

Corry Area School District 2020-2021

Elementary Faculty/Staff Handbook



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Mission Statement

The mission of the Corry Area School District is to prepare students to be lifelong learners and responsible citizens in a competitive global society.

Non-Discrimination Policy

It is the policy of the Corry Area School District not to discriminate on the basis of age, religion, sex, race, color, national origin, ancestry, disability, or non-job related disability (including sexual harassment, sexual orientation, gender identity, and gender expression), in the admission or access to, or in the provision of services, programs, or employment in compliance with Title VI of the Civil Rights Act of 1964, Section 1604 of Title VII of the Civil Rights Act of 1964, Executive Order 11246 and 11375, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act, the Civil Rights Act of 1991, and the Pennsylvania Human Relations Act. For information relevant to this policy, contact **Sheri L. Yetzer**, 504 Coordinator, ADA Coordinator, and Title IX Coordinator, **540 E. Pleasant St. Corry, PA 16407 PH: 814-664-4677**

Assessment Plan

The assessment plan has undergone changes and aligns itself to PA Core Standards. Grades K-2 will use a combination of assessments provided through BAS and ESGI. Study Island will be used for benchmarking assessment in grades 2-5, which will then allow customized tutorials to be created by the teacher for the student to use during their daily computer lab time and/or during small group instruction.

In addition, assessment practices in both buildings will be reviewed during the 2020-2021 school year to align our practice with the intended outcome of assessment; namely informing instruction.

District Benchmarking

2020-2021 ESGI/Study Island Benchmark Calendar CAPS/CAIS

Grades 3 - 5	ELA/Math (Round 1)	October 19 - 23
Grade 4	Science (Round 1)	October 26 - 28
Grades K - 1	ESGI (Round 1)	January 11 - 15
Grade 2	ELA/Math (Round 1)	January 11 - 15
Grades 3 - 5	ELA/Math (Round 2)	January 25 - 29
Grade 4	Science (Round 2)	February 1 - 3
Grades K - 1	ESGI (Round 2)	April 26 - May 5
Grade 2	ELA/Math (Round 2)	April 26 - May 5

PSSA

English Language Arts – April 19 – 23, 2021

Mathematics, Science, and Make-ups – April 26 – May 6, 2021

Elementary Education Expectations

1. As part of Domain 4, Professionalism, the elementary handbook procedures will guide all elementary practices and be followed with fidelity by faculty and staff.

2. All children, families and colleagues will be treated with dignity, care and respect each day by all members of the school team.
3. District curriculum will be implemented with fidelity and under the leadership of the grade level coordinator, building principal and Director of Elementary Education.
4. Educators will analyze data from various assessment sources and will, under the leadership of the grade level coordinator, building principal and Director of Elementary Education apply this information in providing personalized instruction/tutorials aimed at improving overall student achievement.
5. Instructional schedules will be implemented and followed with consistency and adherence to identified start and end times.
6. Students will be engaged in meaningful, relevant and rigorous instruction while in our care.
7. All members of the building/district are expected to collaborate with one another in an effort to continually promote the success of our students.
8. Discipline will be handled quickly, fairly, and effectively by the classroom teacher or building principal as needed. Once a consequence is given, the issue is over.

Teacher Absence

Teachers requesting an absence from school for sick leave or personal day(s) must follow these procedures:

To request an absence, the employee must log onto the KASS System at www.kellyeducationalstaffing.com or call Kelly Educational Staffing Services directly at 1-800-942-3767 to schedule a substitute. Personal days may not be taken on parent conference days, school-wide in-service days, or Act 80 days. Per the collective bargaining agreement (CBA), teachers may only use four personal days consecutively. Unless faced with an emergency/crisis situation, teachers that are planning to be absent from school must contact Kelly Services by no later than 5:45 AM on the date of their intended absence. If contact with Kelly Services is not possible prior to 5:45 AM, please contact your building principal. Voice mail messages to inform the office of absences are not acceptable.

Please remember, as per the CBA, "a medical report stating the need to be absent due to illness is required for all use of sick leave after 10 separate instances of absence, due to illness, in a school year; after 5 or more consecutive days of absence due to illness; or for the second instance of absence on an in-service day during any one school year due to illness."

Plagiarism/Cheating

All students are required to abide by the basic principles of honesty in fulfilling both out-of-class and in-class assignments. Violations of these principles may result in penalties ranging from having to resubmit an assignment; failure of the assignment; or, with multiple incidents, failure of the course. The teacher is responsible to notify parents of any incident and submit an Office Discipline Referral.

- Cheating—deliberately giving or receiving improper assistance on assignments or assessments.
- Plagiarism—using words, work, or ideas of another without giving credit.

Student Teachers

Student teachers, practicum and field students are processed through Central Office.

Professional Dress (CASD Board Policy No. 425)

Professional employees set an example for their students to follow in dress and grooming and should present an image of dignity and encourage respect for authority. These factors act in a positive manner towards the maintenance of school and classroom discipline. The guidelines established by this policy are for the most part the current norm or practice of the professional staff.

The Board has the authority to specify reasonable dress and grooming guidelines for staff, within law, that will prevent an adverse impact on the educational program.

When assigned to district duties professional staff members shall be physically clean, neat, well-groomed, and dressed in a manner reflecting professional assignment.

Female Employees

Suits, dresses, skirts, dress slacks and pantsuits are permitted. Tops normally worn with a skirt are acceptable with slacks, with or without a jacket. Female staff must always be aware of the modesty of their blouses, sweaters, and tops. Dress/Casual shoes are to be worn.

Male Employees

Dress slacks with a dress shirt and tie or polo is preferred (dress coat is optional). A dress shirt without a tie, a turtleneck or a dress sweater may also be worn (dress coat is optional). Sports attire (jogging suits, T-shirts, jerseys, etc.) is prohibited. Dress/Casual shoes are to be worn.

Exception (Male and Female)

Both male and female physical education instructors, industrial/vocational, technology education instructors and others who, because of the nature of their duties, may wear clothing appropriate to their professional responsibilities. Clothing must be neat, clean and be of professional appearance.

Discretion is left to the building principal/supervisor to temporarily amend the dress code regulations depending upon specific occurrences within the school day: field trips, "Dress Down Days", special events/activities, extreme temperatures, and other circumstances where required dress code adherence would not be advantageous within the teaching environment. Exceptions can be made for individual medical concerns relative to the staff dress code.

Clothing deemed unacceptable include, but are not limited to, T-shirts, tank tops, blue jeans, sweatpants, flip-flops, work boots (except in vocational/technology related classes), and slides. Excessively short and/or tight-fitting clothing and low-cut tops are prohibited. Sports attire (jogging suits, tennis shorts and tennis skirts, etc.) is prohibited.

Due to the potential of injuries, the school district shoe requirements are specifically identified below. There are potential risks for injuries due to slips, trips and falls and footwear can play a major role in helping to reduce injuries (inappropriate shoes can cause injuries). Injuries can happen with rolling objects such as wheel chairs and falling objects such as books, reams of paper or several types of equipment used on a daily basis. The shoe policy requirements apply to all employees, activities and shifts including extracurricular, coaching, in-service days, school yard, field trips, etc.

Unacceptable:

- Flip-flops, beach shoes, slippers
- Spiked heels
- Platform shoes greater than 1"
- Molded "gummy" plastic shoes or Crocs
- Bare feet

- Sock feet
- Sandals, open-toe shoes, open-heel shoes

Acceptable:

- Sensible flats
- Professional oxfords
- Small wedges
- Closed heels and closed toed

Athletic shoes are appropriate for:

- Field trips
- Physical education
- Playground duties
- As appropriate in the classroom

Athletic shoes, if porous, are inappropriate for:

- Maintenance personnel
- Custodial staff
- All Tech Ed and Vocational shops
- Kitchen staff

All shoes must protect from chemical spills, hot food, hot water, etc.

All employees must maintain a professional appearance as appropriate for their assignment. Professional appearance includes dress down days, which allow certain attire (such as jeans) which is not ordinarily permitted. Dress down apparel must be neat, clean, appropriate and above the typical student standards. Dress down day is an opportunity to wear relaxed attire one (1) day per week to raise money for charitable causes while maintaining our professional appearance.

Employees must wear a mask at all times (unless part of a mask break)

Assembly Procedures

Teachers are to sit with students in assigned area during the entire assembly. Do not stand in the back of the auditorium, gymnasium or doorways during assemblies. If an assembly occurs during the scheduled time of an encore class, the encore teacher accompanies the class to the assembly until the scheduled end of the class. The regular classroom teacher then assumes responsibility of his/her class and relieves the encore teacher to cover their next scheduled class.

Student Attendance and Tardiness

Homeroom Attendance

- Attendance must be taken by the teacher, not a student.
- Attendance should be sent to the office electronically by 8:10 AM.
- Teachers are to collect student excuses for absence, tardiness and notices from parents indicating a change to a student's normal routine and send them to the office by 8:10.
- If a student arrives late to your homeroom without a pass, send the student to the office to sign-in.
- When a student signs in late for school, he/she will receive a pass designated excused tardy or unexcused tardy.

Classroom Management & Guidelines

Effective Guidelines

The most effective classroom is where teachers manage their students' behavior. In this environment, students have more respect for teachers and student behaviors improve. The Administrators are available to assist with classroom management, but are not to be used as primary disciplinarians. The primary goal of classroom management is to facilitate an improvement in students' behavior, not to punish.

1. Don't disapprove of a child – disapprove of what he/she does.
2. Give attention for good behavior – not bad behavior.
3. Encourage and allow democratic discussion; but remember it is the teacher who makes the final decisions.
4. Punishment for behavior infractions should be swift, reasonable, and relate to the offense. Punishment need not be severe to be effective. Once issued, the incident must end.
5. Throw out all rules you are unwilling to enforce and be willing to change the rules if and when you think they need changing.
6. Develop your rules with the class and explain each one. Inform parents of these rules.
7. Allow a child to assume responsibility for his/her decisions as he/she shows the ability to do so.
8. Don't expect your students to demonstrate more self-control than you do.
9. Be honest with your students – hypocrisy shows.

If you are fair and firm in your disciplining procedures most students will naturally develop good behavior and attitudes. In summary, you can achieve good classroom control and real student achievement if you are firm, fair, friendly, consistent and prepared.

Classroom Discipline

The most effective classroom discipline is found in classrooms where teachers handle their own discipline problems. When this occurs, students have more respect for teachers and problems diminish. The administrators are available to assist with discipline, but are not to be used as primary disciplinarians. Only the most serious breach of discipline or a continuous behavioral problem should be referred to an administrator.

Establish a classroom discipline plan to let students know what behaviors are expected in the classroom at all times. The plan should be clearly communicated to students and consistently applied.

Teacher Expectations

The following are expectations for teachers regarding implementation of the discipline system:

- Teachers will consider the enforcement of the discipline system as a team effort.
- Teachers will set a positive example by modeling the behaviors expected of students.
- Teachers will prepare a list of classroom rules and procedures, communicate these to the students, and post the rules and procedures in their classroom.
- Teachers will document all disciplinary actions taken.
- Teachers will clearly define classroom offenses and communicate these to the students and parents.
- Teachers will involve parents in attempting to resolve classroom behavior problems.
- Teachers will respond to every discipline situation in an attempt to prevent serious discipline infractions later.
- Teachers will enter discipline infractions on Sapphire Student Software System.
- **When applicable, teachers must enter in "Notes" any victim(s) name.**

Teachers should manage the following infractions themselves in the classroom setting:

- Chromebook Damage Accidental (Tier 1)
- Defiance/Disrespect/Non-Compliance (Tier 1)
- Disruption (Tier 1)
- Inappropriate Display of Affection (Tier 1)
- Inappropriate Language (Tier 1)
- Physical Contact/Physical Aggression (Tier 1)
- Property Misuse (Tier 1)
- Tardy to Class (Tier 1)
- Tardy to School (Tier 1)
- Inappropriate Location/Out of Bounds Area (Tier 2)
- Lying/Cheating (Tier 2)
- Plagiarism (Tier 2)
- Skipping Class (Tier 2)
- Technology Violation (Tier 2)
- Any Other Minor Misbehaviors
- Bus Misconduct (Tier 2)

When dealing with Tier 1 or Tier 2 infractions, teachers will utilize the following interventions: verbal redirection, re-teach and explain expectation, student-teacher conference, parent contact, and teacher determined interventions. An office referral will be submitted when a student commits any combination of three Tier 1 incidents or two Tier 2 incidents.

Teachers are to document all actions taken to correct a student's behavior. If there are any concerns, please contact an Administrator. Action taken by the Administration regarding any discipline referral may be dependent upon proper documentation. The Administration must assume that any action not documented did not occur.

The following examples of behaviors should be immediately referred to an administrator:

- Abusive Language/Inappropriate Language/Profanity (Tier 3)
- Bullying/Cyber Bullying (Tier 3)
- Defiance/Disrespect/Insubordination/Non-Compliance (Tier 3)
- Disruption (Major) (Tier 3)
- Dress Code Violation (Tier 3)
- Fighting/Physical Aggression (Tier 3)
- Forgery/Theft (Tier 3)
- Gambling (Tier 3)
- Harassment (Tier 3)
- Hazing (Tier 3)
- Obscene Gestures (Tier 3)
- Property Damage/Vandalism (Tier 3)
- Truancy (Tier 3)
- Technology Violation (Tier 3)
- Use/Possession of Tobacco (Tier 3)
- Fighting (Tier 3)
- Bus Misconduct (Tier 3)
- Arson (Tier 4)
- Bomb Threat/False Alarm (Tier 4)
- Use/Possession of Alcohol (Tier 4)
- Use/Possession of Combustibles (Tier 4)
- Use/Possession of Drugs (Tier 4)
- Use/Possession of Weapons (Tier 4)
- Any Other Major Misbehaviors (Tier 4)
- Bus Misconduct (Tier 4)

Dealing with student fights

- Yell to try and break up the fight
- Clear the area of other students
- Send for help
- Escort participant(s) to the office if possible

Fire/Emergency Drills/ALiCE Procedures

Fire Drill procedures and an exit chart are to be posted above the light switch in all classrooms. Fire drills are held at least once a month. Teachers are required to review the fire drill procedure with their class. At no time should students take time to get coats, boots or other personal items prior to exiting the building during an alarm. Students should be instructed which exit to use in case of fire and an alternative exit in case their primary exit is blocked. All teachers must have their class roster with them at all times during a fire drill. Once outside, all teachers must take attendance and report any missing persons immediately to the Administration or fire personnel.

In the event of weather emergency (tornado, etc.) the teacher is to take his/her class to the assigned location for their room. The students are to kneel with their heads facing towards the wall. When directed by supervising staff member, the students are to place textbook, notebook, or other solid item over their heads to protect from any flying debris. The student should remain in this protective position until directed by staff member to remove protective shield. All staff will be notified by the school administration when the weather emergency has ended.

All employees are responsible for the safety and welfare of our students and staff during school hours and activities. Also, if there are any safety concerns or issues, please contact a building Administrator; custodial/maintenance personnel; or any member of the Safety and Security Committee.

Parent Involvement/Conferences

Parents are our most important partners and like any positive relationship, take time and thoughtfulness to cultivate. All faculty/staff are expected to be proactive in their communication with parents. Positive and productive conversations help keep parents informed about the progress of their children and help to build positive, trusting relationships.

Parent conferences are encouraged. Parents should be notified as soon as problems are noticed. Parents will be notified if their child is in danger of failing a subject/grade. Likewise, parents should also be notified with "good news" from the classroom teacher in a personalized manner. A quick, unexpected and positive phone call to a parent goes a long way in building relationships.

Teachers are advised to keep records of:

- All attempts to meet with parents.
- Conferences with parents and matters discussed.
- Record conference notes using the Sapphire Communications Manager

Conferences will be held on the following dates:

- November 11th – Conferences scheduled 12:00 p.m. – 7:05 p.m.
 - Teacher Workday -12:00 - 7:30 p.m.

Homework Agenda

Many times, miscommunication between home and school can be easily resolved before reaching the point of mutual frustration. The consistent use of the student agenda is

the most appropriate, timely and effective method of establishing this line of daily school-home communication.

Each student in grades 3-5 will receive a student agenda to be used to record daily assignments. The following procedure will be used to ensure effective communication from school to home:

- Student agendas are completed daily and include important messages, assignments or upcoming events.
- Each day, the classroom teacher reviews each child's agenda to ensure the information has been entered correctly.
- The classroom teacher initials the student's book.
- Ideally, the parent signs/initials the agenda indicating they've reviewed the information and their child is prepared for the next day of school.
- Periodic examination of student agendas will occur to ensure compliance.

Students in grades PK-2 will use a folder system communicating similar information along with a child's behavioral information for the day. Periodic examinations of the folders will occur to ensure compliance.

Classroom Telephones and Voicemail

The purpose of the phone system with classroom phones is to provide better internal communication and convenience in contacting parents. It is important note that a very limited number of outside lines are available from classroom phones. Therefore, it is very important to limit all phone calls in regard to both nature and length. Outside lines are to be utilized for short, school-related calls or emergency calls only.

In addition, do not allow students to use or answer classroom phones unless you are involved in an emergency and need their assistance. Please do not use the phones to contact other classrooms except in the case of an emergency.

Finally, do not give phone extension numbers to outside people. No calls will be forwarded to classrooms except in an emergency. If students are in the classroom at the time of an emergency call, you will be asked to take the call elsewhere.

Teachers are responsible to check voice mailboxes every day and return calls within 24 hours. Other staff and parents frequently leave important messages on voice mail. It is one of your professional responsibilities to communicate in a timely fashion with parents and/or other staff about students and your classes.

Cell Phones

Cell phones are to be off and properly stored except during lunch. If there is a personal emergency/situation, see an administrator about cell phone use.

Video Use Guidelines

- Movies with a "PG" rating need to have a signed parent permission slip for viewing.
- The showing of movies will be limited to special occasions and when a clear relationship exists to CASD curricula.

Classroom Maintenance and Care

This section highlights many things you can do to keep our schools looking beautiful. With all of us working together, we can keep our schools looking brand new for many years to come.

Your efforts and ideas in keeping our building beautiful are most appreciated. Enjoy your school, make it creative and take care of it.

Refrigerators, Microwaves, coffee pots and other food preparation items will not be used in or stored in classrooms.

Coverings that block the view through a classroom window are not permitted.

Personal furniture is not permitted to be brought into the building. If you are in need of a specific piece of furniture, please consult your building principal.

Please...

- Teach children to take care of their school and reinforce desired behaviors.
- Model, model, model.
- If you see something that needs attention—report it.
- Report all spills immediately.
- If something breaks, report it.
- If you see trash anywhere, pick it up. Children will follow your lead when you're not around to tell them what to do.

It's Okay To Display!

- Use your bulletin board.
- Use tack strips.
- Display items on cabinets, closets with the blue tape only. (provided)
- Use thumbtacks (not pushpins or staples) on cabinet tackable surfaces. (provided)
- Display items on desks with blue tape not magnets. Magnets will scratch the paint.
- Adhesive number lines, nametags, alphabet strips are okay on desks but please do not tape to the vinyl edging around the desk.
- Display items on the commons wall carpet using tape or Velcro only. Pushpins, staples, or thumbtacks deteriorate the drywall behind the carpeting.
- Window clings are okay on interior and exterior windows as long as they don't obstruct the view in or out of a classroom. Please do not use any tape on windows.
- Display on your whiteboard with magnets only, tape will leave residue and pieces are difficult to remove.

Please Avoid...

- Displaying any items on drywall surfaces.
- Using magnets on any door or window frames. Magnets and tape scratch will peel paint.
- Hanging or taping items from/to light fixtures.
- Using wet items such as glue, water, paints on any carpeted surfaces. Please use work surfaces for these items.
- Using tape on windows.
- Using permanent markers on whiteboards. Keep permanent markers far away from whiteboards and Smartboards.
- Covering windows with frosted glass paper, posters, curtains, chart paper or any material that obstructs the view in or out of the classroom.
- Bringing in personal furniture.
- Using adhesive stickers to label closets, shelving, etc.
- Storing any items on top of any wall cabinets – please use the storage provided in your classroom and designated instructional storage areas.

Building Security

- All faculty and staff are required to wear an identification card at all times. The card must be visible and worn using the lanyard or fastener to the upper portion of torso. The security access card is not to be lent to anyone. The security access card is not to be left on desks, in desk drawers, etc. The security access card is not to be left in District mailboxes.
- Keys may not be duplicated.
- All visitors to our schools will enter through the main office, register and receive an identification badge. They will sign out and return the badge upon departure.
- All classroom doors are to remain locked. It is not necessary to keep the doors closed.
- Teach students to not open the exterior doors for anyone at anytime. For security reasons, outside doors are not to be left open, propped, or unlocked.
- Only designated doors will be used for student and staff entrance in the morning.
- After 8:10 a.m. all students must enter through main lobby and stop at the office for pass.
- At no time during the day are doors to be propped open by staff or students.
- All faculty and staff are required to wear a District-issued identification card which is visible at all times.
- Staff ID *Access* cards are not to be given to students to use at anytime.
- Substitute staff will be issued temporary ID *Access* cards at the building level. These must be tracked by the building office.
- *Access* cards will allow staff admission at a point where there is an *Access* reader.
 - School Days: 6:00 a.m. to 10:00 p.m.
 - Saturdays: 8:00 a.m. to 4:00 p.m.
 - Sundays: 8:00 a.m. to 4:00 p.m.
 - At the stated end time, everyone must be out of the building.
- Non-school Hour Guidelines
 - No pets
 - No children
 - No food
 - No moving of furniture
 - Access is provided for routine classroom planning
- Lost cards must be reported to your building administrator immediately. If they are not available notify Mrs. Clabbatz or Mr. Munsee.
- *Access* cards are issued as needed.
 - The first card is issued at no charge.
 - The second (to replace a lost card) is also at no charge.
 - The third (to replace two lost cards) is issued with a \$10 fee.

Visitors and Guest Speakers

Visitors are welcome. However, persons who wish to visit the school are required to obtain prior approval from the principal's office.

Please notify an administrator before you have a guest speaker in your classroom. All classroom speakers must be treated as visitors and register in the appropriate office.

Students or former students are not to visit classrooms with their young children. Please do not ask them to come into your classroom with their children.

Children Services

Mandate to Report

The Child Protective Service Law, Act 124, specifies that all professionals who come in contact with children in their professional capacity, and who have reason to believe based on professional or other training and experience that a child is an abused child, must report these cases to Child line (1-800/932-0313). The privileged communication between any professional person and his patient or client shall not apply to situations involving child abuse and shall not constitute grounds for failure to report as required by Act 124. You are a mandated reporter.

Reporting Procedures

All reports made must be documented with the Principal and/or Counselor using the CY-47 form. If abuse is suspected, mandated reporters should make immediate oral reports to Childline using the toll free number below. Child line is the statewide "hotline" and registry for pending complaints of suspected child abuse. Reporters are not required to prove that the child has been abused, but rather are reporting on the basis that the child is suspected to have been abused.

Any questions concerning referrals may be directed to Children Services. The numbers are:

(814) 451-6600	Erie County Office of Children and Youth
(814) 724-8380	Crawford County Office of Children and Youth
(814) 726-2100	Warren County Office of Children and Youth
(814) 664-7202	Corry Office/Erie County OCY

In our District, all calls to OCY will be handled through the building principal and/or counselor. At no time, will a call be made by District staff to a parent to inform them of the information pertaining to their child that was shared with OCY.

Copy Machines

Faculty members are to use the copy machines located in the Copy Room. Do not send students to run copies. When printing/copying, all printing/copying will be completed per user account.

Copyright

When making copies of copyright protected materials, the person operating the machine is the person responsible for any violation of copyright laws.

Each year the operating costs of our copy machines go up significantly. When making copies, ask yourself:

1. Is this school-related material?
2. Is there real value in each copy?
3. Do all children need a copy?
4. Could the material be presented on a smartboard, chalkboard, and/or computer?

COPYRIGHT LAW

The Copyright Law of the U.S. (Title 17 U.S. Code) governs the making of photocopies or reproductions of copyrighted material. When an individual makes multiple copies of pages or sections of books or workbooks, it is a violation of the Copyright Law. In addition, the person using the equipment is liable for any infringement of the Law.

Critical Incident Procedures

Each employee will refer to the Emergency Envelope found in each classroom above the light switch for basic instructions on first aid and emergency procedures.

Accident Reporting Procedures

All accidents occurring on school property or a school-sponsored activity must be reported immediately to the principal, nurse, or to the office. When reporting student accidents please give the exact location and the nature of the injury. The student is not to be moved until the school nurse or emergency personnel has evaluated the situation. In cases where the injury or illness is obviously of a minor nature, have the student report to the school nurse. When reporting an accident involving a faculty or staff member, please contact the office or nurse, for the appropriate form. The Work Related Incident Report must be completed and returned to the appropriate office within 24 hours. The person involved in the accident must be evaluated by the nurse or emergency personnel.

Lunchroom Duty

1. Teachers should ensure that students are dropped off and picked up on time. Students should arrive in an orderly fashion.
2. All students should wash hands before eating.
3. Students will sit at tables with their own grade levels.
4. When lined up, students will keep hands to themselves and stand in a single-file line.
5. Students will stay seated at all times.
6. A 5-minute "cool down" should be observed by the teacher on duty after all kids have eaten. (It is helpful to dim the lights during this period.)
7. Students may use the restroom with teacher permission.
8. No student may return to their classroom without teacher permission.
9. At the end of the lunch period, each student must clean up their lunch area and dispose of trash before lining up.
10. Students should never be left unattended in the cafeteria.

Recess Duty (playground off limits for 2020-21)

Students are to be supervised at all times during recess by a district employee. **Faculty/Staff are to actively supervise students at all times and not remain stationary.** Faculty/Staff will be strategically stationed around the perimeter of the play area in order to adequately supervise all play areas.

Common sense and safety are the general rule regarding student behavior.

1. Running is not permitted when entering or leaving the building.
2. All items brought from home must be checked with classroom teachers before they are allowed on the playground.
3. The throwing of stones, snowballs, dirt, etc. is never permitted.
4. There is to be no fighting or rough games that include tackling, pushing or shoving.
5. Swings and slides are used only in a safe manner. No standing up, lying down or doubling up is permitted.
6. Students are not to retrieve balls or other items that go outside the playground.
7. Jumping from the playground equipment is never permitted.
8. Students are never to re-enter the building or leave the playground without the permission of the person on duty.

Exclusion of Students from School Related Activities

Students at no time shall be excluded from any school related activity due to classroom performance and/or behavioral concerns. These school related activities may include but are

not limited to school field trips, field days, class parties, assemblies, encore classes, etc. Exceptions to this guideline are as follows.

Students may be excluded from a school related activity if the following has been demonstrated:

The instructor has...

- Established a minimum of three (3) documented parent phone contacts.
- Forwarded of a minimum of two (2) forms of written correspondence to the parent/guardian.
- Scheduled and conducted a parent conference.
- Initiated a formal Child Study referral.
- A conference has been scheduled by the building principal that includes the principal, teacher, parent/guardian, and student. As a result of this conference, a mutually agreed upon student behavior plan must be established that includes the exclusion from the aforementioned school related activities.

Recess: At the teacher's discretion, elementary students may be excluded from recess 1 (one) day per week provided the student participated in physical education on that same day.

Field Trips

Field trips for study can be arranged through the Principal's office. At least one (1) month notice must be given. All field trips taken during the school day must enhance the instructional program.

1. The teacher will fill out necessary forms in a timely manner.
2. The Principal will approve or deny the request.
3. The School Board must approve requests for travel over 100 miles or out of state.
4. Busing arrangements will be made by the Transportation Coordinator. A copy of your completed field trip request will be forwarded to her upon approval from Central Office.
5. Exclusion of students from a field trip must meet the requirements outlined above.

Chaperone Guidelines

Any organization or club that is planning an activity which requires chaperones, the advisor is responsible for the recruitment and supplying the appropriate number of chaperones.

Chaperones must be employed by the School District or comply with School District Policies regarding volunteers.

Grading and Reporting

Grading Period Ends:

- October 29, 2020
- January 15, 2021
- March 24, 2021
- June 3, 2021

Student report cards (Grades K-5) will go home to parents within one week after the end of the 9-week period with the following indicators:

Performance Levels (Grades K-2)

- A - Advanced
- P - Proficient
- B - Basic
- BB - Below Basic

Grading Scale (Grades 3-6)

Advanced (A)	93% - 100%
Proficient (P)	75% - 92%
Basic (B)	65% - 74%
Below Basic (BB)	64% and below

Progress reports, which are consistent within the grade level, will be sent home with all children midway through each 9-week period in grades 1 and 2. Progress reports for students in grades 3-5 are also available online to parents/guardians through the Sapphire Community Portal. A hard copy will be provided to parents/guardians at their request.

School Counseling Philosophy

Elementary School Counselors are specialists in child growth and development who have a strong background in the behavioral sciences and human relations. They also possess knowledge of the elementary school program which includes the curriculum, the learning process, and school organization. The school counselor focuses upon the academic, personal/social and career development of students.

The goals of the Elementary School Counselor will include:

- Oversee the Child Study process
 - Scheduling, paperwork, student observations
- In conjunction with classroom teachers, assist with the organization and implementation of the Second Step curriculum.
- Provide group and individual counseling sessions
- Provide support for ES and LS classrooms
 - Example: Behavior Intervention Plans
- Classroom instruction
 - As scheduled
 - Second Step, Social Skills, Coping Mechanisms, etc...
- Organize and deliver professional development sessions for teachers
 - In-service Days, Act 80, etc...
- Assist parents in establishing and maintaining contact with social agencies
- In conjunction with Title I staff, assist with the organization and delivery of Family Involvement Nights
- Represent the District as the LEA in ER and/or IEP meetings as needed
- Serve as a parent resource and liaison between the school and local community
- Organize and implement skill development/team building activities/initiatives
- Work closely with the Building Level Data Analysis Teams in analyzing student performance based on assessment data

Elementary Child Study Team

The Revised Special Education Regulations and Standards stipulate that each elementary aged student who experiences academic difficulty/emotional needs will have access to instructional support in regular education. The instructional support process is composed of assessment and intervention procedures that are used to assure that students receive an effective instructional program, as well as other school services, that will meet their learning needs.

Child Study is a team approach with the goal to provide a means of initiating preventive measures for students in regular education who are at risk of failing. As a result, it becomes a vehicle for the exchange of information and a means to enhance the effectiveness of the staff.

The key part of instructional support is the TEAM. The team may consist of:

- The parent
- The principal
- School Counselor
- School Psychologist
- The referring teacher
- Other professional staff as deemed appropriate

The team will meet on a regular basis to assist classroom teachers in planning and implementing strategies that are designed to produce success for the referred students. Any goals agreed upon by the team will show a person responsible for completing that/those goal(s). All goals listed must be measurable and will require artifacts.

- All considerations for retention must be referred to the Child Study team prior to March 1.
- Discipline referrals must be made by classroom teachers for any student who experiences probation, an arrest, or continuous school violations.
- Complete academic referrals must be made by the classroom teacher for any student in danger of failing a class.

Lesson Plans

Lesson plans will be developed using Sapphire. In accordance with the CASD Supervision and Evaluation Plan, lesson plans will be evaluated at least two (2) times per year by the assigned supervisor. Lesson plans will be reviewed for instructional delivery based on the current CASD initiatives and goals to ensure consistency with district curricula. Plans are posted no later than Monday morning for the current week of instruction.

Objectives of daily/weekly lesson are to be posted in the classroom and appropriate to the grade level of the child.

Teachers are responsible for properly planning their classroom instruction and activities. The teacher's lesson plans should incorporate the following components: Anticipatory Set, Objective and Purpose, Instructional Input, Modeling, Check for Understanding, Guided Practice, and Independent Practice. Teacher's lesson plans will be posted weekly to Sapphire.

Medical/Health Care

If possible, all medical/health care needs should be handled through the school nurse. District employees should refer to Sapphire for medical alert and other important health information. District procedures and guidelines regarding confidentiality are to be followed at all times.

Promotion/Retention

See Appendix B – Promotion/Retention Board Policy

The District recognizes that the personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their individual growth.

A student will be promoted to the succeeding grade level when s/he has, in the opinion of his/her teacher, achieved the instructional objectives set for the present grade, demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience at the next learning level. The Board believes that all children cannot meet the same grade standards. Promotion standards must be planned

to permit flexibility for individual differences and to provide for the maximum yearly growth of each child. All students being considered for retention must go through the Child Study process. The final decision to retain a student rests with the School District.

Special Education

Mrs. Amy Helsley, Director
Gail Messinger, Secretary
Phone: (814) 664-4677

Special Education refers to specially designed instruction, at no cost to parents or guardians, to meet the unique, individual needs of students with academic, physical or emotional needs.

Programs and services may be delivered within the regular and special education classrooms depending on each individual student's needs. Participation in the regular education classroom alongside regular education peers is encouraged and necessary to meet the requirements of the Gaskin Settlement of 2004. All teachers have the responsibility of adapting and modifying instruction and materials in order for the students to access the curriculum successfully. Therefore, regular education teachers need to begin to accept a wider variance of ability and cognitive levels within their classroom. Children with disabilities need to receive support and services in the Least Restrictive Environment and many times the LRE is in the regular education setting.

Programs and Services:

- *Early Intervention:*
For children ages 3-5 with developmental delays and disabilities
- *Learning Support:*
For children with learning disabilities and mental retardation.
- *Emotional Support:*
For children with emotional and behavioral disorders.
- *Sensory Support:*
For children who are deaf, hard of hearing, blind or visually impaired.
- *Physical Support:*
For children with cerebral palsy, muscular dystrophy and other physical disabilities.
- *Autistic Support:*
For children with autism or pervasive developmental disorder.
- *Life Skills Support:*
For children who require instruction in daily living skills.
- *Speech and Language Support:*
For children with speech and language difficulties.
- *Multiple Disabilities Support:*
For children with multiple physical or mental disabilities.
- *Deaf and Hard of Hearing Support:*
For children who are deaf or hearing impaired.

Concerned about a child?

When concerned about a student's emotional, physical or academic ability, a referral to your Building Level Child Study Team would be appropriate. The team will review your concerns and suggest interventions to implement in order to assist the student toward success. After some time, if interventions have been unsuccessful the team may recommend a referral for the student to be evaluated for special education. It is the

Building Level Child Study Team's goal to exhaust all interventions before making a special education referral.

Confidentiality:

The Corry School District protects the confidentiality of personal identifiable information regarding any student including any exceptional student or thought to be exceptional student. Parents or their designated representatives have access to the education records of their children.

Printed information regarding available special education programs and rights to due process is available through the Special Education Office.

Title I

Title I is a federally funded program. Title I teachers are to supplement our instructional delivery systems. They may not supplant initial instruction. Classroom teachers must team-teach and participate equally during instruction. Small group instruction may be part of the classroom flexible group format.

Each building's Title I services are determined according to the individual building's free and reduced lunch population. The Title I program in each building is specific for that building; however, our District program consists of the following:

- Reading Specialist
- Guidance Counselor
- After-school/summer programs
- Parent Engagement programs

The building's Reading Specialist will focus on students in grades K-5, with an emphasis on K-3. Student progress will be monitored on a regular basis, and feedback will be provided to parents/guardians through various grading & reporting measures.

Political Advocacy

This notice will serve to remind all employees that District policy prohibits using the District's email system or other technology resources for political advocacy, including messages related to particular candidates or issues, without specific, advance approval of the District. Approval will only be given with respect to positions that are endorsed by the District as in its interests.

Bullying Policy (Board Policy 248.1)

Purpose

Bullying by students of students is prohibited.

Definitions

Bullying is intentional electronic, written, verbal or physical act, or a series of acts:

1. Directed at another student or students.
2. Which occurs in a school setting.
3. That is severe, persistent or pervasive.
4. That has the effect of doing any of the following:
 - a. Substantially interfering with a student's education.
 - b. Creating a threatening environment in the school setting for any specific student or groups of students.
 - c. Substantially disrupting the orderly operation of the school.

School setting shall mean 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

Bullying is prohibited in the school setting.

Prohibited bullying acts could also occur outside of the school setting if those acts are directed at another student or students and meet the requirements above. Prohibited bullying acts occurring outside of the school setting specifically include, but are not limited to, a student's use of his/her electronic device outside of school.

Students are also on notice that school officials need not wait for substantial interference with education, the actual creation of a threatening environment, or the substantial disruption of the orderly operation of school to occur. School officials may discipline students when it is reasonably foreseeable that the student's bullying acts pose a realistic threat of creating this substantial interference, threatening environment or disruption.

Students are encouraged to report incidents of bullying to school officials. Students shall report incidents of bullying to the assistant principal or principal in each school.

The disciplinary consequences for violating the bullying policy shall vary depending on the seriousness and persuasiveness of the bullying. Students who violate the bullying policy may be referred to the district's counseling program and/or peer mediation and shall also be subject to discipline ranging from detention, to suspension, or referral to the Board for expulsion.[1]

Copies of this Bullying Policy shall be posted in each classroom in the district, on the district's website, and shall be posted at a prominent location within each school building where such notices are usually posted.

Classroom Furniture Guidelines

Student desks are not to be moved in and out of the classroom. If there are too many or too few desks in a classroom, contact an administrator.

File cabinets, bookcases, etc. will be purchased by the School District. **Do not bring any furniture from home for classroom use.** All classrooms will have only one file cabinet. Contact an administrator if you need additional storage. Do not store any items on top of cabinets.

Personal Property

Teachers are responsible for any personal property brought into the school. Any damage to those items is not the District's responsibility. Please remove all personal items/belongings including plants, clothing/shoes, and electronic equipment at the end of the school year.

E-Mail

Faculty/Staff are responsible for checking their e-mail on a daily basis. School memos and other communications will be sent via e-mail, as much as possible. In addition, Faculty/Staff will respond in a timely fashion (within 24 hours) to parent and administrator communications. Refer to the Acceptable Use Policy for additional guidelines.

Mailboxes

Teachers are to check their mailboxes every day between 7:35 AM and 7:55 AM, before/after lunch and prior to leaving for the school day.

Mailboxes are not to be accessed by students without administrative approval.

Leaving the Building

Faculty/staff are permitted to leave the building during their 30-minute lunch. If an employee needs to leave the building at any other time besides lunch, permission must be given by the building administrator. **When employees leave the building during the school day, they must sign out/in at the office at the exact time of departure and immediately upon return. Signing back in in advance is not permitted.**

Promptness of Faculty

All teachers will be in their classroom or at their assigned duty at 7:35 am.

Substitute Folder

Each teacher must develop substitute folders for use by a substitute teacher. The folder should be located on the teacher's desk in a visible location labeled "Substitute Folder." Each classroom teacher is responsible to have specific items and updated information for substitutes.

The substitute teacher folder will include:

- Updated seating charts of all classes and classroom locations.
- Usable, detailed-daily/weekly instructional plans and activities that a substitute can carry out successfully
- Copy of teacher schedule
- Classroom rules, guidelines and procedures
- Any other information deemed necessary for substitutes

Emergency School Closing

When it becomes necessary to close the school due to conditions beyond our control, an announcement will be made to the central receiving station in Erie and to the local radio station. Teachers are responsible for checking with local TV and Radio to determine if school is delayed or canceled.

Professional Development Requests

Approval to participate in Professional Development must be obtained prior to the Professional Development activity. Forms to request participation in a professional conference/seminar are online.

School Events

Any faculty or staff member who attends any school event may be asked to help with crowd control. Please respectfully represent our school at all events.

Telephones

Outside lines are to be utilized for school-related calls or emergency calls only. Do not allow students to use classroom phones.

Teachers are responsible for checking their voicemail daily and responding in a timely fashion.

Tobacco-Free Environment

The Corry Area School District is a tobacco-free environment. Use of tobacco products including, but not limited to: cigarettes, cigars, smokeless tobacco, vaping products and other inhalant devices on school property is prohibited by all individuals at all times.

Use of Building/District Equipment

Teachers who desire to use the building at any time other than the regular school day must receive permission from the office at least 48 hours in advance. Requests for Use of Building must be submitted through the online form. All school personnel other than maintenance staff must be out of the building by 10:00 pm.

School Days, the building is open from 6:00 am to 10:00 pm for faculty and staff. The building is open on Saturdays and Sundays between 8:00 am to 10:00 pm.

District equipment is not to be removed from the building.

Faculty/Staff Identification Security Access Cards

All faculty and staff are required to wear a District issued identification card which is visible at all times.

The security access card is not to be lent to anyone. Report lost or broken cards immediately.

Homework/Assignments Guidelines (CASD Policy #130)

The Corry Area School District believes that appropriate homework is an essential part of the educational process. Homework fosters the development of responsibility, cooperation, and parental relationship to school. It provides the student time for practice, preparation and extension of learning, as it becomes an integral part of the student's total growth. For descriptions of each category of student homework (practice, preparation, extension of learning) refer to that section in Student/Parent Handbook.

The following general guidelines apply to all homework/assignments:

- All assignments are to be relevant to in-class activities.
- Homework/assignments should be evaluated/reviewed in a timely and appropriate manner (48 hours).
- All assignments are to include the format to be followed, the standards for acceptance, the criteria for evaluation, and the due date.
- Parents should be notified if student assignments are habitually incomplete or unsatisfactory.
- The completion of all assignments should be recognized in a positive manner.
- Assignments should never be used as a punishment.
- Homework cannot be a dominant component of a student's grade.
- Additional points should not be given to students for having parents sign and return paperwork.

The total amount of work assigned should be limited to all students K-5 (10-40 minutes daily) (Generally, a daily maximum of 50 minutes for 5th grade).

Professionalism

Avoiding Personal Liability

- Recognize that as employees of local board of education you are not protected from tort suit by the "doctrine of governmental immunity."
- Recognize that you are expected to protect the health, welfare, and safety of your students --- which includes their reputation, good name and physical well-being.
- Students are to be supervised at all times. Unattended classrooms/study halls are prohibited.
- Recognize that negligence has no place in schoolwork.
- Plan activities carefully. Make the activity fit the student, not the student fit the activity.

- When working with any student be certain that you relate to them any risks that might be inherent in their engagement in a particular activity prior to their engagement in that activity.
- Teachers should not tolerate “horse play” in the classroom. Provide proper supervision at all times.
- Repair or report all hazardous conditions to maintenance or the office.
- Report all incidents of student injury immediately to the nurse/administration. Complete the accident form and give it to an administrator.
- Keep accurate records of all accidents and actions, including disciplinary actions and parental/guardian contact.

CHAPTER 235 CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

§ 235.1. Mission.

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

§ 235.2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10). (b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

§ 235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student’s potential. Central to that development is the professional educator’s valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

§ 235.4. Practices.

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator’s conduct toward students and colleagues, and the educator’s employer

and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

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

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

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

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

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

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

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

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

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

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

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

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

§ 235.5. Conduct.

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

§ 235.6. Legal Obligations.

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law.

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

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

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

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

§ 235.7. Certification.

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

§ 235.8. Civil rights.

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

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

§ 235.9. Improper personal or financial gain.

The professional educator may not:

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

§ 235.10. Relationships with students.

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

§ 235.11. Professional relationships.

The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

(2) Knowingly and intentionally distort evaluations of colleagues.

(3) Accept employment, when not properly certificated, in a position for which certification is required.

(4) Assist entry into or continuance in the education profession of an unqualified person.

(4) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

(5) Sexually harass a fellow employee.

(6) Use coercive means or promise special treatment to influence professional decisions of colleagues.

(7) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Unlawful Harassment (Board Policy 448)

The Board strives to provide a safe, positive working climate for its employees. Therefore, it shall be the policy of the district to maintain an employment environment in which harassment in any form is not tolerated.

The Board prohibits all forms of unlawful harassment of employees and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages employees and third parties who have been harassed to promptly report such incidents to the designated administrators.

The Board directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

No reprisals nor retaliation shall occur as a result of good faith charges of harassment.

For purposes of this policy, **harassment** shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation or religion when such conduct:

1. Is sufficiently severe, persistent or pervasive that it affects an individual's ability to perform job functions or creates an intimidating, threatening or abusive work environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work performance.
3. Otherwise adversely affects an individual's employment opportunities.

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

1. Acceptance of such conduct is made, explicitly or implicitly, a term or condition of an individual's continued employment.
2. Submission to or rejection of such conduct is the basis for employment decisions affecting the individual.
3. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the employee's job performance or creating an intimidating, hostile or offensive working environment.

Examples of conduct that may constitute sexual harassment include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendoes; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably interfering with an employee's ability to work or creates an intimidating, hostile or offensive working environment.

In order to maintain a work environment that discourages and prohibits unlawful harassment, the Board designates the Superintendent as the district's Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and the complaint procedure at least annually to students, parents/guardians, employees, independent contractors, vendors, and the public. The publication shall include the position, office address and telephone number of the Compliance Officer.

The administration shall be responsible to provide training for students and employees regarding all aspects of unlawful harassment.

Each staff member shall be responsible to maintain a working environment free from all forms of unlawful harassment.

The building principal or designee shall be responsible to complete the following duties when receiving a complaint of unlawful harassment:

1. Inform the employee or third party of the right to file a complaint and the complaint procedure.
2. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
3. Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.

Step 1 – Reporting

An employee or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal.

Step 2 – Investigation

Upon receiving a complaint of unlawful harassment, the building principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building principal to investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

Step 3 – Investigative Report

The building principal shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

The findings of the investigation shall be provided to the complainant, the accused, and the Compliance Officer.

Step 4 – District Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur.

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

If it is concluded that an employee has knowingly made a false complaint under this policy, such employee shall be subject to disciplinary action, including termination.

Appeal Procedure

1. If the complainant is not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.
2. The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.

3. The compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the building principal who conducted the initial investigation.

It is the policy of the Corry Area School District to maintain a learning and working environment that is free from sexual harassment. It shall be a violation of this policy for any member of the district staff to harass a student through conduct or communications of a sexual nature as defined below. It shall also be a violation of this policy for students to harass other students through conduct or communications of a sexual nature as defined below.

Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by any member of the school staff to another staff member or when made by any student to another student when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, or when...
2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual, or when...
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment or education environment.

Sexual harassment, as defined above, may include, but is not limited to the following:

- verbal harassment or abuse
- pressure for sexual activity
- repeated remarks to a person, with sexual or demeaning implications
- unwelcome touching
- suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.

Any person who alleges sexual harassment by any staff member or student in the district may use the district's complaint procedure or may complain directly to his/her immediate supervisor, building principal, guidance counselor or other individual designated to receive such complaints.

Filing of a complaint or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future employment, grades or work assignments. The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the district's legal obligations, and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred. A substantiated charge against a staff member in the district shall subject such staff member to disciplinary action, including discharge.

A substantiated charge against a student in the school district shall subject that student to student disciplinary action including suspension or expulsion, consistent with the student discipline code.

District Snack Policy and FFVP (FFVP not applicable 2020-21)

The Corry Area School District encourages a "No Edible Birthday Treat" policy. This means that any type of edible treat being sent in to school for birthday celebrations is highly discouraged.

However, should a food item be sent in to school for distribution, any item that is not individually, commercially wrapped will be held in the school office and sent home with the child at the end of the day. This policy is in conjunction with the school district's Wellness Policy as well as a proactive approach to reduce incidents of contamination for those children with food allergies.

In light of the change, we will continue to recognize a child's birthday at school in a special way. Please review the list below of alternative Birthday Celebration ideas. Please let us know if you have any additional ideas that we can add to the list.

Alternative Birthday Celebration Ideas:

- Parent buys an autograph book and each student and teacher writes something nice about the child
- Lunch with teacher or parent
- Treasure chest full of trinkets for children to pick
- Birthday child brings in a wrapped gift to share with the class (game/activity). At the end of the school year it can either be donated to the classroom or the birthday child can take it home.
- Gel pens
- Chalk
- Stickers/Tattoos
- Post-it notes
- Pencils
- Play-Doh
- Show & Tell for Birthday Child (share favorite things or baby pictures)

Elementary Fresh Fruit and Vegetable Program (not applicable 2020-21)

Each elementary school will provide fresh fruit and vegetable snacks for students on Tuesdays, Wednesdays, and Thursdays.

Safe Storage of Classroom Supplies/Equipment

Each year the Erie County Department of Health (ECDOH) conducts one or more inspections of Corry Area Primary School. Corry Area Intermediate School is subject to inspection through Warren County.

With each inspection and various inspectors, we learn what are acceptable/unacceptable items and storage procedures for common classroom item. Your cooperation in compliance with the following items is appreciated in order to avoid future citations by the Department of Health.

Violation	Remediation
Bottles need labeled	If you have any bottles stored in your classroom, please be sure to label their contents. For example – spray bottles or other liquids used in any classroom demonstration need to be labeled with the contents.
Paper cutter is within the reach of children in grades K-4.	Sharp scissors that are out and within student reach are included in this violation. Teacher scissors and other sharp pointed scissors must be put away when not in use. Please continue to put paper cutters away when you are done using them.
Flammable chemicals not stored in an approved cabinet.	Flammable chemicals are not to be stored in classroom or Pod.

Potentially harmful substances were found in areas accessible to students.	Harmful substances were found in several classrooms; including Lysol spray, Clorox wipes, and rubbing alcohol. These items should not be under the sink or in any other areas that are within reach of children (including the Pod areas).
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Important Reminders:

1. You may not store any cleaning agents in your classroom as they are a violation of the ECDOH guidelines, i.e.: Lysol, bleach, etc. In addition, the use of any chemicals, not approved by the district, can be an allergen liability.
2. Aerosol cans may not be stored or used in your classrooms or in the faculty restrooms.
3. Coffee makers are to be used in the faculty room and office work room only. Please do not use coffee makers of any kind in classrooms or pod areas

171.13. Safety – the buildings, grounds, play area equipment and appurtenances shall be constructed and maintained to minimize health and accident. All space, including cellars, shall be maintained in a clean, dry condition without the presence of unnecessary material in storage.

Corry Area School District Acceptable Use and Internet Safety Policy

Corry Area School District Acceptable Use and Internet Safety Policy Approved by Corry Area School District Board of Directors on August 13, 2012

Overview:

The Corry Area School District provides technology resources to its students and staff to assist in the educational process. We believe these resources offer vast, diverse, and unique opportunities to both students and staff. Our goal in providing this service to students and staff is to provide educational excellence in the district by facilitating resource sharing, innovation, and communication. Students and staff are responsible for appropriate behavior on computer networks. With access to these technology resources comes the availability of material that may not be considered of educational value in the context of the school setting. Despite the availability of filters and blocking software, students and staff may nevertheless gain access to electronic information that may not be reliable or appropriate. In such cases, general school rules for behavior and communications apply.

Students and staff are expected to use the district network, hardware and internet connection as educational resources. The Corry Area School District is not 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 Corry Area School District will not be responsible for any unauthorized charges or fees resulting from access to the Internet. The following procedures and guidelines are used to help ensure appropriate use of technology resources, including the Internet, at the Corry Area School District. All CASD resources must be used appropriately. This Acceptable Use and Internet Safety Policy (ISP), in conjunction with the District’s Acceptable Use of Internet Policy #815 and Use of Electronic Communications Policy #815.1, are intended to address the following requirements set by the Federal Communications Commission (FCC):

1. Access by minors to inappropriate matter on the Internet and World Wide Web
2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communication
3. Unauthorized access, including so-called "hacking" and other unlawful activities by minors online

4. Unauthorized disclosure, use, and dissemination of personal information regarding minors
5. Measures designed to restrict minors' access to materials harmful to minors
6. Monitoring the on-line activities of minors

Students are on notice that the District has implemented technology protection measures that blocks or filters Internet access by students to visual depictions that are (1) sexually explicit or obscene, or (2) pornographic, specifically including child pornography, or (3) harmful to minors (e.g., pictures or visual depictions which, taken as a whole, appeal to a prurient interest in nudity, sex or perverted or lewd acts). The District has also implemented technology protection measures with respect to any District computers that blocks or filters Internet access by adults to visual depictions that are (1) sexually explicit or obscene, or (2) child pornography. An administrator, supervisor or other person authorized by the District may disable the filter during use by an adult for bona fide research or other lawful purposes.

Expectations in use of technology resources, including the Internet:

1. All use of the system must be in support of education and consistent with the mission of the Corry Area School District. The District reserves the right to prioritize use and access to the system.
 2. Any use of the system must be in conformity to state and federal law network provider policies and licenses and district policy.
 3. Users shall not access inappropriate material on the Internet, including but not limited to: hate mail, discriminatory remarks, and/or offensive or inflammatory communication, pornography, obscenity, child pornography, or other materials that may be "harmful to minors."
 4. Any use of the system for commercial or for-profit purposes, product advertisement, political lobbying, or illegal activity is prohibited.
 5. No use of the system shall serve to disrupt the operation of the system by others; system components including hardware or software shall not be destroyed, modified or abused in any way.
 6. Malicious use of the system to develop programs that harass other users or gain unauthorized access to any computer or computing system and/or damage the components of a computer or computing system is prohibited.
 7. Users are responsible for the appropriateness and content of material they transmit or publish on the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.
 8. Use of the system to access, store or distribute obscene or pornographic material is prohibited.
- CORRY AREA SCHOOL DISTRICT ACCEPTABLE USE AND INTERNET SAFETY POLICY Corry Area School District Acceptable Use and Internet Safety Policy Approved by Corry Area School District Board of Directors on August 13, 2012
9. Users of the system should have no expectation of privacy in connection with any aspect of the District's technology resources. The District has the right to monitor electronic email, internet usage and any other use of technology to assure compliance with this policy and for any other legitimate reason. Such monitoring may be done, with, or without the user's knowledge.
 10. Users should have a specific reason to use the Internet.
 11. Any site that is visited on the Internet should have educational value.

Security

1. System accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their account number or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.

2. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the system, or attempt to gain unauthorized access to the system.

Personal Security

1. Personally identifiable information concerning students may not be disclosed or used in any way on the Internet or electronic communication without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student himself/herself.
2. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers.
3. Only a member of the school administration may authorize the release of student information
4. Students should notify their teacher or other adult whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.

Copyright

1. The unauthorized installation, use, storage or distribution of copyrighted software or materials on district computers is prohibited.
2. Users will not quote personal communications in a public forum without the original author's prior consent.

General Use

1. Diligent effort must be made to conserve system resources. For example, users should frequently delete E-mail and unused files.
2. No person shall have access to the system without having received appropriate training; a signed Acceptable Use Policy must be on file with the district. Students under the age of 18 must have the approval of a parent or guardian.
3. Nothing in these regulations is intended to preclude the supervised use of the system while under the direction of a teacher or other approved user acting in conformity with district policy and procedure.
4. Corry Area School District retains ownership and rights of access to all files stored on the equipment under the control of the agency.

Online Safety and Privacy:

The Superintendent or designee shall develop and implement administrative procedures that ensure students are educated on network etiquette and other appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Enforcement of Policy:

Corry Area School District uses a technology protection measure that blocks or filters access to some World Wide Web sites that are not in accordance with the policy of Corry Area School District. This measure protects against access by adults and minors to visual depictions that are obscene, child pornography or – with respect to use of computers with Internet access by minors – harmful to minors. Filtering may be disabled for adults engaged in bona fide research or other lawful purposes. To ensure enforcement of the policy, Corry Area School District will monitor use of technology resources through direct supervision, monitoring Internet use history, or various software and hardware tools.

Violation of this Policy:

Violation of Corry Area School District's Acceptable Use and Internet Safety Policy in any way may result in suspension or the loss of the privilege to access the Internet and World Wide Web or other technology resources provided by the district. Other disciplinary action may be taken in accordance with existing CASD policy. When necessary, the Corry Area School District may call in law enforcement agencies.

Student User Agreement

I understand and will abide by the procedures and Acceptable Use and Internet Safety Policy (ISP) for independent access to the electronic resources of the Corry Area School District. I further understand that any violation of the regulations above is unethical and should I commit any violation, my access privileges may be revoked, CASD disciplinary and/or appropriate legal action may be taken.

In consideration for the privilege of using the Corry Area School District electronic resources and in consideration for having access to the information contained on it, I hereby release and agree to hold harmless Corry Area School District from any and all claims or damages of any nature arising from my access, use, or inability to access or use the computers or network system.

Student Name (Please Print) _____ Anticipated year of graduation _____

Student Signature _____ Date: _____

Parent or Guardian Consent for Independent Use

As the parent or guardian of the student signing above, I have read the Acceptable Use and Internet Safety Policy (ISP) and guidelines for independent use established by the Corry Area School District. I grant permission for my son/daughter to access network computer services such as electronic mail, the Internet, and World Wide Web. I understand and agree that individuals and families may be held liable for violations. I understand that some materials on the computers, or Internet may be objectionable, but I accept responsibility for guidance of computer or Internet and World Wide Web use – setting and conveying standards for my son or daughter to follow when selecting, sharing, or exploring information or media.

Parent or Guardian Name (Please Print) _____

Parent or Guardian Signature _____ Date _____

Corry Area School District Acceptable Use and Internet Policy

Approved by Corry Area School District Board of Directors on September 10, 2001

Homeless Education Act

The McKinney-Vento Homeless Education Assistance Act protects homeless children and youth by providing supports to ensure an appropriate education.

The term "homeless children and youth":

- A. Means individuals who lack a fixed, regular, and adequate nighttime residence...: and
- B. Includes –
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...;
 - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, but or train stations, or similar settings; and
 - iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

If you become aware of a student that may qualify or would like more information, please contact your school counselor or Homeless Liaison, Mr. Dan Daum at 664-4677, ext. 1204