendent shall invite the participation of administrative and professional staff members at appropriate levels in the formulation of recommendations.

The Superintendent shall annually provide each Board member with a current list of all planned instruction.

Book Policy Manual  
Section 100 Programs

### **Title Use of Movies and/or Videos Code 109.1**

Status Active  
Adopted March 20, 2014

#### **Authority**

The Board encourages the prudent and timely use of relevant movies and/or videos in the instructional program. At the same time, the Board feels it is important that established guidelines be followed for the use of movies and/or videos in district schools.

#### **Delegation of Responsibility**

Professional staff members shall be required to preview all movies and/or videos to determine its content, applicability to the subject area or objective being taught and suitability for the particular age level of students. If the movie and/or video shall be listed as a curriculum resource, then it may be shown without obtaining written permission from the

building principal. Utilization of instructional media not listed as a curriculum resource shall require the advance written permission of the building principal.

If there is a disagreement or question regarding the appropriateness of a movie and/or video for classroom use, then the movie and/or video shall be subject to review by the or the Superintendent or designee and a decision shall be made.

Movies and/or videos with profanity and sexually suggestive material shall not be permitted.

#### Parent/Guardian Permission

All movies and/or videos carrying a PG rating for grades K-6 or a PG-13 rating for grades 7-12, shall require the advance written permission or passive permission of parents/guardians. A form shall be sent home in advance of the movie and/or video use.

A student without parent/guardian permission shall be provided with an alternative curriculum-related assignment during the time in which the movie and/or video shall be shown.

Movies and/or videos used for assemblies, holiday parties, class rewards or any school-sponsored activity, including field trips, shall be subject to this policy.

Any staff member failing to comply with this policy will be subject to disciplinary action.

Book Policy Manual  
Section 100 Programs  
**Title Lesson Plans**  
**Code 111**  
Status Active  
Adopted March 20, 2014  
Last Revised August 17, 2017

#### Authority

To ensure consistency and continuity of instruction, the Board requires professional staff members to develop and maintain daily lesson plans.

#### Delegation of Responsibility

To facilitate more effective instruction, lesson planning must be completed in advance. Lesson Plans must conform to the guidelines established by the building principal, and or may be included in detailed daily curriculum map.

Teachers shall make thorough preparation for all daily lessons and shall prepare written plans reflecting such preparation.

Teachers are to provide adequate directions for substitutes, the purpose of which shall be to continue the instructional program or provide a meaningful educational alternative that relates to the subject area.

Lesson plans or daily detailed curriculum maps must remain in the teacher's desk overnight to be available to substitute teachers at all times.

#### Guidelines

Guidelines for implementation of this policy shall include:

1. The format for lesson plans shall be decided at the building level.
2. Lesson plans shall include information pertinent to the implementation of a lesson.
3. While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared for each lesson or on a long-term basis, i.e. unit of work, whichever is most appropriate
4. Material to be used in a lesson, such as duplicated material and audiovisual resources may serve as an integral part of the plan
5. Lesson plans for individualized programs should reflect a general overview and purpose of the instructional program; individual student records may serve as an integral part of the lesson plan.

Book Policy Manual  
Section 100 Programs  
**Title Special Education**  
**Number 113**  
Status Active  
Adopted March 20, 2014

## **Purpose**

The district shall offer each student with a disability education programs and services that appropriately meet the student's needs for educational, instructional, transitional and related services. A student who requires special education shall receive programs and services according to an individualized education program (IEP). The IEP shall provide access to the district's general curriculum and participation in state and local assessments, including supplemental aids and services that permit the student to be educated, to the maximum extent appropriate, with nondisabled peers. The district shall provide a continuum of placement options to appropriately meet the needs of students with disabilities.

## **Definitions**

**Students with disabilities** - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services. School-aged children who have identified disabilities but do not require special education may be entitled to accommodations or services or to enroll in courses of study in the district which serve students with disabilities pursuant to other law or Board policy.

**Individualized Education Program (IEP)** - the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations.

**Parent/Guardian** - for purposes of this policy and Board policies related to special education, parent/guardian shall have the definition of **parent** in IDEA statute and regulations, which includes a biological or adoptive parent of a child; a foster parent, unless prohibited by state law or regulations; a guardian authorized to act as the child's parent, in accordance with law or regulations; an individual acting in the place of a parent, including a grandparent or other relative, with whom the child lives or an individual legally responsible for the child's welfare; or an appointed surrogate parent, in accordance with law and regulations.

## **Authority**

The Board directs that all students with disabilities shall be identified, evaluated, and provided with appropriate educational programs and services, in accordance with federal and state laws and regulations. The district shall establish and implement a system of procedural safeguards and parent/guardian notification as part of its special education plan.

The district shall develop and submit a special education plan to the Department of Education for approval every three (3) years, and shall implement such plan as required by law and regulations. The district's special education plan shall include procedures for identifying and educating students with disabilities and describe the elements required by law, regulations and Board policy. Prior to approval by the Board and submission to the Department of Education, the special education plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.

The district's special education plan shall comply with the requirements of state and federal laws and regulations, and shall be submitted in accordance with the guidelines and in the form established by the Department of Education. The district shall establish procedures to ensure the plan is updated and implemented as necessary.

The Board shall determine the facilities, programs, services and staff that shall be provided by the district for the instruction of students with disabilities, based upon the identified needs of the district's special education population.

In order to maintain an effective special education plan, the Board may participate in special education programs of Appalachia Intermediate Unit No. 08.

## **Delegation of Responsibility**

The Superintendent or designee is directed to annually recommend to the Board the employment and retention of necessary, qualified staff and provision of required facilities, programs and services to provide for the needs of students with disabilities.

The Superintendent or designee shall develop procedures for evaluating the effectiveness of the district's special education plan and shall periodically report to the Board the criteria and results of such evaluation.

## **Guidelines**

Each student with a disability shall be educated pursuant to an IEP which shall provide an appropriate education in the least restrictive environment, in accordance with federal and state laws and regulations. The district prohibits discrimination based on disability. Students with disabilities are entitled to receive services and accommodations which will permit them to participate in district programs, services and activities as required by law.

If the district is identified with significant disproportionality, the special education plan shall include prevention measures for inappropriate overidentification and disproportionate representation by race or ethnicity of children with disabilities.

### Fiscal and Program Compliance

The Superintendent or designee shall establish procedures to ensure that the district complies with all federal and state laws and regulations and program requirements for special education-related funding and reimbursement.

The district may coordinate with Appalachia Intermediate Unit No. 08 to establish procedures, fulfill reporting requirements and participate in applicable programs.

### Child Find/Outreach

The Superintendent or designee shall ensure that the district annually conducts awareness and outreach programs and activities designed to reach district residents including parents/guardians of students with disabilities who are enrolled in the district, preschool-aged children, students who attend private schools, homeless children and children who are wards of the state.

The district's public awareness activities shall include annual publication of a written notice in newspapers and other media notifying residents about child identification activities; available special education services and programs and how to request them; and procedures used to ensure confidentiality of student information. Written information shall be published in district handbooks and on the district website. Public awareness activities must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.

The Intermediate Unit shall be responsible for conducting child find activities necessary to provide equitable participation services to students with disabilities who are enrolled by their parents/guardians in private schools.

### Screening

The district shall establish a system of screening, including hearing and vision screenings. Screenings shall be conducted at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

### Confidentiality

The district shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, storing, disclosing and destroying student records.

District staff shall maintain the confidentiality of student records and personally identifiable information, as required by law, regulations and Board policy.

### Recording of Meetings

Except as specifically provided for within this policy, the district prohibits audio, video and electronic recording of meetings between parents/guardians and district teachers, paraprofessionals, program specialists, consultants or administrators.

An attempt to record a meeting by a parent/guardian after a verbal prohibition by district staff shall result in immediate termination of the meeting and may result in ejection from district property and possible prosecution.

The district shall permit audio recording of a meeting when a participant submits, at least five (5) days prior to the meeting, documentation that substantiates:

1. Participant has a disability or limited English proficiency that significantly limits his/her ability to meaningfully understand or participate in the meeting's intended decision-making and recording is the only feasible means of accommodating the limitation.
2. Individual has a legitimate interest in attending the meeting but for good cause is unable to do so, and recording is the only feasible means by which s/he can meaningfully understand and participate in the decision-making.

When permission to record a meeting is granted, the district employee responsible for the meeting shall arrange to record the meeting by similar means. Such recording shall be considered part of the student's educational record and be subject to relevant law and regulations.

The district may permit videotaping of a meeting when written consent is given by all participants at the meeting.

Book Policy Manual  
Section 100 Programs

### **Title Discipline of Students With Disabilities Number 113.1**

Status Active  
Adopted March 20, 2014

### **Purpose**

The district shall develop and implement positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Behavior Support Plan.

## **Definitions**

**Students with disabilities** - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

**Suspensions from school** - disciplinary exclusions from school for a period of one (1) to ten (10) consecutive school days.

**Expulsions from school** - disciplinary exclusions from school by the Board for a period exceeding ten (10) consecutive school days and may include permanent exclusion from school.

**Interim alternative educational settings** - removal of a student with a disability from his/her current placement. Interim alternative educational settings may be used by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. The IEP team shall determine the interim alternative educational setting; however, this does not constitute a change in placement for a student with a disability.

## **Authority**

The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of his/her disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred.

### Provision of Education During Disciplinary Exclusions

During any period of expulsion, or suspension from school for more than ten (10) cumulative days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and appropriate education, in accordance with law.

## **Guidelines**

### Suspension From School

A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student's educational placement.

### Changes in Educational Placement/Manifestation Determinations

For disciplinary exclusions which constitute a change in educational placement, the district shall first determine whether the student's behavior is a manifestation of his/her disability. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a year, or patterns of suspensions for substantially identical behaviors constitute changes in educational placements requiring a manifestation determination. For students with intellectual disability, any disciplinary suspension or expulsion is a change in educational placement.

A student with a disability whose behavior is not a manifestation of his/her disability may be disciplined in accordance with Board policy, district rules and regulations in the same manner and to the same extent as students without disabilities.

### Parent/Guardian Appeals From Disciplinary Actions/Request for Hearing by District for Students Who Are a Danger to Themselves or Others

A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the district if the district believes that the current placement is substantially likely to result in injury to the student or others. On parent/guardian appeal, or when the district requests a due process hearing, the hearing officer may return the student to the placement from which s/he was removed or order his/her removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the child's current placement is substantially likely to result in an injury to the student or others.

Placement during appeals of disciplinary actions shall be in the interim alternative educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student's regular placement unless the district and the parent/guardian agree otherwise.

### Students Not Identified as Disabled/Pending Evaluation

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.

#### Administrative Removal to Interim Alternative Educational Setting for Certain Infractions

School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:

1. Carries a weapon to or possesses a weapon at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, **weapon** is defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half (2 ½) inches in length.
2. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property, or at school functions under the jurisdiction of the district.
3. Has inflicted serious bodily injury upon another person while at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, **serious bodily injury** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

#### Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policies.

When reporting an incident committed by a student with a disability to the appropriate authorities, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

In accordance with state law, the Superintendent shall annually, by July 31, report to the Office for Safe Schools on the required form all new incidents committed by students with disabilities, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity.

Book Policy Manual  
Section 100 Programs  
**Title Behavior Support  
Number 113.2**  
Status Active  
21. Pol. 103.1  
Adopted March 20, 2014

#### **Purpose**

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the

regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.

### **Authority**

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

### **Definitions**

The following terms shall have these meanings, unless the context clearly indicates otherwise.

**Aversive techniques** - deliberate activities designed to establish a negative association with a specific behavior.

**Behavior support** - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

**Behavior Support Plan** or **Behavior Intervention Plan** - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Application of a behavior support plan shall not constitute a change in the student's educational placement.

**Positive techniques** - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

**Restraints** - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

**Seclusion** - confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

### **Delegation of Responsibility**

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

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

The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

### **Guidelines**

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

#### Physical Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff are authorized to use the restraint and have received appropriate training.
4. Behavior Support Plan includes efforts to eliminate the use of restraints.

#### Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

#### Seclusion

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

#### Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Methods that have not been outlined in the behavior support plan.
11. Prone restraints, which are restraints by which a student is held face down on the floor.

#### Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws

and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.

Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.

#### Relations With Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.

The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.

Book Policy Manual  
Section 100 Programs  
**Title Confidentiality of Special Education Student Information  
Number 113.4**  
Status Active  
Adopted March 20, 2014

#### **Authority**

The Board recognizes the need to protect the confidentiality of personally identifiable information in the education records of students with disabilities.

The district shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, retaining, disclosing and destroying student special education records, in accordance with Board policy, state requirements, and federal and state law and regulations.

The rights provided by this policy apply to parents/guardians of students who receive special education programming and services from the district or an outside program provided through the district.

#### **Definitions**

**Destruction** shall mean the physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

**Disclosure** shall mean to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

**Education Records**, for purposes of this policy, shall include the records and information covered under the definition of education records in the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations.

**Personally identifiable information** includes, but is not limited to:

1. The name of a student, the student's parents/guardians or other family members.
2. The address of the student or student's family.
3. A personal identifier, such as the student's social security number, student number, or biometric record.
4. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name.
5. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

6. Information requested by a person who the district reasonably believes knows the identity of the student to whom the education record relates.

## **Guidelines**

### Parental Access Rights

The district shall permit parents/guardians to inspect and review any education records relating to their child(ren) that are collected, retained, or used by the district in connection with providing special education services to the student.

The district shall comply with a parental request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Program (IEP); any impartial due process hearing relating to the identification, evaluation, educational placement, or the provision of a free and appropriate public education (FAPE) to a student; a hearing related to the discipline of the student; and a resolution meeting.

The district shall presume a parent/guardian has authority to inspect and review records relating to his/her child unless it has been provided documentation that the requesting parent/guardian does not have this authority under applicable state law.

The district shall comply with a parental request for review within forty-five (45) days following receipt of the request.

A parent's/guardian's right to inspect and review education records includes the right to:

1. A response from the district to reasonable requests for explanations and interpretations of the records;
2. Request that the district provide copies of the records if failure to provide copies would effectively prevent the parent/guardian from exercising the right to inspect and review the records; and
3. Have a representative inspect and review the records.

If an education record includes information on more than one (1) student, the parents/guardians shall have access only to the information relating to their child or shall be informed of the information in the record.

The district shall provide parents/guardians, upon request, a list of the types and locations of education records collected, maintained, or used by the district.

### Fees

The district may charge a fee for copies of records that are made for parents/guardians so long as the fee does not effectively prevent parents/guardians from exercising their right to inspect and review those records.

The district shall not charge a fee to search for or to retrieve information in response to a parental request.

### Record of Access

The district shall keep a record of parties obtaining access to education records collected, maintained, or used in providing special education to students with disabilities, except access by parents/guardians and authorized district employees.

The district's record of access shall include the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

### Amendment of Records Upon Parental Request

If a parent/guardian believes that information in the student's education records is inaccurate, misleading or violates the privacy or other rights of the student, the parent/guardian may request that the district amend the information.

The district shall decide whether to amend the information within a reasonable period of time from receipt of the request.

If the district declines to amend the information in accordance with a parental request, the district shall inform the parent/guardian of the refusal and advise the parent/guardian of the right to a hearing.

### Records Hearing

The district shall, on request, provide parents/guardians with an opportunity for a hearing to challenge information in the student's education records to ensure that the information is not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. The district recognizes that parents/guardians who believe that there is a due process violation relating to an alleged violation of confidentiality may also request a special education due process hearing.

### Hearing Procedures

A hearing to challenge information in education records must meet the following requirements:

1. The district shall hold the hearing within a reasonable time after receiving the request for a hearing.
2. The district shall give the parent/guardian reasonable advanced written notice of the date, time, and place of the hearing.

3. The hearing may be conducted by any individual, including a district official, who does not have a direct interest in the outcome of the hearing.
4. The district shall give the parent/guardian a full and fair opportunity to present relevant evidence. The parent/guardian may, at his/her own expense, be assisted or represented by one (1) or more individuals of his/her choice, including an attorney.
5. The district shall inform parents/guardians of its decision in writing within a reasonable period of time after the hearing.
6. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

#### Result of Hearing

If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, the district shall amend the information accordingly and inform the parent/guardian in writing.

If, as a result of the hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, the district shall inform the parent/guardian of the parent's/guardian's right to place in the student's records a statement commenting on the information and/or providing any reasons for disagreeing with the district's decision.

Any explanation placed in the student's records shall be:

1. Maintained by the district as part of the student's records as long as the record or contested portion is maintained by the district; and
2. Included with the record or contested portion if the record or contested portion are disclosed to any party.

#### Storage, Retention and Destruction of Information

The district shall store all education records and personally identifiable information of students receiving special education services in such a way as to protect the confidentiality and integrity of the records and information, prevent unauthorized access to and disclosure of records and information, and ensure compliance with other legal and regulatory requirements regarding records retention.

The district shall maintain, for public inspection, a current listing of the names and positions of those district employees who have access to personally identifiable information.

In order to comply with state compliance monitoring requirements, the district shall maintain education records for students receiving special education services for at least six (6) years.

The district shall inform parents/guardians when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. After notice, such information shall be destroyed upon parental request.

No education record shall be destroyed if there is an outstanding request to inspect or review the record or if a litigation hold exists.

The district may maintain a permanent record of the student's name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed.

The district shall ensure the destruction of education records in a manner that protects the confidentiality and privacy rights of the student and his/her family.

#### Disclosure to Third Parties

The district shall obtain parental consent before disclosing personally identifiable information to parties other than school district officials with a legitimate educational interest or other educational institutions that provide special education services to the student for the purposes of meeting a requirement of law or regulation unless the information is contained in education records and the disclosure is permitted without parental consent under law and regulations.

Parental consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If a student is enrolled, or is going to enroll in a private school that is not located in the district of the parent's/guardian's residence, parental consent must be obtained before any personally identifiable information about the student is released between officials in the district where the private school is located and officials in the district of the parent's/guardian's residence.

### **Delegation of Responsibility**

In order to maintain the confidentiality of the educational records and personally identifiable information of students with disabilities, the Board designates the Superintendent or designee to coordinate the district's efforts to comply with this policy and applicable laws and regulations.

All district employees collecting or using personally identifiable information shall receive training or instruction regarding Board policy, administrative regulations, and state and federal law and regulations regarding confidentiality of education records and personally identifiable information.

Book Policy Manual  
Section 100 Programs

### **Title Field Trips Number 121**

Status Active  
Adopted March 20, 2014  
Last Revised July 16, 2015

### **Purpose**

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important component of the instructional program of the schools. Properly planned and executed field trips can:

1. Supplement and enrich classroom learning by providing educational experiences in an environment outside the schools.
2. Arouse new interests among students.
3. Help students relate academic learning to the reality of the world outside of school.
4. Introduce community resources, such as natural, cultural, industrial, commercial, governmental, and educational.
5. Afford students the opportunity to study real things and real processes in their actual environment.

### **Definition**

For purposes of this policy, a **field trip** shall be defined as any trip by students away from school premises that is an integral part of approved planned instruction, is conducted as a first-hand educational experience not available in the classroom, and is supervised by a teacher or district employee; any planned travel activity that supplements or enriches the classroom curriculum.

### **Authority**

The Superintendent shall approve all day trips. The Board shall approve any overnight or out of state field trip.

School-related field trips planned to keep students out of the district overnight or longer shall be taken during non-school days when possible.

Students on field trips remain under the supervision and responsibility of this Board and are subject to its rules and regulations.

The Board does not endorse, support nor assume responsibility in any way for any district staff member who takes students on trips not approved by the Board or Superintendent. No staff member may solicit district students for such trips within district facilities or on district grounds without Board permission.

### **Delegation of Responsibility**

The Superintendent or designee shall develop administrative regulations for the operation of field trips.

### **Guidelines**

Field trips shall be governed by guidelines which ensure that:

1. The safety and well-being of students will be protected at all times.
2. Permission of the parent/guardian is sought and obtained before any student may participate.
3. The principal approves the purpose, itinerary and duration of each proposed trip.
4. Each field trip is properly planned, integrated with the curriculum, and followed up by appropriate activities that enhance its value.
5. The effectiveness of field trip activities is monitored and evaluated continuously.
6. Teachers are allowed flexibility and innovation in planning field trips.

No field trip will be approved unless it contributes to the achievement of specified instructional objectives.

#### Administration of Medication

The Board directs planning for field trips to start early in the school year and to include collaboration between administrators, teachers, nurses, parents/guardians and other designated health officials.

Decisions regarding administration of medication during field trips and other school-sponsored programs and activities shall be based on the student's individual needs.

Medication shall be administered in accordance with applicable laws, regulations, Board policies and district procedures.

#### Field Trips Funded by School Organizations

The Board shall consider the approval of field trips funded by school organizations. Such organizationally-funded field trips shall be required to meet the following criteria:

1. Evidence of adequate planning, including budget, insurance and itinerary.
2. Provision of adequate supervision, conforming to the established district per grade requirement.
3. Selected field trip date(s) shall not conflict with quarter, mid-year or final examinations.
4. Students participating in the field trip meet the academic requirements established for extracurricular activities.
5. Students shall be aware of their responsibilities for completing missed class and homework assignments.
6. Each trip shall not exceed five (5) school days.
7. Approval has been granted by the applicable building principal or designee.

#### Supervision

Field trips requiring closer supervision, as deemed necessary by the building principal, will require a ratio of ten (10) students to every one (1) chaperone. The ratio of student supervision shall not exceed fifteen (15) students to one (1) chaperone.

Book Policy Manual  
Section 200 Pupils  
**Title Medications**  
**Number 210**  
Status Active  
Adopted July 17, 2014

### **Medications**

#### **Purpose**

The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication to a student during school hours in accordance with the direction of a parent/guardian and licensed prescriber will be permitted only when failure to take such medicine would jeopardize the health of the student or the student would not be able to attend school if the medicine were not available during school hours.

#### **Definitions**

For purposes of this policy, **medication** shall include all medicines prescribed by a licensed prescriber and any over-the-counter medicines.

For purposes of this policy, **licensed prescribers** shall include licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physicians assistants.

### **Authority**

The Board directs all district employees to comply with the Pennsylvania Department of Health's Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care.

Before any medication may be administered to or by any student during school hours, the Board shall require the written request of the parent/guardian, giving permission for such administration.

### **Delegation of Responsibility**

The Superintendent or designee, in conjunction with the Certified School Nurse (CSN), shall develop administrative regulations for the administration and self-administration of students' medications.

All medications shall be administered by the Certified School Nurse, or in the absence of the Certified School Nurse by other licensed school health staff (RN, LPN), except as otherwise noted in this policy.

In the event of an emergency, a district employee may administer medication when s/he believes, in good faith, that a student needs emergency care.

The Certified School Nurse shall collaborate with parents/guardians, district administration, faculty and staff to develop an individualized healthcare plan to best meet the needs of individual students.

The policy and administrative regulations for administration of medications shall be reviewed, at least every two (2) years, by a committee consisting of the Certified School Nurse, school physician, school dentist and designated administrators and revised as necessary.

### **Guidelines**

The district shall inform all parents/guardians, students and staff about the policy and administrative regulations governing the administration of medications.

All standing medication orders and parental consents shall be renewed at the beginning of each school year.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations and the Department of Health Guidelines.

Students may possess and use asthma inhalers and epinephrine auto-injectors when permitted in accordance with state law and Board policy.

### Delivery and Storage of Medications

All medication shall be brought to the nurse's office, or the main office if the nurse is in another building, by the parent/guardian or by another adult designated by the parent/guardian. All medication shall be stored in the original pharmacy-labeled container and kept in a locked cabinet designated for storage of medication. Medications that require refrigeration shall be stored and locked in a refrigerator designated only for medications. The district shall not store more than a thirty-day supply of an individual student's medication.

Medication should be recorded and logged in with the date, name of student, name of medication, amount of medication, and signatures of the parent/guardian or designated adult delivering the medication and the school health personnel receiving the medication.

Nonprescription medication must be delivered in its original packaging and labeled with the student's name.

Prescription medication shall be delivered in its original packaging and labeled with:

1. Name, address, telephone and federal DEA (Drug Enforcement Agency) number of the pharmacy.
2. Student's name.
3. Directions for use (dosage, frequency and time of administration, route, special instructions).
4. Name and registration number of the licensed prescriber.

5. Prescription serial number.
6. Date originally filled.
7. Name of medication and amount dispensed.
8. Controlled substance statement, if applicable.

All medication shall be accompanied by a completed Medication Administration Consent and Licensed Prescriber's Medication Order Form, or other written communication from the licensed prescriber.

#### Disposal of Medications

Procedures shall be developed for the disposal of medications consistent with the Department of Health Guidelines, which shall include:

1. Guidelines for disposal of contaminated needles or other contaminated sharp materials immediately in an appropriately labeled, puncture resistant container.
2. Processes for immediately returning to parents/guardians all discontinued and outdated medications, as well as all unused medications at the end of the school year.
3. Methods for safe and environmentally friendly disposal of medications.
4. Proper documentation of all medications returned to parents/guardians and for all medications disposed of by the Certified School Nurse or other licensed school health staff. Documentation shall include, but not be limited to, date, time, amount of medication and appropriate signatures.

#### Student Self-Administration of Emergency Medications

Prior to allowing a student to self-administer emergency medication, the district shall require the following:

1. An order from the licensed prescriber for the medication, including a statement that it is necessary for the student to carry the medication and that the student is capable of self-administration.
2. Written parent/guardian consent.
3. An Individual Health Plan including an Emergency Care Plan.
4. The nurse shall conduct a baseline assessment of the student's health status.
5. The student shall demonstrate administration skills to the nurse and responsible behavior.

The nurse shall provide periodic and ongoing assessments of the student's self-management skills.

The student shall notify the school nurse immediately following each occurrence of self-administration of medication.

Students shall demonstrate a cooperative attitude in all aspects of self-administration of medication. Privileges for self-administration of medication will be revoked if school policies regarding self-administration are violated.

#### Administration Of Medication During Field Trips And Other School-Sponsored Activities

The Board directs planning for field trips and other school-sponsored activities to start early in the school year and to include collaboration between administrators, teachers, nurses, appropriate parents/guardians and other designated health officials.

Considerations when planning for administration of medication during field trips and other school-sponsored programs and activities shall be based on the student's individual needs and may include the following:

1. Assigning school health staff to be available.
2. Utilizing a licensed person from the school district's substitute list.
3. Contracting with a credible agency which provides temporary nursing services.
4. Utilizing licensed volunteers via formal agreement that delineates responsibilities of both the school and the individual.

5. Addressing with parent/guardian the possibility of obtaining from the licensed prescriber a temporary order to change the time of the dose.
6. Asking parent/guardian to accompany the child on the field trip, with proper clearances.
7. Arranging for medications to be provided in an original labeled container with only the amount of medication needed.

Security procedures shall be established for the handling of medication during field trips and other school-sponsored activities.

For students in need of diabetic care, consult district policy #209.2 at the district website or request a written copy.

Book Policy Manual  
Section 200 Pupils  
**Title Tobacco/Nicotine**  
**Code 222**  
Status Active  
Adopted July 14, 2017  
Last Revised May 20, 2019

### **Purpose**

The Board recognizes that tobacco, nicotine and nicotine delivery products present a health and safety hazard that can have serious consequences for both users and nonusers and the safety and environment of the schools.

### **Definitions**

For purposes of this policy, **tobacco** includes a lighted or unlighted cigarette, cigar, cigarillo, little cigar, pipe or other smoking product or material and smokeless tobacco in any form including chewing tobacco, snuff, dip or dissolvable tobacco pieces.

For purposes of this policy, **nicotine** shall mean a product that contains or consists of nicotine in a form that can be ingested by chewing, smoking, inhaling or through other means.

For purposes of this policy, a **nicotine delivery product** shall mean a product or device used, intended for use or designed for the purpose of ingesting nicotine or another substance. This definition includes, but is not limited to, any device or associated product used for what is commonly referred to as vaping or juuling.

### **Authority**

The Board prohibits possession, use or sale of tobacco, nicotine and nicotine delivery products by students at any time in a school building and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district.

The Board also prohibits possession, use or sale of tobacco, nicotine and nicotine delivery products by students at school-sponsored activities that are held off school property.

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

### **Delegation of Responsibility**

The Superintendent or designee shall notify students, parents/guardians and staff about the Board's tobacco/nicotine policy by publishing information in student handbooks, parental newsletters, posters, and by other efficient methods, such as posted notices, signs, on the district website and in the Code of Student Conduct.

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

### **Guidelines**

#### Reporting

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use or sale of tobacco, nicotine or nicotine delivery products immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

The Superintendent shall annually, by July 31, report all incidents of possession, use or sale of tobacco, nicotine and nicotine delivery products by students to the Office for Safe Schools on the required form.

#### Additional Provisions - Tobacco Only

The Superintendent or designee may report incidents of possession, use or sale of tobacco by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the school police, school resource officer (SRO) or to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

A student convicted of possessing or using tobacco in violation of this policy may be fined up to fifty dollars (\$50) plus court costs, or admitted by the court to alternative adjudication in lieu of imposition of a fine.

Book Policy Manual  
Section 200 Pupils  
**Title Controlled Substances/Paraphernalia**  
**Number 227**  
Status Active  
Adopted July 17, 2014

#### **Purpose**

The Board recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. As an educational institution, the schools shall strive to prevent abuse of controlled substances.

#### **Definitions**

For purposes of this policy, **controlled substances** shall include all:

1. Controlled substances prohibited by federal and state laws.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.

For purposes of this policy, **under the influence** shall include any consumption or ingestion of controlled substances by a student.

For purposes of this policy, **look-alike drug** shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

#### **Authority**

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

The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.

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

### Off-Campus Activities

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

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

### **Delegation of Responsibility**

The Superintendent or designee shall develop administrative regulations to identify and control substance abuse in the schools which:

1. Establish procedures to appropriately manage situations involving students suspected of using, possessing, being under the influence, or distributing controlled substances.
2. Disseminate to students, parents/guardians and staff the Board policy and administrative regulations governing student use of controlled substances.
3. Provide education concerning the dangers of abusing controlled substances.
4. Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

### **Guidelines**

Violations of this policy may result in disciplinary action up to and including expulsion and referral for prosecution.

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents involving possession, use or sale of controlled substances on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use or sale of controlled substances as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of possession, use or sale of controlled substances to the Office for Safe Schools.

In all cases involving students and controlled substances, the need to protect the school community from undue harm and exposure to drugs shall be recognized.

No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary and aware consent of the student and parent/guardian.

#### Anabolic Steroids

The Board prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Body building and muscle enhancement, increasing muscle bulk or strength, or the enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.

Students shall be made aware of the dangers of steroid use; that anabolic steroids are classified as controlled substances; and that their use, unauthorized possession, purchase, or sale could subject students to suspension, expulsion and/or criminal prosecution.

#### Reasonable Suspicion/Testing

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

Book Policy Manual  
Section 200 Pupils  
**Title Student Fundraising  
Number 229**  
Status Active  
July 17, 2014

#### **Purpose**

The Board acknowledges that solicitation of funds from students must be limited because compulsory attendance laws make the student a captive donor and such solicitation may disrupt the educational program of the schools.

#### **Definition**

For purposes of this policy, **student fundraising** shall include solicitation and collection of money by students in exchange for goods or services.

#### **Authority**

The Board prohibits the collection of money by a student for personal benefit in school buildings, on school property or at any school-sponsored activity.

District students are not obligated to conduct door-to-door sales for fundraising activities.

The Board recognizes the social and scholastic values that may be derived from student participation in various activities sponsored by community organizations but specifies the following guidelines to prevent unreasonable demands on the time and energies of students and staff.

1. All requests for fundraising projects by approved activity funds or organizations must be made and approved by the respective principals prior to the beginning of any fundraising activity.
2. All funds raised by high school approved student organizations must be deposited in the high school activity account or an approved district account.
3. Funds raised by the high school approved organizations in an approved project belongs to that organization not to individual students. Funds will be disbursed from those activity accounts only with the proper authorization of the student activity advisor and the high school principal.

4. Staff members or students sponsoring a fundraiser for an approved activity fund account shall provide the principal with a complete financial report upon request.
5. Staff members who serve as participants or sponsors of fundraisers for special interest groups (Band Parents, Booster Clubs, etc.) shall complete a Fundraising Request Form which can be obtained in the principal's office.
6. The school administration shall be notified of:
  - a. Name of special interest group sponsoring fundraiser.
  - b. Type and kind of fundraising items.
  - c. Date and time of activity.
  - d. Approximate delivery date of items.
  - e. Names of staff members responsible for the storage and distribution of items.
7. Use of class time or extracurricular practice time for fundraising activities is strictly prohibited. Staff members may use their planning and conference period and/or duty free lunch period. If students are involved during this time, prior approval of the administration is required.
8. Staff members require prior approval of the administration before setting up an appointment with fundraising representatives during their P/C period or duty free period.
9. The Board agrees to provide public notice at Board meetings of outside organization fundraisers.

### **Delegation of Responsibility**

Collection of money by approved school organizations may be permitted by the building principal.

Collections by students on behalf of school organizations outside the schools may be permitted only by the Superintendent.

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

The building principal shall distribute this policy and relevant procedures to each student organization granted permission to solicit funds.

Funds solicited shall be controlled by Policy 618.

Book Policy Manual  
Section 200 Pupils

### **Title Student Rights and Responsibilities Number 235**

Status Active

Adopted July 17, 2014

Last Revised May 21, 2015

### **Purpose**

This policy sets forth guidelines by which student rights and responsibilities are determined, consistent with law and regulations.

### **Authority**

The Board has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of district students. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association, in accordance with Board policy and school rules.

### **Guidelines**

Attendant upon the rights established for each student are certain responsibilities, which include regular attendance; conscientious effort in classroom work and homework; conformance to Board policies and school rules and regulations; respect for the rights of teachers, students, administrators and all others who are involved in the educational process; and expression of ideas and opinions in a respectful manner.

It shall be the responsibility of the student to:

1. Be aware of all policies, rules and regulations for student behavior and conduct him/herself accordingly. Each student shall assume that, until a rule is waived, altered or repealed in writing, it is in effect.
2. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
3. Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.
4. Assist the school staff in operating a safe school.
5. Comply with federal, state and local laws.
6. Exercise proper care when using district facilities, school supplies and equipment.
7. Attend school daily and be on time to all classes and other school functions.
8. Make up work when absent from school.
9. Pursue and attempt to satisfactorily complete the courses of study prescribed by local school authorities.
10. Report accurately in student media.
11. Not use obscene language in student media or on school property.

Violations of this policy may result in disciplinary action, consistent with the Code of Student Conduct and Board policy.

A listing of students' rights and responsibilities shall be included in the Code of Student Conduct, which shall be distributed annually to students and parents/guardians.

### **Delegation of Responsibility**

The Superintendent or designee shall develop administrative regulations consistent with law and Board policy to ensure that student rights under specific conditions are properly recognized and maintained.

Book Policy Manual

Section 200 Pupils

**Title School Wellness**

**Code 246**

Status Active

Adopted July 17, 2014

Last Revised June 15, 2017

### **Purpose**

Everett Area School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

### **Authority**

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

To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:

1. A comprehensive nutrition program consistent with federal and state requirements.

2. Access at reasonable cost to foods and beverages that meet established nutrition guidelines.
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

### **Delegation of Responsibility**

The Superintendent or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district's schools, programs and curriculum is compliant with this policy, related policies and established guidelines or administrative regulations.

Each building principal or designee shall annually report to the Superintendent or designee regarding compliance in his/her school.

Staff members responsible for programs related to school wellness shall report to the Superintendent or designee regarding the status of such programs.

The Superintendent or designee shall annually report to the Board on the district's compliance with law and policies related to school wellness. The report may include:

1. Assessment of school environment regarding school wellness issues.
2. Evaluation of food services program.
3. Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.
4. Listing of activities and programs conducted to promote nutrition and physical activity.
5. Recommendations for policy and/or program revisions.
6. Suggestions for improvement in specific areas.
7. Feedback received from district staff, students, parents/guardians, community members and the Wellness Committee.

The Assistant Superintendent or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:

1. The extent to which each district school is in compliance with law and policies related to school wellness.
2. The extent to which this policy compares to model wellness policies.
3. A description of the progress made by the district in attaining the goals of this policy.

At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.

The district shall annually inform and update the public, including parents/guardians, students, and others in the community, about the contents, updates and implementation of this policy via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.

### **Guidelines**

#### Recordkeeping

The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:

1. The written School Wellness policy.
2. Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.

3. Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.
4. Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.

#### Wellness Committee

The district shall establish a Wellness Committee comprised of, but not necessarily limited to, at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a School Wellness policy that complies with law to recommend to the Board for adoption.

The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school based activities that promote student wellness as part of the policy development and revision process.

Individuals who conduct student medical and dental examinations shall submit to the Advisory Health Council annual reports and later reports on the remedial work accomplished during the year, as required by law.

#### Nutrition Education

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.

Nutrition education in the district shall teach, model, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.

Nutrition education lessons and activities shall be age-appropriate.

Nutrition curriculum shall teach behavior-focused skills, which may include menu planning, reading nutrition labels and media awareness.

School food service and nutrition education classes shall cooperate to create a learning laboratory. Nutrition education shall be integrated into other subjects such as math, science, language arts and social sciences to complement but not replace academic standards based on nutrition education.

Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.

The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. The district shall develop standards for such training and professional development.

Nutrition education shall extend beyond the school environment by engaging and involving families and the community.

#### Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

District food service personnel shall review and implement research-based, behavioral economics techniques in the cafeteria to encourage consumption of more whole grains, fruits, vegetables and legumes, and to decrease plate waste.

Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.

Consistent nutrition messages shall be demonstrated by avoiding use of unhealthy food items in classroom lesson plans and school staff avoiding eating less healthy food items in front of students.

District schools shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children.

### Physical Activity

District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

District schools shall contribute to the effort to provide students opportunities to accumulate at least sixty (60) minutes of age-appropriate physical activity daily, as recommended by the Centers for Disease Control and Prevention. Opportunities offered at school will augment physical activity outside the school environment, such as outdoor play at home, sports, etc.

Students shall participate daily in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness and performance benefits.

Age-appropriate physical activity opportunities, such as outdoor and indoor recess, before and after school programs, during lunch, clubs, intramurals and interscholastic athletics, shall be provided to meet the needs and interests of all students, in addition to planned physical education.

A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

Extended periods of student inactivity, two (2) hours or more, shall be discouraged.

Physical activity breaks shall be provided for students during classroom hours.

Before and/or after-school programs shall provide developmentally appropriate physical activity for participating children.

District schools shall partner with parents/guardians and community members and organizations, such as YMCAs, Boys & Girls Clubs, local and state parks, hospitals, etc., to institute programs that support lifelong physical activity.

### Physical Education

A sequential physical education program consistent with curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All district students must participate in physical education.

Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.

Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.

A comprehensive physical education course of study that focuses on providing students the skills, knowledge and confidence to participate in lifelong, health-enhancing physical activity shall be implemented.

A varied and comprehensive curriculum that promotes both team and individual activities and leads to students becoming and remaining physically active for a lifetime shall be provided in the physical education program.

Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health, Safety and Physical Education academic standards.

A local assessment system shall be implemented to track student progress on the Health, Safety and Physical Education academic standards.

Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

Physical education shall be taught by certified health and physical education teachers.

### Other School Based Activities

Drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.

Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.

District schools shall provide adequate space, as defined by the district, for eating and serving school meals.

Students shall be provided a clean and safe meal environment.

Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch.

Meal periods shall be scheduled at appropriate hours, as required by federal regulations and as defined by the district.

Students shall have access to hand washing or sanitizing before meals and snacks.

Access to the food service operation shall be limited to authorized staff.

Nutrition content of school meals shall be available to students and parents/guardians.

Students and parents/guardians may be involved in menu selections through various means, such as taste testing and surveys.

To the extent possible, the district shall utilize available funding and outside programs to enhance student wellness.

The district shall provide appropriate training to all staff on the components of the School Wellness policy.

Goals of the School Wellness policy shall be considered in planning all school based activities.

Administrators, teachers, food service personnel, students, parents/guardians and community members shall be encouraged to serve as positive role models through district programs, communications and outreach efforts.

The district shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods.

The district shall maintain a healthy school environment, including but not limited to indoor air quality, in accordance with the district's healthy learning environment program and applicable laws and regulations.

### Nutrition Guidelines for All Foods/Beverages at School

All foods and beverages available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.

Foods and beverages offered or sold at a school-sponsored event outside the school day, such as athletic events and dances, shall offer healthy alternatives in addition to more traditional fare.

### Competitive Foods

Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.

**Competitive foods** are defined as foods and beverages offered or sold to students on school campus during the school day, which are not part of the reimbursable school breakfast or lunch.

For purposes of this policy, **school campus** means any area of property under the jurisdiction of the school that students may access during the school day.

For purposes of this policy, **school day** means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.

The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.

#### *Fundraiser Exemptions -*

Fundraising activities held during the school day involving the sale of consumable competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless an exemption is approved in accordance with applicable Board policy and administrative regulations.

The district may allow a limited number of exempt fundraisers as permitted by the Pennsylvania Department of Education each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. **Exempt fundraisers** are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.

The district shall establish administrative regulations to implement fundraising activities in district schools, including procedures for requesting a fundraiser exemption.

#### *Non-Sold Competitive Foods -*

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.

If the offered competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:

#### Rewards and Incentives:

1. Foods and beverages shall not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message (e.g., guest chef, field trip to a farm or farmers market, etc

#### Classroom Parties and Celebrations:

1. Classroom parties/celebrations with food/beverages shall be limited to no more than one (1) per month in each classroom.
2. Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties.
3. When possible, foods/beverages for parties and celebrations shall be provided by the food service department to help prevent food safety and allergy concerns.
4. Food celebrations shall not occur until thirty (30) minutes after the end of the last lunch period.

The district shall provide a list of suggested nonfood ideas and healthy food and beverage alternatives to parents/guardians and staff, which may be posted via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods.

#### *Marketing/Contracting -*

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.

Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.

#### Management of Food Allergies in District Schools

The district shall establish Board policy and administrative regulations to address food allergy management in district schools in order to:

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.

2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.
3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities.

Safe Routes to School

The district shall assess and, to the extent possible, implement improvements to make walking and biking to school safer and easier for students.

The district shall cooperate with local municipalities, public safety agency, police departments and community organizations to develop and maintain safe routes to school.

District administrators shall seek and utilize available federal and state funding for safe routes to school, when appropriate.

Book Policy Manual  
Section 200 Pupils

**Title Hazing  
Code 247**

Status Active

Adopted July 17, 2014

Last Revised May 20, 2019

**Purpose**

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

**Definitions**

**Hazing** occurs when a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:

1. Violate federal or state criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
3. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
4. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
5. Endure brutality of a sexual nature.
6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

**Aggravated hazing** occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and:

1. The person acts with reckless indifference to the health and safety of the student; or
2. The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

**Organizational hazing** occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing.

Any activity, as described above, shall be deemed a violation of this policy regardless of whether:

1. The consent of the student was sought or obtained, or
2. The conduct was sanctioned or approved by the school or organization.

**Student activity or organization** means any activity, society, corps, team, club or service, social or similar group, operating under the sanction of or recognized as an organization by the district, whose members are primarily students or alumni of the organization.

For purposes of this policy, **bodily injury** shall mean impairment of physical condition or substantial pain.

For purposes of this policy, **serious bodily injury** shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

### **Authority**

The Board prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours.

No student, parent/guardian, coach, sponsor, volunteer or district employee shall engage in, condone or ignore any form of hazing.

The Board encourages students who believe they, or others, have been subjected to hazing to promptly report such incidents to the building principal or designee.

### **Delegation of Responsibility**

Students, parents/guardians, coaches, sponsors, volunteers, and district employees shall be alert to incidents of hazing and shall report such conduct to the building principal or designee.

### Discrimination/Discriminatory Harassment

Every report of alleged hazing that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination and discriminatory harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer. If, in the course of a hazing investigation, potential issues of discrimination or discriminatory harassment are identified, the Compliance Officer shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged hazing.

### **Guidelines**

In addition to posting this policy on the district's publicly accessible website, the district shall inform students, parents/guardians, sponsors, volunteers and district employees of the district's policy prohibiting hazing, including district rules, penalties for violations of the policy, and the program established by the district for enforcement of the policy by means of distribution of written policy, publication in handbooks, verbal instructions by the coach or sponsor at the start of the season or program or posting of notice/signs.

This policy, along with other applicable district policies, procedures and Codes of Conduct, shall be provided to all school athletic coaches and all sponsors and volunteers affiliated with a student activity or organization, prior to coaching an athletic activity or serving as a responsible adult supervising, advising, assisting or otherwise participating in a student activity or organization together with a notice that they are expected to read and abide by the policies, procedures and Codes of Conduct.

### Complaint Procedure

A student who believes that s/he has been subject to hazing is encouraged to promptly report the incident to the building principal or designee.

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of hazing shall be provided to the building principal or designee, who shall promptly notify the Superintendent or designee of the allegations and determine who shall conduct the investigation. Allegations of hazing shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of hazing brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be hazing under this policy but merits review and possible action under other Board policies.

### Interim Measures/Police

Upon receipt of a complaint of hazing, the building principal or designee, in consultation with the Superintendent or designee, shall determine what, if any interim measures should be put in place to protect students from further hazing, bullying, discrimination or retaliatory conduct related to the alleged incident and report. Such interim measures may

include, but not be limited to, the suspension of an adult who is involved, the separation of alleged victims and perpetrators, and the determination of what the complaining student needs or wants through questioning.

Those receiving the initial report and conducting or overseeing the investigation will assess whether the complaint, if proven, would constitute hazing, aggravated hazing or organizational hazing and shall report it to the police consistent with district practice and, as appropriate, consult with legal counsel about whether to report the matter to the police at every stage of the proceeding. The decision to report a matter to the police should not involve an analysis by district personnel of whether safe harbor provisions might apply to the person being reported, but information on the facts can be shared with the police in this regard.

*Referral To Law Enforcement and Safe Schools Reporting Requirements* – For purposes of reporting hazing incidents to law enforcement in accordance with Safe Schools Act reporting, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents, as defined in the Safe Schools Act, committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

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

In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the Office for Safe Schools on the required form.

#### Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the district's legal and investigative obligations.

#### Retaliation

Reprisal or retaliation relating to reports of hazing or participation in an investigation of allegations of hazing is prohibited and shall be subject to disciplinary action.

#### Consequences for Violations

*Safe Harbor* – An individual needing medical attention or seeking medical attention for another shall not be subject to criminal prosecution if s/he complies with the requirements under law, subject to the limitations set forth in law.

*Students* – If the investigation results in a substantiated finding of hazing, the investigator shall recommend appropriate disciplinary action up to and including expulsion, as circumstances warrant, in accordance with the Code of Student Conduct. The student may also be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity or organization. The fact of whether a student qualified for and received safe harbor under a criminal investigation shall be considered in assigning discipline.

*Nonstudent Violators/Organizational Hazing* - If the investigation results in a substantiated finding that a coach, sponsor, or volunteer affiliated with the student activity or organization engaged in, condoned or ignored any violation of this policy, s/he shall be disciplined in accordance with Board policy and applicable laws and regulations. Discipline could include, but is not limited to, dismissal from the position as coach, sponsor, or volunteer, and/or dismissal from district employment.

If an organization is found to have engaged in organizational hazing, it shall be subject to the imposition of fines and other appropriate penalties. Penalties may include rescission of permission for that organization to operate on school property or to otherwise operate under the sanction or recognition of the district.

*Criminal Prosecution* – Any person or organization that causes or participates in hazing may also be subject to criminal prosecution.

Book Policy Manual  
Section 300 Employees  
**Title Personnel Files**  
**Number 324**  
Status Active  
Adopted July 17, 2014

### **Authority**

Orderly operation of the school district requires maintaining a file for the retention of all records relative to an individual's duties and responsibilities as an administrative, professional or classified employee of the district.

The Board requires that sufficient records be maintained to ensure an employee's qualifications for the job held; compliance with federal and state requirements and local benefit programs; conformance with Board policies, administrative regulations, rules and procedures; and evidence of completed evaluations.

### **Delegation of Responsibility**

The Board delegates the establishment and maintenance of official personnel records to the Superintendent or designee, who shall prepare administrative regulations defining the material to be incorporated into personnel files.

### **Guidelines**

A central file shall be maintained; supplemental records may be maintained only for ease in data gathering.

Medical records shall be kept in a file separate from the employee's personnel file.

Only information that pertains to the professional role of the employee and is submitted by duly authorized administrative personnel and the Board may be entered in the official personnel file. A copy of each entry shall be made available to the employee, except for matters pertaining to pending litigation or criminal investigation.

Personnel records shall be available to the Board but only as required in the performance of its designated functions as a School Board and as approved by a majority vote of the Board.

### Employee Access

Administrative, professional and classified employees shall have access to their own file. Information relative to confidential employment references/recommendations are not part of the personnel file and shall not be available for review by the employee.

Employees who wish to review their own records shall:

1. Submit a written request to the administrator or designee delegated to maintain the records.
2. Review the record in the presence of the administrator or designee responsible for maintaining personnel records.
3. Make no alteration or addition to the record, nor remove any material.

### Appeals

To appeal material in personnel file, employees shall submit a written request to the administrator or designee delegated to maintain the records and shall specify:

1. Name and date.
2. Material to be appealed.
3. Reason for appeal.

### Title I Schools

In accordance with law, the district shall release to parents/guardians, upon request, information regarding the professional qualifications and academic degrees of any teacher providing instruction to their child at a school receiving Title I funds. The district shall annually notify parents/guardians at the beginning of the school year about their right to request such information.

The district shall notify parents/guardians of students attending Title I schools when their child has been assigned to or taught for four (4) or more consecutive weeks by a teacher who is not highly qualified, as defined by federal law.

In accordance with law, the district shall release to parents/guardians, upon request, the qualifications of any paraprofessionals who provide instructional support to their child at a school receiving Title I funds. The district shall annually notify parents/guardians at the beginning of the school year about their right to request such information.

Book Policy Manual  
Section 800 Operations  
**Title Child Abuse**  
**Number 806**  
Status Active  
Adopted January 15, 2015  
Last Revised May 21, 2015

### **Authority**

The Board requires district employees, independent contractors and volunteers to comply with identification and reporting requirements for suspected child abuse, as well as the training requirement for recognition and reporting of child abuse in order to comply with the Child Protective Services Law and the School Code.

### **Definitions**

The following words and phrases, when used in this policy, shall have the meaning given to them in this section:

**Administrator** - the person responsible for the administration of a district school. The term includes a person responsible for employment decisions in a school and an independent contractor. The principal of the school where the abused student is enrolled will serve as the administrator under this policy.

**Applicant** - the person responsible for the administration of a district school. The term includes a person responsible for employment decisions in a school and an independent contractor. The principal of the school where the abused student is enrolled will serve as the administrator under this policy.

**Bodily injury** - impairment of physical condition or substantial pain.

**Child** - an individual under eighteen (18) years of age.

**Child abuse** - intentionally, knowingly or recklessly doing any of the following:

1. Causing bodily injury to a child through any recent act or failure to act.
2. Fabricating, feigning or intentionally exaggerating or inducing a medical symptom or disease which results in a potentially harmful medical evaluation or treatment to the child through any recent act.
3. Causing or substantially contributing to serious mental injury to a child through any act or failure to act or a series of such acts or failures to act.
4. Causing sexual abuse or exploitation of a child through any act or failure to act.
5. Creating a reasonable likelihood of bodily injury to a child through any recent act or failure to act.
6. Creating a likelihood of sexual abuse or exploitation of a child through any recent act or failure to act.
7. Causing serious physical neglect of a child.
8. Engaging in any of the following recent acts:
  - a. Kicking, biting, throwing, burning, stabbing or cutting a child in a manner that endangers the child.
  - b. Unreasonably restraining or confining a child, based on consideration of the method, location or the duration of the restraint or confinement.
  - c. Forcefully shaking a child under one (1) year of age.
  - d. Forcefully slapping or otherwise striking a child under one (1) year of age.
  - e. Interfering with the breathing of a child.

- f. Causing a child to be present at a location while a violation of 18 Pa. C.S. § 7508.2 (relating to operation of methamphetamine laboratory) is occurring, provided that the violation is being investigated by law enforcement.
  - g. Leaving a child unsupervised with an individual, other than the child's parent, who the actor knows or reasonably should have known: Is required to register as a Tier II or Tier III sexual offender under 42 Pa. C.S. Ch. 97 Subch. H (relating to registration of sexual offenders), where the victim of the sexual offense was under eighteen (18) years of age when the crime was committed; has been determined to be a sexually violent predator under 42 Pa. C.S. § 9799.24 (relating to assessments) or any of its predecessors; or has been determined to be a sexually violent delinquent child as defined in 42 Pa. C.S. § 9799.12 (relating to definitions).
9. Causing the death of the child through any act or failure to act.

The term **child abuse** does not include physical contact with a child that is involved in normal participation in physical education, athletic, extracurricular or recreational activities. Also excluded from the meaning of the term **child abuse** is the use of reasonable force by a person responsible for the welfare of a child for purposes of supervision, control or safety, provided that the use of force:

1. Constitutes incidental, minor or reasonable physical contact in order to maintain order and control;
2. Is necessary to quell a disturbance or remove a child from the scene of a disturbance that threatens property damage or injury to persons;
3. Is necessary for self-defense or defense of another;
4. Is necessary to prevent the child from self-inflicted physical harm; or
5. Is necessary to gain possession of weapons, controlled substances or other dangerous objects that are on the person of the child or in the child's control.

**Direct contact with children** - the possibility of care, supervision, guidance or control of children or routine interaction with children.

**Independent contractor** - an individual who provides a program, activity or service who is otherwise responsible for the care, supervision, guidance or control of children. The term does not include an individual who has no direct contact with children.

**Perpetrator** - a person who has committed child abuse and is a parent/guardian of the child, a spouse or former spouse of the child's parent/guardian, a paramour or former paramour of the child's parent/guardian, a person responsible for the child's welfare, an individual residing in the same home as the child, an individual fourteen (14) years of age or older who is responsible for the child's welfare or who resides in the same home as the child, or an individual eighteen (18) years of age or older who does not reside in the same home as the child but is related within the third degree of consanguinity or affinity by birth or adoption to the child.

**Person responsible for the child's welfare** - a person who provides permanent or temporary care, supervision, mental health diagnosis or treatment, training or control of a child in lieu of parental care, supervision and control. The term includes any such person who has direct or regular contact with a child through any program, activity or service sponsored by a school, for-profit organization or religious or other not-for-profit organization.

**Program, activity or service** - a public or private educational, athletic or other pursuit in which children participate. The term includes, but is not limited to, the following:

1. A youth camp or program.
2. A recreational camp or program.
3. A sports or athletic program.
4. An outreach program.
5. An enrichment program.
6. A troop, club or similar organization.

**Recent act or failure to act** - any act or failure to act committed within two (2) years of the date of the report to the Department of Human Services of the Commonwealth or county agency.

**Serious Bodily Injury** - bodily injury which creates a substantial risk of death or which causes serious permanent disfigurement or protracted loss or impairment of function of any bodily member or organ.

**School employee** - an individual who is employed by a school or who provides a program, activity or service sponsored by a school. The term excludes an individual who has no direct contact with children.

**Serious mental injury** - a psychological condition, as diagnosed by a physician or licensed psychologist, including the refusal of appropriate treatment, that:

1. Renders a child chronically and severely anxious, agitated, depressed, socially withdrawn, psychotic or in reasonable fear that the child's life or safety is threatened.
2. Seriously interferes with a child's ability to accomplish age-appropriate developmental and social tasks.

**Serious physical neglect** - any of the following when committed by a perpetrator that endangers a child's life or health, threatens a child's well-being, causes bodily injury or impairs a child's health, development or functioning:

1. A repeated, prolonged or egregious failure to supervise a child in a manner that is appropriate considering the child's developmental age and abilities.
2. The failure to provide a child with adequate essentials of life, including food, shelter or medical care.

**Sexual abuse or exploitation** - any of the following:

1. The employment, use, persuasion, inducement, enticement or coercion of a child to engage in or assist another individual to engage in sexually explicit conduct, which includes, but is not limited to, the following:
  - a. Looking at the sexual or other intimate parts of a child or another individual for the purpose of arousing or gratifying sexual desire in any individual.
  - b. Participating in sexually explicit conversation either in person, by telephone, by computer or by a computer-aided device for the purpose of sexual stimulation or gratification of any individual.
  - c. Actual or simulated sexual activity or nudity for the purpose of sexual stimulation or gratification of any individual.
  - d. Actual or simulated sexual activity for the purpose of producing visual depiction, including photographing, videotaping, computer depicting or filming.

Paragraph 1. does not include consensual activities between a child who is fourteen (14) years of age or older and another person who is fourteen (14) years of age or older and whose age is within four (4) years of the child's age.

2. Any of the following offenses committed against a child: rape; statutory sexual assault; involuntary deviate sexual intercourse; sexual assault; institutional sexual assault; aggravated indecent assault; indecent assault; indecent exposure; incest; prostitution; sexual abuse; unlawful contact with a minor; or sexual exploitation.

**Student** - an individual enrolled in a district school under eighteen (18) years of age.

**Volunteer** - an individual in an unpaid position with a program, activity or service who is individually responsible for the welfare of one or more children or has direct contact with children.

### **Delegation of Responsibility**

In accordance with Board policy, the Superintendent or designee shall:

1. Require each candidate for employment to submit an official child abuse clearance statement and other background checks as required by law.
2. Require each applicant for transfer or reassignment to submit an official child abuse clearance statement unless the applicant is applying for a transfer from one position as a district employee to another position as a district employee of this district and the applicant's official child abuse clearance statement is current.
3. Require each volunteer to submit an official child abuse clearance statement and other background checks as required by law.

School employees, independent contractors and volunteers shall obtain and submit new background checks and clearances every thirty-six (36) months.

The Superintendent or designee shall annually inform students, parents/guardians, independent contractors, volunteers and staff regarding the contents of this Board policy.

The Superintendent or designee shall annually notify district staff, independent contractors, and volunteers of their responsibility for reporting child abuse in accordance with Board policy and administrative regulations.

### **Guidelines**

## Training

The school district, and independent contractors of the school district, shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting. The training shall include, but not be limited to, the following topics:

1. Recognition of the signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct.
2. Provisions of the Educator Discipline Act, including mandatory reporting requirements.
3. District policy related to reporting of suspected abuse and sexual misconduct.
4. Maintenance of professional and appropriate relationships with students.

Employees are required to complete a minimum of three (3) hours of training every five (5) years.

The district shall provide each volunteer with training on child abuse recognition and reporting.

## Duty to Report

School employees, independent contractors and volunteers shall make a report of suspected child abuse if they have reasonable cause to suspect that a child is the victim of child abuse under any of the following circumstances:

1. The school employee, independent contractor or volunteer comes into contact with the child in the course of employment, occupation and the practice of a profession or through a regularly scheduled program, activity or service.
2. The school employee, independent contractor or volunteer is directly responsible for the care, supervision, guidance or training of the child.
3. A person makes a specific disclosure to a school employee, independent contractor or volunteer that an identifiable child is the victim of child abuse.
4. An individual fourteen (14) years of age or older makes a specific disclosure to a school employee, independent contractor or volunteer that s/he has committed child abuse.

A child is not required to come before the school employee, independent contractor or volunteer in order for that individual to make a report of suspected child abuse.

A report of suspected child abuse does not require the identification of the person responsible for the child abuse.

Any person who, in good faith, makes a report of suspected child abuse, regardless of whether the report is required, cooperates with an investigation, testifies in a proceeding, or engages in other action authorized by law shall have immunity from civil and criminal liability related to those actions.

Any person required to report child abuse who willfully fails to do so may be subject to disciplinary action and criminal prosecution.

Any person who intentionally or knowingly makes a false report of child abuse or intentionally or knowingly induces a child to make a false claim of child abuse may be subject to disciplinary action and criminal prosecution.

Any person who engages in intimidation, retaliation, or obstruction in the making of a child abuse report or the conducting of an investigation into suspected child abuse may be subject to disciplinary action and criminal prosecution.

The district shall not discriminate or retaliate against any person for making, in good faith, a report of suspected child abuse.

## Reporting Procedures

School employees, independent contractors or volunteers who suspect child abuse shall immediately make a written report of suspected child abuse using electronic technologies or an oral report via the statewide toll-free telephone number. A person making an initial oral report of suspected child abuse must also submit a written electronic report within forty-eight (48) hours after the oral report. Upon receipt of an electronic report, the electronic reporting system will automatically respond with a confirmation, providing the district with a written record of the report.

A school employee, independent contractor or volunteer who makes a report of suspected child abuse shall immediately, after making the initial report, notify the school principal and if the initial report was made electronically, also provide the principal with a copy of the report confirmation.

The school principal shall then immediately notify the Superintendent or designee that a child abuse report has been made and if the initial report was made electronically, also provide a copy of the report confirmation.

When a report of suspected child abuse is made by a school employee, independent contractor or volunteer as required by law, the school district is not required to make more than one (1) report. An individual otherwise required to make a report who is aware that an initial report has already been made by a school employee, independent contractor or volunteer is not required to make an additional report. The person making an initial oral report is responsible for making the follow-up written electronic report within forty-eight (48) hours, and shall provide the school principal with a copy of the report confirmation promptly after the written electronic report has been filed. The principal shall in turn provide a copy of the report confirmation to the Superintendent or designee.

When necessary to preserve potential evidence of suspected child abuse, a school employee may, after the initial report is made, take or cause to be taken photographs of the child who is the subject of the report. Any such photographs shall be sent to the county agency at the time the written report is sent or within forty-eight (48) hours after a report is made by electronic technologies or as soon thereafter as possible. The school principal shall be notified whenever such photographs are taken.

If the Superintendent or designee reasonably suspects that conduct being reported involves an incident required to be reported under the Safe Schools Act, the Superintendent or designee shall inform local law enforcement, in accordance with applicable law, regulations and Board policy.

### Investigation

The school principal shall facilitate the cooperation with the Department of Human Services of the Commonwealth or the county agency investigating a report of suspected child abuse, including permitting authorized personnel to interview the child while in attendance at school.

Upon notification that an investigation involves suspected child abuse by a school employee, the principal shall immediately implement a plan of supervision or alternative arrangement for the school employee under investigation. The plan of supervision or alternative arrangement shall be submitted to the county agency for approval.

Book Policy Manual

Section 800 Operations

### **Title Acceptable Use of Internet, Computers and Network Resources Number 815**

Status Active

Adopted January 15, 2015

### **Purpose**

The Board supports use of the computers, Internet and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.

The district provides students, staff and other authorized individuals with access to the district's computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means.

For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

### **Definitions**

The term child pornography is defined under both federal and state law.

**Child pornography** - under federal law, is any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:

1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
3. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

**Child pornography** - under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.

The term harmful to minors is defined under both federal and state law.

**Harmful to minors** - under federal law, is any picture, image, graphic image file or other visual depiction that:

1. Taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
2. Depicts, describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals; and
3. Taken as a whole lacks serious literary, artistic, political or scientific value as to minors.

**Harmful to minors** - under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse, when it:

1. Predominantly appeals to the prurient, shameful, or morbid interest of minors;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Taken as a whole lacks serious literary, artistic, political, educational or scientific value for minors.

**Incidental personal use** - for the purposes of this policy, shall mean use of the district's Internet, computers and network resources by an employee for occasional personal communications.

**Obscene** - any material or performance, if:

1. The average person applying contemporary community standards would find that the subject matter taken as a whole appeals to the prurient interest;
2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and
3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.

**Technology protection measure** - a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.

### **Authority**

The availability of access to electronic information does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of information received. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.

The district shall not be responsible for any unauthorized charges, fees or financial obligations resulting from access to the Internet or other network resources.

Users shall be solely responsible for any and all claims, lawsuits, cause of action, damages, judgments, losses, expenses and liabilities arising from personal actions while using the district's internet, computer and network resources.

The Board declares that computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, receive or display on or over the district's Internet, computers or network resources, including personal files or any use of the district's Internet, computers or network resources. The district reserves the right to monitor, track, and log network access and use; monitor files server space utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources.

The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the Superintendent or designee.

The Board establishes the following materials, in addition to those stated in law and defined in this policy, that are inappropriate for access by minors:

1. Defamatory.
2. Lewd, vulgar, or profane.
3. Threatening.
4. Harassing or discriminatory.
5. Bullying.
6. Terroristic.

The district reserves the right to restrict access to any Internet sites or functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking. Specifically, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers used and accessible to adults and students. The technology protection measure shall be enforced during use of computers with Internet access.

Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the disabling of Internet blocking/filtering software to enable access to material that is blocked through technology protection measures but is not prohibited by this policy.

Upon request by students or staff, building administrators may authorize the temporary disabling of Internet blocking/filtering software to enable access for bona fide research or for other lawful purposes. Written permission from the parent/guardian is required prior to disabling Internet blocking/filtering software for a student's use. If a request for temporary disabling of Internet blocking/filtering software is denied, the requesting student or staff member may appeal the denial to the Superintendent or designee for expedited review.

### **Delegation of Responsibility**

The district shall make every effort to ensure that this resource is used responsibly by students and staff.

The district shall inform staff, students, parents/guardians and other users about this policy through employee and student handbooks, posting on the district website, and by other appropriate methods. A copy of this policy shall be provided to parents/guardians, upon written request.

Users of district networks or district-owned equipment shall, prior to being given access or being issued equipment, sign user agreements acknowledging awareness of the provisions of this policy, and awareness that the district uses monitoring systems to monitor and detect inappropriate use and may utilize tracking systems to track and recover lost or stolen equipment.

Student user agreements shall also be signed by a parent/guardian.

Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discern among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.

Students, staff and other authorized individuals have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

Building administrators shall make initial determinations of whether inappropriate use has occurred.

The Superintendent or designee shall be responsible for recommending technology and developing procedures used to determine whether the district's computers are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall include but not be limited to:

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board.
2. Maintaining and securing a usage log.
3. Monitoring online activities of minors.

The Superintendent or designee shall develop and implement administrative regulations that ensure students are educated on network etiquette and other appropriate online behavior, including:

1. Interaction with other individuals on social networking websites and in chat rooms.
2. Cyberbullying awareness and response.

## **Guidelines**

Network accounts shall be used only by the authorized owner of the account for its approved purpose. Network users shall respect the privacy of other users on the system.

### Incidental Personal Use

Incidental personal use shall be in accordance with Board policy, rules and administrative regulations.

### Safety

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network, including chat rooms, email, social networking websites, etc.

Internet safety measures shall effectively address the following:

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors.
5. Restriction of minors' access to materials harmful to them.

### Prohibitions

Users are expected to act in a responsible, ethical and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Nonwork or nonschool related work.
4. Product advertisement or political lobbying.
5. Bullying/Cyberbullying.
6. Hate mail, discriminatory remarks, and offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd, or otherwise illegal materials, images or photographs.
9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
10. Inappropriate language or profanity.
11. Transmission of material likely to be offensive or objectionable to recipients.
12. Intentional obtaining or modifying of files, passwords, and data belonging to other users.
13. Impersonation of another user, anonymity, and pseudonyms.
14. Fraudulent copying, communications, or modification of materials in violation of copyright laws.
15. Loading or using of unauthorized games, programs, files, music or any other electronic media, pirated software and/or peer-to-peer file sharing software.
16. Disruption of the work of other users.
17. Destruction, modification, abuse or unauthorized access to network hardware, software and files.
18. Accessing the Internet, district computers or other network resources without authorization.
19. Disabling or bypassing the Internet blocking/filtering software without authorization.
20. Accessing, sending, receiving, transferring, viewing, sharing or downloading confidential information without authorization.
21. Access or transmit gambling, pools for money, including but not limited to, basketball and football, or any other betting games of chance.
22. Use of proxy sites, V-tunnels and other technologies to circumvent the web filtering system.

23. Communication through email for noneducational purposes or activities unless it is for incidental personal use. The use of email to mass mail noneducational or nonwork-related information is expressly prohibited.

#### Access and Security Prohibitions

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another student's or employee's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

The district's Technology Department shall have the authority to request user passwords for troubleshooting or related technical services.

#### Copyright

The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network shall be subject to fair use guidelines and applicable laws and regulations.

#### District Website

The district shall establish and maintain a website and shall develop and modify its web pages to present information about the district under the direction of the Superintendent or designee. All users publishing content on the district website shall comply with this and other applicable district policies.

Users shall not copy or download information from the district website and disseminate such information on unauthorized web pages without authorization from the building principal.

#### Consequences for Inappropriate Use

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

Illegal use of the network; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy.

Vandalism shall result in loss of access privileges, disciplinary action, and/or legal proceedings. **Vandalism** is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks; this includes but is not limited to uploading or creating computer viruses.

Failure to comply with this policy or inappropriate use of the Internet, district network or computers shall result in usage restrictions, loss of access privileges, disciplinary action, and/or legal proceedings.

Book Policy Manual

Section 200 Pupils

#### **Title Bullying/Cyberbullying**

#### **Code 249**

Status Active

Adopted July 17, 2014

Last Revised May 20, 2019

#### **Purpose**

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

#### **Definitions**

**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.

### **Authority**

The Board prohibits all forms of bullying by district students.

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

### Discrimination/Discriminatory Harassment

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination and discriminatory harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer. If, in the course of a bullying investigation, potential issues of discrimination or discriminatory harassment are identified, the Compliance Officer shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.[2][3]

### Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the district's legal and investigative obligations.

### Retaliation

Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

### **Delegation of Responsibility**

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

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

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

District administration shall annually provide the following information with the Safe School Report:

1. Board's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

## **Guidelines**

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.

### Education

The district shall develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

### Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

Book Policy Manual

Section 200 Pupils

**Title Attendance**

**Code 204**

Status Active

Adopted July 17, 2014

Last Revised February 17, 2020

## **Purpose**

The Board recognizes that attendance is an important factor in educational success, and supports a comprehensive approach to identify and address attendance issues.

## **Authority**

The Board requires the attendance of all students during the days and hours that school is in session, except that temporary student absences may be excused by authorized district staff in accordance with applicable laws and regulations, Board policy and administrative regulations.

## **Definitions**

**Compulsory school age** shall mean the period of a student's life from the time the student's person in parental relation elects to have the student enter school, which shall be no later than eight (8) years of age, until the student reaches seventeen (17) years of age. Beginning with the academic year 2020-2021, compulsory school age shall mean no later than age six (6) until age eighteen (18). The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.

**Habitually truant** shall mean six (6) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.

**Truant** shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.

**Person in parental relation** shall mean a:

1. Custodial biological or adoptive parent.
2. Noncustodial biological or adoptive parent.
3. Guardian of the person of a student.
4. Person with whom a student lives and who is acting in a parental role of a student.

This term shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.

**School-based or community-based attendance improvement program** shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a student's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.

### **Delegation of Responsibility**

The Superintendent or designee shall annually notify students, persons in parental relation, staff, local children and youth agency and local magisterial district judges about the district's attendance policy by publishing such policy in student handbooks and newsletters, on the district website and through other efficient communication methods.

The Superintendent or designee, in coordination with the building principal, shall be responsible for the implementation and enforcement of this policy.

The Superintendent or designee shall develop administrative regulations for the attendance of students which:

1. Govern the maintenance of attendance records in accordance with law.
2. Detail the process for submission of requests and excuses for student absences.
3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate magisterial district judge.
4. Clarify the district's responsibility for collaboration with nonpublic schools in the enforcement of compulsory school attendance requirements.
5. Ensure that students legally absent have an opportunity to make up work.

### **Guidelines**

#### Compulsory School Attendance Requirements

All students of compulsory school age who reside in the district shall be subject to the compulsory school attendance requirements.

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; the student is receiving approved homebound instruction; or the student's placement is instruction in the home.

The following students shall be excused from the requirements of attendance at district schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance.

2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.
3. Students attending college who are also enrolled part-time in district schools.
4. Students attending a home education program or private tutoring in accordance with law.
5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.
6. Students fifteen (15) years of age, as well as students fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits.
7. Students sixteen (16) years of age regularly engaged in useful and lawful employment during the school session and holding a valid employment certificate. Regularly engaged means thirty-five (35) or more hours per week of employment.

Excused/Lawful Absence

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school:

1. Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons.
2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.
3. Quarantine.
4. Family emergency.
5. Recovery from accident.
6. Required court attendance.
7. Death in family.
8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.
9. Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral.
  - a. The national veterans' organization or incorporated unit must provide the student with a signed excuse, which shall include the date, location, and time of the event or funeral.
  - b. The student shall furnish the signed excuse to the district prior to being excused from school.
10. Observance of a religious holiday observed by a bona fide religious group, upon prior written request from the person in parental relation.
11. Nonschool-sponsored educational tours or trips, if the following conditions are met:
  - a. The person in parental relation submits the required documentation for excusal prior to the absence, within the appropriate timeframe.
  - b. The student's participation has been approved by the Superintendent or designee.
  - c. The adult directing and supervising the tour or trip is acceptable to the person in parental relation and the Superintendent.
  - d. The Superintendent or designee may approve up to five (5) days without Board approval.
12. College or postsecondary institution visit, with prior approval.

13. Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness and foster care.

The district may limit the number and duration of nonschool-sponsored educational tours or trips for college or postsecondary institution visits for which excused absences may be granted to a student during the school year.

#### *Temporary Excusals –*

The following students may be temporarily excused from the requirements of attendance at district schools:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies.
2. Students participating in a religious instruction program, if the following conditions are met:
  - a. The person in parental relation submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.
  - b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.
  - c. Following each absence, the person in parental relation shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.
3. School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education.

#### *Parental Notice of Absence –*

Absences shall be treated as unexcused until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed practitioner of the healing arts.

#### Unexcused/Unlawful Absence

For purposes of this policy, absences which do not meet the criteria indicated above shall be permanently considered unexcused.

An out-of-school suspension may not be considered an unexcused absence.

#### *Parental Notification –*

District staff shall provide prompt notice to the person in parental relation upon each incident of unexcused absence.

#### Enforcement of Compulsory Attendance Requirements

##### *Student is Truant –*

When a student has been absent for three (3) days during the current school year without a lawful excuse, district staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.

The notice shall:

1. Be in the mode and language of communication preferred by the person in parental relation;
2. Include a description of the consequences if the student becomes habitually truant; and
3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.

*School Attendance Improvement Conference (SAIC) –*

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the SAIC.

The purpose of the SAIC is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.

The following individuals shall be invited to the SAIC:

1. The student.
2. The student's person in parental relation.
3. Other individuals identified by the person in parental relation who may be a resource.
4. Appropriate school personnel.
5. Recommended service providers.
6. Children and Youth Truancy Representative.

Neither the student nor the person in parental relation shall be required to participate, and the SAIC shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.

The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student and appropriate district staff.

The district may not take further legal action to address unexcused absences until the scheduled SAIC has been held and the student has incurred six (6) or more days of unexcused absences.

*Student is Habitually Truant –*

When a student under fifteen (15) years of age is habitually truant, district staff:

1. Shall refer the student to:
  - a. A school-based or community-based attendance improvement program; or
  - b. The local children and youth agency.
2. May file a citation in the office of the appropriate magisterial district judge against the person in parental relation who resides in the same household as the student.

When a student fifteen (15) years of age or older is habitually truant, district staff shall:

1. Refer the student to a school-based or community-based attendance improvement program; or
2. File a citation in the office of the appropriate magisterial district judge against the student or the person in parental relation who resides in the same household as the student.

District staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate magisterial district judge, district staff shall provide verification that the school held a SAIC.

*Filing a Citation –*

A citation shall be filed in the office of the appropriate magisterial district judge whose jurisdiction includes the school in which the student is or should be enrolled, against the student or person in parental relation to the student.

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.

#### Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.

#### Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.