

# Corry Area Middle- High School Faculty Handbook



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# INTRODUCTION

## NOTICE OF NON-DISCRIMINATION

The Corry Area School District is an equal opportunity education institution and does not discriminate in employment, educational programs or activities based on race, color, religion, ethnicity, national origin, sex, gender, gender identity and expression, sexual orientation, age or disability, because a person is a disabled veteran or veteran of the Vietnam Era or any other legally protected class, or for engaging in any other protected activities. The District does not discriminate on the basis of sex in the education programs or activities that it operates, as required by Title IX, including in admission and employment practices. Additionally, the District provides equal access to Boy Scouts and other designated youth groups. This policy of non-discrimination extends to all other legally protected classifications. Publication of this policy is in accordance with state and federal laws including Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act, Title II of the Americans with Disabilities Act and the Boy Scouts of America Equal Access Act.

Inquiries pertaining to discrimination on the basis of disability or alleged violations of Section 504 may be made by contacting the District's Section 504 Compliance Officer, **Mrs. Amy Helsley, Director of Special Education, 540 East Pleasant Street, Corry PA, 16407, ahelsley@corrysd.net, (814) 664-4677.**

All other inquiries implicating the other protected classes and laws listed above should be directed to the District's Title IX Coordinator, **Mr. Bill West, Director of Secondary Education, 540 East Pleasant Street, Corry, PA 16407, bwest@corrysd.net, (814) 664-4677.** Complaints of discrimination may also be referred to the Assistant Secretary of the U.S. Department of Education.

The grievance procedure for reporting incidents is outlined specifically in District Board Policies 103 "Discrimination/Title IX Sexual/Harassment Affecting Students" and 104 "Discrimination/Title IX Sexual Harassment Affecting Staff," copies of which are available on the website at [www.corrysd.net](http://www.corrysd.net).

## 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.

# CLASSROOM MANAGEMENT

## ASSEMBLY PROCEDURES

Collectively, teachers are to supervise the transitions to and from assemblies, including hallways and assembly area. During the assembly, teachers are to sit or stand near students. Any teacher not assigned to a class should report to the assembly to assist with supervision.

## ATTENDANCE AND TARDINESS

### DAILY ATTENDANCE

- Attendance must be taken by the teacher, not a student.
- Attendance should be sent to the office by 8:35 AM.
- Teachers are to collect student excuses for absences and tardies and send them to the office daily.
- If a student arrives late to first period without a pass prior to 8:45 am, teachers should send the student to the West Gym (Old Gym) hallway to sign in. If a student arrives late to first period without a pass after 8:45 am, the student should report to the High School Office to sign in.
- When a student signs in late for school, he/she will receive a pass designated excused tardy or unexcused tardy.

Revised 08-9-21

## **CLASSROOM ATTENDANCE**

Teachers must take attendance and record it in every class. Tardiness problems are to be handled by the teacher. **In no case should a student be denied admission to class.** When a student accumulates three (3) tardies to class in a nine (9) week grading period, a verbal warning will be issued by the teacher. Upon the 4<sup>th</sup> tardy and any additional tardies to class, the teacher will complete a discipline referral.

If a student's name is not on the daily absentee report and he/she is not in class, submit a discipline referral after checking to see if the student is in the nurse's office.

If a student is in class and his/her name is on the daily absentee list, report it to the office immediately.

## **CHANGING LOCATION OF A CLASS**

When changing class locations, such as moving outside, the teacher will notify the front office secretary of the change and provide a cell phone number so the teacher can be contacted.

## **CLASSROOM MANAGEMENT GUIDELINES**

### **CLASSROOM MANAGEMENT**

**The primary goal of classroom management is to facilitate an effective learning environment as opposed to punishment.** In this environment, mutual respect between teachers and students builds connections and leads to improved behaviors.

The most effective classroom is one in which teachers manage their students' behavior. Establish a classroom management 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.

When addressing Tier 1 or Tier 2 infractions, teachers will utilize the following interventions prior to submitting an Office Discipline Referral: verbal redirection, re-teach and explain expectations, student-teacher conference, parent contact, and teacher-determined interventions. After a teacher has utilized all interventions with a student, he or she will complete an Office Discipline Referral (ODR) and an Administrator will assist in addressing the behavior.

### ***TEACHER EXPECTATIONS***

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

- 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 parent(s)/guardian(s).
- Teachers will involve parents in attempting to resolve classroom behavior problems.
- Teachers will be consistent when enforcing classroom discipline.
- Teachers will not withhold physical activity from students or use it as a form of punishment- CASD Policy 246.

**Teachers will manage the following infractions themselves in the classroom setting:**

- 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)
- 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

The Administrators are available to assist with classroom management, but are not to be used as primary disciplinarians. Teachers are to document all actions taken to correct a student’s behavior. Teachers may contact an Administrator with any concerns. Action taken by the Administration regarding any discipline referral is dependent upon proper documentation.

**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 (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)
- 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) CASD Policy 218.1
- Any Other Major Misbehaviors

**DEALING WITH STUDENT FIGHTS**

- Clear the area of other students.
- Send for help.
- Do not attempt to physically intervene.

For Definitions of Consequences and Infractions, refer to the Student Code of Conduct.

**LESSON PLANS – CASD POLICY 111**

Objectives of daily lessons and daily agendas are to be presented in the classroom for student review. Evidence of plans will be available upon request. Lesson plans should be available through Sapphire, unless the teacher has requested and received permission from his or her supervisor to complete lesson plans in an alternative platform. Evidence of planning will include the daily objectives, standards being covered, and instructional strategies being used.

## **ACADEMIC STANDARDS – CASD POLICY 102**

The district's curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards.

The district shall assess individual student attainment of established academic standards and provide assistance for students having difficulty attaining academic standards.

Students with disabilities may attain academic standards by completion of their Individualized Education Programs in accordance with law, regulations and Board policy.

## **CURRENT EVENTS – CASD POLICY 119**

The Board shall permit the introduction and proper educational use of current events, provided that their use in the instructional program:

1. Is related to the course's educational goals and the students' level of maturity.
2. Does not tend to indoctrinate or persuade students to a particular point of view.
3. Encourages balanced presentations and open-mindedness.
4. Is conducted in a spirit of scholarly inquiry.

In the discussion of any event, a teacher may express a personal opinion but shall identify it as such and must not express an opinion for the purpose of persuading students to his/her point of view.

## **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 PASSES AND RESTROOM USAGE**

- Students must ask for permission to leave.
- Student must have a pass with only one name on the pass.
- Student must sign in and out on provided sheet.
- Students should not be consistently leaving class.
- Only send one student at a time.

## **WELLNESS - CASD POLICY 246**

### *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, should meet or exceed the standards established by the district.

# COMPUTER AND INTERNET USAGE

## **COMPUTER EQUIPMENT AND INTERNET USAGE**

This policy is intended to promote responsible and ethical use of the network resources generously provided by Corry Area School District. Staff members have been given access to the campus network. All network resources, including student and faculty accounts, are the property of Corry Area School District. They are to be used for educational purposes exclusively. Individual users are responsible for the proper use of their accounts, including the protection of their login IDs and passwords. Users are responsible for reporting any activities they believe are in violation of this policy.

**It is a staff member's responsibility to be aware of the student Computer Equipment and Internet Usage Policies, as well as monitor and enforce the student compliance with the policies found in the student handbook.**

### **Computer Usage Guidelines:**

- Students are not permitted to use any computers without faculty supervision.
- No food or drink is permitted while working on computers or chromebooks.
- Continuously monitor the students at work.
- If a teacher views something on a screen that may be a breach of network security or general inappropriate usage, he or she should notify a member of the technology staff as soon as possible.
- Any student violating rules, damaging equipment, or tampering with files or programs should be referred to the office.
- Electronic mail (e-mail) is not guaranteed to be private. District Administration has access to all mail.
- Messages relating to or in support of illegal activities may be reported to the authorities.
- Students will have access to the Internet and will be under teacher supervision at all times.
- Staff members must log out of the workstation when they are out of the classroom.
- Staff members may not permit students to use the computer while logged on as a staff member.

### **Prohibited Usage:**

- Use of the network for illegal activities.
- Use of network for commercial interests or profit.
- Use of the network for lobbying.
- Malicious use of the network for hate mail, harassment discriminatory remarks, or antisocial communications.
- Illegal installation, distribution, or reproduction of copyrighted materials.
- Use of the network to access obscene or pornographic material.
- Use of the network to intentionally obtain or modify files, passwords, or data belonging to others.
- Use of the network to transmit material likely to be offensive or objectionable to recipients.
- Use of the network for games.
- Use of network to download music or programs.
- Use of computers to copy music.
- Copying of any software, network or otherwise is strictly prohibited. It is against the law.
- Downloading and/or installing any software without the approval of the technology staff.

### **Internet Usage Guidelines:**

- Students should have a specific reason to use the Internet; it is not a place to go just because a student is bored.
- Never give out personal information (phone number, address, etc.) on the Internet.
- Any site that is visited should have educational value.

# **FACULTY ATTENDANCE/ABSENCES**

## **FACULTY MEETINGS**

Four (4) faculty meetings will be scheduled during the school year. Faculty meetings are generally held immediately after school and last approximately thirty minutes. All teachers are expected to attend faculty meetings, but if an occasion arises when they cannot attend, teachers must notify their supervisor prior to the scheduled meeting.

## **LEAVING THE BUILDING**

Teachers are permitted to leave the building during their 30-minute lunch. If an emergency occurs during the day and a teacher needs to leave the building at any other time other than lunch, the teacher needs to contact and receive permission from his or her supervisor. When teachers leave the building during the school day, they must sign out in the High School or Career Tech Center office prior to leaving the building.

## **PROMPTNESS OF FACULTY – CASD POLICY 318**

Punctual and reliable attendance by employees is essential for the operation of District schools.

All teachers will be in their classroom 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 for having the following items updated and available:

- 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

## **TEACHER ABSENCE**

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

To request an absence, the employee must log on to the ESS System at either [www.aesoponline.com](http://www.aesoponline.com) or <https://ess.com/> (go to the right-hand corner and click on Absence Software and select "Absence Management.") or call Education Staffing Solutions directly at 856-482-0300, option 2 to schedule a substitute. If you need help, email the following: [supporteast@ess.com](mailto:supporteast@ess.com)

Unless faced with an emergency/crisis situation, teachers who are planning to be absent from school **must contact ESS by no later than 6:00 am on the date of their intended absence.** If a teacher has not logged his or her absence into ESS prior to 6am, he or she must make a verbal contact with office staff by calling 814-665-8297, option 2. If verbal contact is not made with office staff members, the employee must make verbal contact with his or her supervisor. It is the responsibility of the employee to continue calling until a verbal contact is achieved. Text messages, voicemails, or emails are not acceptable.

Personal days may not be taken on more than four (4) consecutive work days. Personal days may not be taken on parent-teacher conference days, district-wide in-service days, and Act 80 days. Per the collective bargaining agreement "a medical report stating the need to be absent due to illness is required for all use of sick leave after ten (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."

# GENERAL 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, teachers should 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.

## BULLYING POLICY – CASD Policy 249

The District Bullying Policy and reporting procedures are to be posted in all classrooms.

## CATERING FOR STAFF FUNCTIONS

The Corry Area School District (CASD) is committed to supporting the well-being of their employees. The CASD, therefore, commits to ensuring healthy food & beverage options are offered when catering is provided for **all employee events**, such as meetings, in-service days or other special gatherings. The goal is to have at least 50% of the food and beverages offered to employees meet the Blue Zones Food Guidelines.

The Blue Zones Food Guidelines can be summarized as follows:

- Eat Plants (incorporate vegetables, fruits, grains, greens & beans)
- Limit Meat (try to avoid processed meats; portion size recommendation is the size of a deck of cards)
- Go Easy on Fish (opt for wild-caught salmon or smaller fish like cod, snapper, trout; portion size 3oz)
- Minimize Dairy (if offer cheese, try cheese made from sheep (pecorino) or goat milk (feta))
- Daily Dose of Beans (spread out one cup of beans throughout your day)
- Slash Sugar (only consume 28 grams of added sugar per day; offer sweets in small portions)
- Snack on Nuts (a handful or two of raw nuts daily is a healthy snack)
- Sour on Bread (choose only 100% whole grain breads or authentic sourdough bread)
- Go Wholly Whole (try to eat foods grown; look for processed foods with fewer than five ingredients)
- Blue Zones Beverages (yes to water, unsweetened teas & coffee; try to avoid sugar sweetened drinks)

Examples of catering requests:

- When ordering sandwiches and wraps, ask for them to be made with whole wheat or whole grain bread/wraps; also consider ordering a vegetarian option on your sandwich/wrap platter
- Ask what type of bean dishes can be made; examples include 5-bean salad or cowboy caviar
- Ask what type of plant-based soups can be made
- Always order a fresh fruit platter/bowl, a veggie platter with hummus and/or a salad
- If ordering pasta, ask for whole wheat pasta and ask for a marinara sauce
- If having a barbeque, have black-bean or vegetarian burgers as an option; use whole wheat buns
- If providing beverages, always have water available as an option

## CELL PHONES

Cell phones should not be visible during class. If there is a personal emergency, see an Administrator about cell phone use.

## **CHAPERONE GUIDELINES**

For any organization or club planning an activity that requires chaperones, the advisor is responsible for recruiting and supplying the appropriate number of chaperones.

Chaperones must be employed by the School District or comply with CASD Policy 916, Volunteers.

## **CHILDLINE GUIDELINES**

### **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 Childline (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- CASD Policy 806**

#### **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 ([www.compass.state.pa.us/cwis](http://www.compass.state.pa.us/cwis)) or an oral report via the statewide toll-free telephone number (1-800-932-0313). 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 building principal or administrator and if the initial report was made electronically, also provide the building principal or administrator with a copy of the report confirmation. The building principal or administrator shall then immediately notify the Superintendent or designee that a child abuse report has been made and if the initial report was made electronically, as well as 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 building principal or administrator with a copy of the report confirmation promptly after the written electronic report has been filed. The building principal or administrator shall in turn provide a copy of the report confirmation to the Superintendent or designee.

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 building principal or administrator 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 building principal or administrator shall immediately implement a plan of supervision or alternative arrangement that has been approved by the Superintendent for the school employee under investigation. The plan of supervision or alternative arrangement shall be submitted to the county agency for approval.

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
814-451-6600	Corry Office/Erie County OCY – Satellite Office

Any communication regarding the initial report made to a parent/guardian will be handled by an Administrator.

## **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. Contact an Administrator if additional storage is needed. Do not store any items on top of cabinets.

Scotch tape is not to be used to hang posters, calendars, etc., on the walls, blackboards, white boards, or woodwork. There is special tape available, which may be requested from the High School Office. Ceiling hooks are to be used when hanging items from a ceiling tile. The hooks may be ordered with budget requests. Objects should not be affixed to whiteboards or blackboards, desk, tables, supply cabinets, filing cabinets, or univents.

## **COPY MACHINES**

Faculty members are to use the copy machines located in the Faculty Room across from the cafeteria and the IMC. Do not send students to run copies. All printing/copying will be completed per user account. To limit the number of copies, teachers are encouraged to utilize electronic delivery methods when providing students information and assignments.

## **COPYRIGHT MATERIAL - CASD POLICY 814**

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

Under the **fair use doctrine**, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. In order for the duplication or alteration of a product to fall within the bounds of fair use, four (4) standards must be met:

1. Purpose and Character of the Use – The use must be for such purposes as teaching or scholarship and must be nonprofit.
2. Nature of the Copyrighted Work – Staff may make single copies of: book chapters for use in research, instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals or newspapers.
3. Amount and Substantiality of the Portion Used – Copying the whole of a work cannot be considered fair use; copying a small portion may be considered fair use if appropriate guidelines are followed.
4. Effect of the Use Upon the Potential Market for or Value of the Copyrighted Work – If resulting economic loss to the copyright holder can be shown, making even a single copy of certain materials may be an infringement; and making multiple copies presents the danger of greater penalties.

*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.*

## **CROWDFUNDING - CASD POLICY 702.1**

The district reserves the right to withhold approval of any crowdfunding request or terminate a pre-approval for a crowdfunding campaign for any reason.

The district reserves the right to refuse to accept funds that have been raised through a crowdfunding campaign if it discovers that the campaign violated this policy or any of the crowdfunding site's requirements, policies and/or regulations.

All resources obtained through crowdfunding campaigns are the property of the district.

While preference shall be given for the resources to be used and maintained by the individual or eligible organization who originally obtained them through crowdfunding, the district reserves the right to transfer such resources to another classroom, program and/or individual, as necessary.

### **Approval of Crowdfunding Sites**

When evaluating crowdfunding sites to be approved for use by individuals or eligible organizations, the Superintendent or designee shall consider the following:

1. The crowdfunding site shall be operated by a legitimate corporation or limited liability company with no history of fraud, unlawful activity, financial mismanagement, or other misconduct.
2. The crowdfunding site shall publicly display details about each resource funded (unit cost, vendor, etc.) and provide easy-to-understand explanations of fees and overhead costs.
3. Crowdfunding sites that provide requested items in lieu of direct funds shall be given preference.
4. The crowdfunding site shall require that all resources secured by an individual or eligible organization on behalf of the district go directly to the school or district program listed in the crowdfunding request, not the individual who, or the eligible organization that, submitted the crowdfunding request.
5. Sites designed for crowdfunding by schools and/or educators shall be given preference, as long as they otherwise meet the requirements of this section.

All crowdfunding campaigns shall utilize one (1) of the approved crowdfunding sites.

### **Approval of the Crowdfunding Request**

Individuals who, and eligible organizations that, wish to use crowdfunding to obtain resources for classroom or school purposes shall submit a written request to the Superintendent or designee for approval at least 30 days before the desired start of the crowdfunding campaign.

The crowdfunding request shall include:

1. The name and job title of the individual requester or, if the applicant is an eligible organization, the names of two (2) members of the eligible organization, and their position within the eligible organization, who shall be responsible for overseeing the crowdfunding campaign.
2. The crowdfunding site to be used.
3. The requested item(s) and/or the amount of funds targeted to be raised in order to purchase the item(s).
4. The school, classroom, program, and/or activity to be benefited.
5. The exact language, as well as any graphics, that will be included in the post on the crowdfunding site.

6. The projected start and end dates of the post on the crowdfunding site.
7. A list and description of any social media platforms and/or accounts that will be used to promote the crowdfunding campaign, including the identification of the individuals/organizations to whom such accounts belong.
8. A description of any other methods/channels that will be used to promote/market the crowdfunding campaign.

The individual(s) reviewing the crowdfunding request shall ensure that:

1. The crowdfunding request does not conflict with other district fundraising efforts.
2. The district does not already have the requested resources.
3. The district can adequately utilize, support, store, and maintain the resources, if received.
4. The crowdfunding campaign is compliant with all applicable federal and state laws and regulations, and Board policies and administrative regulations.
5. The district, staff and/or students are not portrayed in a negative light.
6. The crowdfunding request is compatible with the district's educational program, mission, vision, shared values, curriculum, and district initiatives.

### Use of Crowdfunding

To ensure the successful use of crowdfunding for district purposes, the district may provide the following:

1. Training for individuals and members of eligible organizations on the use of crowdfunding, including district technology requirements or preferences, to best align with district initiatives and curriculum.
2. District expectations, Board policies and administrative regulations for the protection of private information.
3. Recommended external messaging or logo/branding guidelines that align with district standards.
4. A maximum dollar amount permitted to be raised by crowdfunding.
5. A listing of items that may and may not be obtained through crowdfunding.

Where crowdfunding resources are in the form of funds, such funds shall be sent to the district's Business Manager, who shall ensure the appropriate accounting and holding of such funds until they are used for their stated purpose.

Where crowdfunding resources are in the form of the requested items, all items must be delivered directly to the principal of the building in which they will be used.

For every crowdfunding campaign, individuals and eligible organizations shall be required to report the following to the individual approving crowdfunding requests: how the resources were used in the school, classroom, program, and/or activity to be benefitted and how the students and the district benefitted.

All crowdfunding campaigns involving classroom materials, projects or resources must be consistent with district-approved curriculum.

The Business Manager shall be promptly notified of any unused funds.

The building principal shall maintain control and discretion over unused items or items that can be used after the conclusion of the project for which the items were sought.

## Prohibitions

Crowdfunding campaigns may not:

Include pictures or personally identifying information of district students in the crowdfunding post, or on the posting individual's home or biography page on the crowdfunding site, without proper consent.

Be used for the personal gain of any individual.

Request food items that do not meet the Smart Snacks standards of the USDA regulations for school nutrition.

Contain language that suggests, infers or states that:

The resources sought are required for, or otherwise integral to, a student's special education program, necessary for a student to achieve his/her Individualized Education Program (IEP) goals, or essential to ensure participation of a student or students with disabilities in school or any program offered by the district.

The school does not have enough resources.

Individuals may not keep resources for personal use.

Individuals who are not employees of the district or authorized as part of an eligible organization may not engage in crowdfunding on behalf of the district.

## E-MAIL

Teachers are responsible for checking their e-mail on a daily basis. Teachers will respond in a timely fashion to parent and Administrator communications.

## 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.

## FIELD TRIP PROCEDURES - CASD POLICY 121

Field Trip Request Forms (available online) must be completed and submitted to the office at least 30 days prior to the trip.

- Students should not be notified about the field trip until the activity has been approved.
  - Requests must include an alphabetized list by last name of all students.
  - All field trip teachers/advisors are required to take attendance and turn in a list to either the Middle or High School office prior to departure.
  - The costs associated with an educational field trip must be budgeted and discussed with the Department Chair.
  - All field trips must be approved by the Principal *and* the Superintendent.
  - All field trips 100 miles or more or out of state must be approved by the Board of Education.
- Trip sponsors must have an appropriate number of chaperones. Chaperones must be employed by the School District or comply with CASD Policy 916, Volunteers.
- Parental permission forms shall be completed for every student participating.
  - Permission forms shall be submitted directly to the teacher responsible for the field trip or activity. Teachers will take permission forms with them on the field trip.
  - Organizers must plan appropriately for the management of student medical needs.
  - All students must continue to participate and travel with the group until the field trip or activity is completed and shall use the designated transportation back to their original location.
  - Permission will not be given for students to travel one way with the group except in case of emergency.

- The principal must be notified after returning from the field trip or activity when any incident occurred that involved the safety of a student.
- Private cars are not be used to transport students.
- Teachers should require students to dress according to the type of excursion being conducted.
- Students should be informed by the teacher in charge that all homework due should be turned in before going on the field trip.
- Field trips are not permitted on days that State Assessments are being administered.

## **HEALTH SERVICES - CASD POLICY 209**

- In case of emergency, 911 should be called first, followed by contact with the nurse and Administration.
- Medical/health care needs will be handled through the school nurse, including state-mandated health examinations.
- All student health information is confidential.
- School nurse will complete mandated health screenings throughout the school year.

### **A. DIABETES MANAGEMENT - CASD POLICY 209.2**

#### **Purpose**

The Board recognizes that an effective program of diabetes management in school is crucial to:

1. Ensuring the development of a school health team to care for the student with diabetes.
2. Ensuring the immediate safety of students with diabetes.
3. Supporting efforts to maintain the long-term health of students with diabetes.
4. Ensuring that students with diabetes are ready to learn and participate fully in school activities.
5. Minimize the possibility that diabetes-related emergencies will disrupt classroom activities.
6. Ensuring that schools are complying with state and federal laws and regulations, in the care of students with this chronic health condition.

#### **Authority**

The Board adopts this policy in accordance with applicable state and federal laws and regulations, and Board policies and administrative regulations, regarding the provision of student health services.

#### **Definitions**

**Diabetes Medical Management Plan (DMMP)** means a document describing the medical orders or diabetes regimen developed and signed by the student's health care practitioner and parent/guardian.

**Individualized Education Program (IEP)** means 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. A student with a disability is a school-aged child within the jurisdiction of the district who has been evaluated and found to have one or more disabilities as defined by law, and who requires, because of such disabilities, special education and related services.

**Section 504 Service Agreement (Service Agreement)** means 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. A qualified student with a disability means 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.

**Trained Diabetes Personnel** means non-licensed school employees who have successfully completed the required training.

### **Guidelines**

Before a student can receive diabetes-related care and treatment in a school setting, the student's parent/guardian shall provide written authorization for such care and instructions from the student's health care practitioner. The written authorization may be submitted as part of a student's DMMP.

Diabetes-related care shall be provided in a manner consistent with Board policy, district procedures and individualized student plans such as an IEP, Service Agreement or DMMP.

In order to maintain a student's health and safety, each student's individualized plan shall address what information will be provided to school staff and other adults who have responsibility for the student in the school setting.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.

### **Trained Diabetes Personnel**

The school nurse, in consultation with the Superintendent or designee, may identify at least one (1) school employee, who is not the school nurse and who does not need to be a licensed health care practitioner, in each school building attended by a student with diabetes to perform diabetes care and treatment for students. The identified school employee has the right to decline this role.

An identified school employee who has accepted this role shall complete the training developed by the state or training offered by a licensed health care practitioner with expertise in the care and treatment of diabetes, which includes at a minimum:

1. An overview of all types of diabetes.
2. Means of monitoring blood glucose.
3. The symptoms and treatment for blood glucose levels outside of target ranges, as well as symptoms and treatment for hypoglycemia, hyperglycemia and other potential emergencies.
4. Techniques on administering glucagon and insulin.

The identified school employee shall complete such training on an annual basis.

Upon successful completion of the required training, individual trained diabetes personnel may be designated in a student's Service Agreement or IEP to administer diabetes medications, use monitoring equipment and provide other diabetes care.

If the diabetes-related care provided to a particular student by trained diabetes personnel will include administration of diabetes medication via injection or infusion, the Board shall require the following:

1. The parent/guardian and the student's health care practitioner must provide written authorization for such administration; and
2. The trained diabetes personnel must receive annual training for such administration from a licensed health care practitioner with expertise in the care and treatment of diabetes.

### **Training of Other School Personnel**

School employees, including classroom teachers, lunchroom staff, coaches and bus drivers, shall receive annual diabetes care training appropriate to their responsibilities for students with diabetes.

## **Student Possession and Use of Diabetes Medication and Monitoring Equipment**

Prior to student possession or use of diabetes medication and monitoring equipment, the Board shall require the following:

1. A written request from the parent/guardian that the school comply with the instructions of the student's health care practitioner. The request from the parent/guardian shall include a statement relieving the district and its employees of responsibility for the prescribed medication or monitoring equipment and acknowledging that the school is not responsible for ensuring that the medication is taken or the monitoring equipment is used.
2. A written statement from the student's health care practitioner that provides:
  - a. Name of the drug.
  - b. Prescribed dosage.
  - c. Times when medication is to be taken.
  - d. Times when monitoring equipment is to be used.
  - e. Length of time medication and monitoring equipment is prescribed.
  - f. Diagnosis or reason medication and monitoring equipment is needed.
  - g. Potential serious reactions to medication that may occur.
  - h. Emergency response.
  - i. Whether the child is competent and able to self-administer the medication or monitoring equipment and to practice proper safety precautions.
3. A written acknowledgement from the school nurse that the student has demonstrated that s/he is capable of self-administration of the medication and use of the monitoring equipment.
4. A written acknowledgement from the student that s/he has received instruction from the student's health care practitioner on proper safety precautions for the handling and disposal of the medications and monitoring equipment, including acknowledgement that the student will not allow other students to have access to the medication and monitoring equipment and that s/he understands appropriate safeguards.

The written request for student possession and use of diabetes medication and monitoring equipment shall be reviewed annually, along with the required written statements from the parent/guardian and the student's health care practitioner. If there is a change in the student's prescribed care plan, level of self-management or school circumstances during the school year, the parent/guardian and the student's health care practitioner shall update the written statements.

Students shall be prohibited from sharing, giving, selling and using diabetes medication and monitoring equipment in any manner other than which it is prescribed 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 school-sponsored activities. Violations of this policy, provisions of a Service Agreement or IEP, or demonstration of unwillingness or inability to safeguard the medication and monitoring equipment may result in loss of privilege to self-carry the diabetes medication and monitoring equipment, and may result in disciplinary action in accordance with Board policy and applicable procedural safeguards.

If the district prohibits a student from possessing and self-administering diabetes medication and operating monitoring equipment, or if a student is not capable of self-administering diabetes medication or operating monitoring equipment, the district shall ensure that the diabetes medication and monitoring equipment is appropriately stored in a readily accessible location in the student's building. The school nurse and other designated school employees shall be informed where the medication and monitoring equipment is stored and the means to access them.

## **Delegation of Responsibility**

The Superintendent or designee, in conjunction with the school nurse(s), shall develop administrative regulations for care and treatment of students with diabetes in the school setting.

The Superintendent or designee shall coordinate training for school employees. Such training may be included in the district's Professional Education Plan.

The Superintendent or designee shall annually distribute to all staff, students and parents/guardians this policy along with the Code of Student Conduct.

### **B. MEDICATIONS - CASD POLICY 210**

- All medications and/or use of medical technology 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.

### **C. ASTHMA INHALERS/EPINEPHRINE INJECTORS - CASD POLICY 210.1**

- Asthma inhalers- Students who follow appropriate procedures may carry their own inhaler or epinephrine injector.

#### **Indemnification**

The school district shall indemnify and hold harmless any employee who administers an epinephrine auto-injector in good faith to a student experiencing anaphylaxis, if all of these conditions apply:

1. The employee did not act with the intent to harm or with reckless indifference to a substantial risk or harm in administering the epinephrine auto-injector to the student.
2. The employee promptly sought additional medical assistance before or immediately after administering the epinephrine auto-injector.
3. The employee administered the epinephrine auto-injector pursuant to this policy, and the student's individualized plan, if applicable.

## **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, bus 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, Dr. Michele Miller at 665-8297, ext. 3204.

## **MAILBOXES**

Classroom keys must be placed in the mailboxes every night. If for any reason keys are needed by a teacher, please consult an Administrator. Mailboxes should be accessed from the hallways. Teachers are responsible for checking their mailboxes **upon arrival** to retrieve keys and check for messages.

## **NON-INSTRUCTIONAL DUTIES**

All teachers are to supervise the hallways from 8:15 am until the start of first period and between each class change.

Teachers are expected to promptly report to all duties.

### **ISS**

Teachers reporting to ISS duty should stop in the High School Office to check on work for students in ISS.

### **Lunch Cover Duty**

Teachers will supervise outside and inside the cafeteria.

### **Resource Room**

Teachers will report directly to the Writing Center in the IMC to cover the Resource Room.

### **Coverage**

Teachers may be assigned to cover classes as needed.

## **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.

## **POLITICAL ACTIVITY – CASD POLICY 321**

District time, resources, property or equipment paid for by the taxpayers may not be used by District employees.

## **PROFESSIONAL DEVELOPMENT REQUESTS**

Approval to participate in Professional Development that incurs any cost to the District must be obtained prior to registering for the activity. Professional Development request forms are available online.

## **SCHOOL EVENTS**

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

## **SPECIAL EDUCATION - CASD POLICY 113**

Teacher Responsibilities:

As a federally mandated required member of the student's IEP Team, responsibilities include:

1. Identifying classroom students with IEPs and 504 Plans and reviewing the most current documents.
2. Working collaboratively with Special Education teachers/case managers.
3. Implementing as written all accommodations, modifications, behavior plans, and other supports included in an IEP or 504 Plan.
4. Participating in all IEP meetings when invited during the teacher work day.
5. Reviewing, signing, and turning in Accommodations/SDI checklists at the beginning of each quarter.
6. Completing and returning *Teacher Input Forms* (IEP, Evaluation, and Reevaluation) as requested.  
Teacher input is critical to the development of thorough and appropriate special education programming.
7. Notifying parents and case managers in a timely manner when issues arise.

8. All information for students with disabilities is confidential.
9. For additional information regarding special education can be referenced in the following:
  - CASD POLICY 113 Special Education
  - CASD POLICY 113.1 Non-discrimination-Qualification of Students with Disabilities
  - CASD POLICY 113.2 Behavior Support Plan
  - CASD POLICY 113.3 Screening and Evaluations for Students with Disabilities
  - CASD POLICY 113.4 Confidentiality of Special Education Student Information

## **GIFTED EDUCATION - CASD POLICY 114**

### **Teacher Responsibilities:**

As a mandated required member of the student's GIEP Team, responsibilities include:

1. Identifying classroom students with GIEPs and reviewing the most current documents.
2. Working collaboratively with Gifted Support teacher/case manager.
3. Implementing as written all accommodations, modifications and other supports included in the GIEP.
4. Participating in all GIEP meetings when invited during the teacher work day.
5. Completing and returning Teacher Input Forms (GIEP, Evaluation, and Reevaluation) as requested. Teacher input is critical to the development of thorough and appropriate gifted education programming.
6. Notifying parents and case manager in a timely manner when issues arise.
7. All information for students is confidential.
8. Additional information regarding gifted education can be referenced in the following:
  - CASD POLICY 114 Gifted Education

## **STUDENT ASSISTANCE PROGRAM (SAP) - CASD POLICY 236**

Student Assistance Program (SAP) - a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning and, when the problem is beyond the scope of the school, to assist the parent/guardian and student with information so they may access services within the community.

The Student Assistance Program (SAP) shall provide assistance in:

1. Identifying issues that pose a barrier to a student's learning and/or academic achievement.
2. Determining whether or not the identified problem lies within the responsibility of the school.
3. Informing the parent/guardian of a problem affecting the student's learning and/or academic achievement.
4. Making recommendations to assist the student and the parent/guardian.
5. Providing information on community resources and options to deal with the problem.
6. Establishing links with resources to help resolve the problem.
7. Collaborating with the parent/guardian and agency when students are involved in treatment through a community agency.
8. Providing a plan for in-school support services for the student during and after treatment.

To refer a student, teachers must complete the online form. Teachers are expected to participate in the SAP process.

### **Teacher Responsibilities:**

1. Working collaboratively with counselors/case managers.
2. Participating in all meetings when invited during the teacher work day (during plan time is voluntary).  
Completing and returning SAP Input Forms as requested. Teacher input is critical to the development of thorough and appropriate SAP case management.
3. All information for SAP referrals and cases is confidential.

## **STUDENT ATTENDANCE - CASD POLICY 204**

Please refer to the Student Code of Conduct for information regarding student attendance.

## **STUDENT FUNDRAISING - CASD POLICY 229**

Any event that is organized through a boosters club/school club in order to raise funds for a club or sport must complete and return a fundraiser form to the school (may be dropped off or emailed specifically to Andy Passinger at [apassinger@corrysd.net](mailto:apassinger@corrysd.net)). This must be approved thirty (30) days prior to the activity. Please specify dates being used (not “Fall of 2020” or “January-February”).

The following are guidelines to which a boosters program or club must adhere:

- According to School Board Wellness Policy #246, food fundraisers will not be permitted to be sold during the day. Students may sell only before and after school. Anything considered food items, including orders for subs, pizzas, fruit, etc., are not to be sold during the day.
- Major fundraising events that are similar may not be scheduled within three (3) months of each other. Clubs and sports boosters should try to communicate with each other in order to plan accordingly.
- Organizations not affiliated with the school are not allowed to sell fundraisers in the school.
- Advisors are in charge of monies raised and appropriate paperwork. Cash should never be left in the room and must be either with the School Treasurer or in the high school safe by the close of school each day.
- A fundraiser may not exceed 30 days of sales time. If the design of the fundraiser requires more time, advisers must approve it through the Administrator in charge of fundraising.
- 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 be encouraged to meet or exceed the standards established by the district. CASD Policy 246

## **STUDENT TEACHERS**

All requests for student teachers, practicum, and field students will be handled through Central Administration and will be communicated to the building principal prior to placement.

## **TELEPHONES**

Outside lines are to be utilized for school-related calls or emergency calls only. Teachers are responsible for checking their voicemail daily and responding in a timely fashion.

## **TOBACCO-FREE ENVIRONMENT - CASD POLICY 323**

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 are prohibited by all individuals at all times.

## **USE OF BUILDING/DISTRICT EQUIPMENT – CASD POLICY 710**

The Board establishes that school equipment and facilities may not be used by district staff for personal reasons, either on or off school property, without explicit authorization or administrative permission. District-owned equipment shall not to be loaned for non-school use off school property.

Requests for the use of buildings and grounds must be submitted through School Dude on the “Staff Page” of the District website.

On regular 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. All school personnel, other than maintenance staff, must be out of the building by 10:00 pm.

## **VIDEO USE GUIDELINES**

- Movies or movie clips with a “PG-13” rating need to have a signed parent permission slip for viewing.
- Movies or movie clips with an “R” rating need to have Administrative approval and a signed parent permission slip for viewing.
- If parental permission is not obtained, the teacher is to provide an alternative assignment.
- Teachers are responsible for the content of the material displayed in their classroom. Preview all materials prior to displaying to students. See an Administrator with any questions.
- Teachers are responsible to verify that appropriate copyright permission has been obtained.

## **WINDOW VISIBILITY (Classroom Doors)**

Except during an emergency, a person in the hallway should have the ability to view what is occurring in the classroom.

## **GRADES AND ASSESSMENT**

### **GRADES**

<b><u>District Percentage</u></b>	<b><u>Grade Equivalent</u></b>
93 – 100%	A
85 – 92%	B
75 – 84%	C
68 – 74%	D
67% and Below	F

### **Academic Recognition Guidelines**

Students will be recognized at graduation with the Latin System of Summa Cum Laude, Magna Cum Laude, and Cum Laude, based on their GPA.

Summa Cum Laude – 100.995% or above

Magna Cum Laude – 98.995% to 100.994%

Cum Laude – 94.995% to 98.994%

Academic Recognition - 87.50% – 94.994%

Underclassmen will be selected for Academic Honors and Academic Recognition based on their GPA.

### **GRADING PRACTICES**

Teachers will formatively assess their students frequently. Teachers will report student progress from formative or summative assessments weekly on Sapphire. Grades should:

- measure progress toward class objectives and State and/or National standards.
- be fair.
- be consistent.
- be reasonable.
- be justifiable.
- not be used as a disciplinary tool.

### **Lateness of Assignments**

Work that is submitted late without good reason may receive a grade reduction. The extent of the reduction should reflect both the degree of lateness and the validity of the reason for the lateness.

Chronic lateness of work shall be dealt with as a classroom management issue and an Office Discipline Referral may be submitted.

## **HOMEWORK GUIDELINES - CASD POLICY 130**

When homework assignments are given, they are considered as integral parts of a student's educational program and, therefore, a part of the teacher's evaluation of the students' academic progress.

These guidelines shall apply to all homework:

1. Ensure that assignments, practice, preparation and extension, are relevant to in-class activities.
2. Shall compliment classroom instruction and be planned and evaluated with respect to its purpose, appropriateness, and completion time.
3. Evaluate/Review all homework in a timely and appropriate way.
4. Present all assignments clearly and concisely, the format to be followed, the standards for acceptance, and the due date.
5. Provide long and short-term assignments to encourage students to use the study time wisely and efficiently.
6. Notify parents/guardians if a student's assignments are habitually incomplete or unsatisfactory.
7. Recognize the completion of all assignments in a positive way.
8. Keep parents/guardians informed about new materials and approaches, what children will be doing, and what is expected.
9. Set and define expectations for completion and criteria for evaluation.
10. Ensure that homework is not assigned as a punishment.

When homework has been appropriately assigned, the connection between parent/guardian, child, and teacher can be enhanced and parents/guardians become partners in their children's education.

## **PARENT CONTACT**

Parents are 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.

Teachers are required to call a parent/guardian if a student has a 72% or below when progress reports are submitted each quarter and if a failing grade (below 68%) is to be given for the 9-week, semester, or final year grade. After three (3) phone call attempts, email is appropriate. Document all parent communications in Sapphire Communication Manager.

## **QUARTER/MID-TERM/FINAL GRADE SUBMISSION**

Accurate grades must be submitted by the established deadlines.

Any Incomplete, No Grade (NG), or Medical must be approved by an Administrator and documented through the designated form.

9-week grades have a minimum of 50%, except for the concluding 9-week grade of the course.

Each course must have a comprehensive mid-term and final. There should be no blank grades.

## **STATE ASSESSMENT-PSSA/KEYSTONE/NOCTI/NIMS**

Students in Grades 6, 7, and 8 will participate annually in the PSSA Assessments.

Students in Algebra 1, Biology, and Literature will participate in the Keystone Exams.

Students in CTC Programs will participate in NOCTI and/or NIMS Assessments.

Teachers are expected to modify teaching schedules to accommodate testing of students during the appropriate sessions. Teachers and counselors will participate in administering the tests or by assisting in other capacities, as required. Test format and content are expected to be presented to students through embedded practice on a regular basis and to be incorporated in lessons and class activities.

## **STUDENT SCHEDULE CHANGES**

In the rare occurrence where a student is misplaced, a team of teachers, counselors, case managers, and building principals will review those cases and determine if a change is necessary. Prior to a teacher informing a student that they need to change their schedule, the teacher is required to review and communicate with the building principal, school counselor, and, if necessary, the student's case manager. During that review, the teacher should present evidence of why the schedule change is needed.

## **PROFESSIONALISM**

### **RESPONSIBILITY FOR STUDENT WELFARE – CASD POLICY 340**

- The Board adopts this policy to ensure appropriate oversight of and responsibility for student welfare by administrative, professional and support employees.
- District employees are responsible for the safety of students in their charge within school buildings and on district property.
- Each employee is responsible for supervision, control and protection of students, commensurate with assigned duties and directives.
- Each employee is responsible to ensure that students are supervised by a teacher or other staff member at all times while engaged in district activities.
- An employee should not voluntarily assume responsibility for duties the employee cannot reasonably perform. Voluntary assumption carries the same responsibilities as assigned duties.
- Teachers and designated staff shall provide proper instruction in and enforcement of safety rules and procedures included in the Board-approved health and safety plan and assigned curriculum.
- Each employee has the responsibility to report immediately to the building principal or designated staff an accident, safety hazard, unsafe or dangerous condition, or to immediately address observed violations of district safety rules.
- Employees may not send students on any personal errands.
- Employees may not transport students in a personal vehicle, except when specifically authorized by the building principal or designee.
- Employees shall not require a student to perform services that may be detrimental to the student's health.

### **CONDUCT AND DISCIPLINARY PROCEDURES – CASD POLICY 317**

All district employees shall comply with state and federal laws and regulations, Board policies, administrative regulations, and rules and procedures. District employees shall endeavor to maintain order, perform assigned job functions, and carry out directives issued by supervisors.

When engaged in assigned duties, district employees shall not participate in activities that include but are not limited to the following:

1. Physical or verbal abuse, or threat of harm, to anyone.
2. Non-professional relationships with students.
3. Causing intentional damage to district property, facilities or equipment.
4. Forceful or unauthorized entry to or occupation of district facilities, buildings or grounds.
5. Use, possession, distribution, or sale of alcohol, drugs or other illegal substances.

6. Use of profane or abusive language.
7. Breach of confidential information.
8. Failure to comply with directives of district officials, security officers, or law enforcement officers.
9. Carrying onto or possessing a weapon on school grounds without authorization from the appropriate school administrator.
10. Violation of Board policies, administrative regulations, rules or procedures.
11. Violation of federal, state, or applicable municipal laws or regulations.
12. Conduct that may obstruct, disrupt, or interfere with teaching, research, service, operations, administrative or disciplinary functions of the district, or any activity sponsored or approved by the Board.

The Superintendent or designee shall develop and disseminate disciplinary rules for violations of Board policies, administrative regulations, rules and procedures that provide progressive penalties, including but not limited to verbal warning, written warning, reprimand, suspension, demotion, dismissal, and/or pursuit of civil and criminal sanctions.

## **GIFTS – CASD POLICY 322**

It is the policy of the Board that staff members not accept gifts of significant value, as determined by the immediate supervisor.

## **SOCIAL MEDIA – CASD POLICY 816**

### **Personal Social Media Accounts**

School directors and employees are strongly encouraged to use privacy settings on social media accounts and to clearly identify that it is their personal social media account and that it does not officially represent the Board or district.

In accordance with Board policy establishing professional boundaries, school employees should only communicate with students through district-provided communication devices or platforms, and shall not follow, accept or make requests to connect or be friends with current students on personal social networking or social media platforms.

The district respects employees' freedom of expression. The district does not actively monitor personal social media accounts of current school employees; however, the district reserves the right to address employees' job-related speech or employee speech posted on social media that has the potential to affect the district's operations. Speech that takes place off-site and on an employee's own time, including posting on personal social media accounts, may be addressed if the district establishes that the employee's expression infringed on the interests of the district in promoting the efficient and effective functioning and educational purpose of the district. If employee speech or expression would violate law or Board policy in a traditional forum, it is also prohibited in an online forum. When an employee speaks as a citizen on a matter of public concern, the district shall consult with the school solicitor in determining the appropriate course of action, in accordance with applicable law, regulations and Board policy.

## **DRESS AND GROOMING - CASD POLICY 325**

Administrative, professional and support employees set an example in dress and grooming for students and the school community. Employees' dress should reflect their professional status and encourage respect for authority in order to have a positive influence on the district's programs and operations.

- The Board has the authority to specify reasonable dress and grooming requirements, within law, for all district employees to prevent an adverse impact on the educational programs and district operations.
- When assigned to district duties, employees shall be physically clean, neat, well-groomed and dressed in a manner consistent with assigned job responsibilities.
- Employees shall be groomed so that their hair style does not cause a safety or health hazard.
- If an employee feels that an exception to this policy would enable him/her to carry out assigned duties more effectively, a request should be made to the immediate supervisor.
- Due to the potential of injuries, the school district shoe requirements are specifically identified below. The shoe 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) that 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 a professional appearance.

# **DISCRIMINATION/ TITLE IX SEXUAL HARASSMENT AFFECTING STAFF - CASD POLICY 104**

## **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 also declares it to be the policy of this district to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both. This policy prohibits individuals from knowingly making false statements or knowingly submitting false information during the Title IX complaint and/or grievance process. Any employee found to have violated this prohibition may be subject to discipline, up to and including dismissal.

The Board directs that the foregoing statement of Board policy be included in each student and staff handbook, and that this policy and related attachments be posted to the district's website.

The Board requires a notice stating that the district does not discriminate in any manner, including Title IX sexual harassment, in any district education program or activity, to be issued to all students, parents/guardians, employment applicants, employees and all unions or professional organizations holding collective bargaining or professional agreements with the district. All discrimination notices and information shall include the title, office address, telephone number and email address of the individual(s) designated as the Compliance Officer and Title IX Coordinator.

The attachments referenced in this Policy 104 are hereby incorporated into this policy as if fully set forth herein.

## **Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation**

The Board encourages employees and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination, harassment, and/or retaliation to promptly report such incidents to the building principal or administrator, or the Title IX Coordinator. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

If the building principal or administrator is the subject of a complaint, the complainant or the individual making the report shall submit the report of the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Retaliation Report Form attached to this policy for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

If a report of Discrimination/Sexual Harassment/Retaliation under this Policy relates to a district employee, the building principal (or any other district employee who received the report) shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation.

If the report involves potential sexual harassment, discrimination, and/or retaliation, the Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to

discuss the availability of supportive measures for the complainant. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment of the information supplied by the reporter and/or complainant to determine whether the reported circumstances, if presumed to be true, could constitute Title IX sexual harassment or retaliation. The Title IX Coordinator may consult with legal counsel when making this determination. If the reported circumstances, if presumed to be true at this point in the process, meet the definition of Title IX sexual harassment, they shall be addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3. (Also refer to Attachment 3 on how to proceed if/when the complainant refuses to sign a Title IX formal complaint and is requesting that a formal complaint under Title IX not be filed by the Title IX Coordinator.)

If the reported circumstances, even if presumed to be true, do not meet the definition of Title IX sexual harassment, they may be addressed through the Discrimination Complaint Procedures prescribed in Attachment 2 to this policy.

#### Disciplinary Procedures when Reports Allege Title IX Sexual Harassment

When a report alleges Title IX sexual harassment, disciplinary sanctions may not be imposed until the completion of the grievance process for formal complaints outlined in Attachment 3. The district shall presume that the respondent is not responsible for the alleged conduct until a determination has been made at the completion of the grievance process for formal complaints.

#### Administrative Leave

The district may elect to place an employee accused of discrimination, harassment, retaliation or other prohibited behavior on administrative leave pending further investigation, consistent with all rights under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, and in accordance with state law and regulations, Board policy and an applicable collective bargaining agreement or individual contract.

#### Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a report, and the investigation related to any form of discrimination or retaliation, including Title IX sexual harassment, shall be handled in accordance with applicable law, regulations, this policy, the attachments and the district's legal and investigative obligations.

#### Retaliation

The Board prohibits retaliation by the district or any other person against any person for:

1. Reporting or making a formal complaint of any form of discrimination or retaliation, including Title IX sexual harassment.
2. Testifying, assisting, participating or refusing to participate in a related investigation, process or other proceeding or hearing.
3. Acting in opposition to practices the person reasonably believes to be discriminatory.

The district, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against anyone for actions described above. Individuals are encouraged to contact the Title IX Coordinator immediately if they believe retaliation has occurred.

## Definitions

**Complainant** shall mean an individual who is alleged to be the victim.

**Respondent** shall mean an individual alleged to be the perpetrator of the discriminatory conduct.

### Discrimination

**Discrimination** shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, genetic information, ancestry, national origin, marital status, pregnancy, or handicap/disability.

**Harassment** is a form of discrimination based on the protected classifications listed in this policy consisting 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 work performance, including 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.

### Definitions Related to Title IX Sexual Harassment

**Formal complaint** shall mean a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the district investigate the allegation under the grievance process for formal complaints. The authority for the Title IX Coordinator to sign a formal complaint does not make the Title IX Coordinator a party in the grievance process for formal complaints. The phrase "document filed by a complainant" refers to a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

**Supportive measures** shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

**Supportive measures** shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment. Supportive measures may include, but are not limited to:

1. Counseling or Employee Assistance Program.
2. Extensions of deadlines or other course-related adjustments.
3. Modifications of work or class schedules.
4. Campus escort services.
5. Mutual restrictions on contact between the parties.
6. Changes in work locations.
7. Leaves of absence.
8. Increased security.
9. Monitoring of certain areas of the campus.

10. Assistance from domestic violence or rape crisis programs.
11. Assistance from community health resources including counseling resources.

**Title IX sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

1. A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.

Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.

2. Sexual assault, dating violence, domestic violence or stalking.
  - a. **Dating violence** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:
    - i. Length of relationship.
    - ii. Type of relationship.
    - iii. Frequency of interaction between the persons involved in the relationship.
  - b. **Domestic violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
  - c. **Sexual assault** means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.  
**Stalking**, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:
    - i. Fear for their safety or the safety of others.
    - ii. Suffer substantial emotional distress.

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An **education program or activity** includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

### **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 Director of Secondary Education as the district's Compliance Officer and Title IX Coordinator. The Compliance Officer/Title IX Coordinator can be contacted at:

Address: 540 E. Pleasant St., Corry PA 16407  
Email: [bwest@corrysd.net](mailto:bwest@corrysd.net)  
Phone Number: 814-664-4677 ext. 1207

The Compliance Officer and Title IX Coordinator shall fulfill designated responsibilities 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, as appropriate:

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 - Provide 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 or Title IX procedures, such as making reports to the police, available supportive measures such as assistance from domestic violence or rape crisis programs, and community health resources including counseling resources.
4. Reports/Formal Complaints - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

## **Guidelines**

### **Title IX Sexual Harassment Training Requirements**

The Compliance Officer and Title IX Coordinator, investigator(s), decision-maker(s), or any individual designated to facilitate an informal resolution process related to Title IX sexual harassment shall receive the following training, as required or appropriate to their specific role:

1. Definition of sexual harassment.
2. Scope of the district's education program or activity, as it pertains to what is subject to Title IX regulations.
3. How to conduct an investigation and grievance process for formal complaints, including examination of evidence, drafting written determinations, handling appeals and informal resolution processes, as applicable.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.
5. Use of relevant technology.
6. Issues of relevance including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
7. Issues of relevance, weight of evidence and application of standard of proof and drafting investigative reports that fairly summarize relevant evidence.
8. How to address complaints when the alleged conduct does not qualify as Title IX sexual harassment but could be addressed under another complaint process or Board policy. All training materials shall promote impartial investigations and adjudications of formal complaints of Title IX sexual harassment without relying on sex stereotypes.

All training materials shall be posted on the district's website.

### **Disciplinary Consequences**

An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Board policy, collective bargaining agreement and individual contract, up to and including dismissal and/or referral to law enforcement officials.

## Reports of Discrimination

Any reports of discrimination that are reviewed by the Title IX Coordinator and do not meet the definition of Title IX sexual harassment but are based on race, color, age, creed, religion, sex, sexual orientation, ancestry, genetic information, national origin, marital status, pregnancy or handicap/disability shall follow the Discrimination Complaint Procedures in Attachment 2 to this policy.

## Reports of Title IX Sexual Harassment

Any reports deemed by the Title IX Coordinator to meet the definition of sexual harassment under Title IX shall follow the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3 to this policy.

# **SAFETY/SECURITY**

## **BUILDING/ROOM SECURITY/KEYS**

- Lock classroom door at all times.
- All keys are the property of the Corry Area School District and must be returned at the end of each school year.
- Keys must not be duplicated.
- Do not let students use keys under any circumstances.
- For security reasons, outside doors are not to be left open, propped, or unlocked.

## **EMERGENCIES**

In the event of an emergency/security situation, Administration will communicate via email and/or PA system and teachers will follow ALICE protocol.

### **Classroom Teacher Responsibilities**

- Lock classroom door (CTC/Technology teachers, secure outside entrance).
- Contact office if any outsiders attempt to enter the classroom.
- Document all students who are currently out of class and where their location.
- Disregard all bells including emergency warnings, fire alarms, unless directed by Administration otherwise.
- If assistance is needed in the classroom, contact the office.
- Emergency Status will remain in effect until communication over the PA system.

### **Responsibilities of Teachers Not Assigned to a Class**

- Listen to announcements for instructions.

## **FACULTY/STAFF IDENTIFICATION SECURITY ACCESS CARDS**

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

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

## **FIRE/WEATHER/SECURITY DRILLS**

Fire Drill procedures are to be posted on the bulletin board in all classrooms. Fire drills are held at least once a month. Teachers are required to review the fire drill procedure with every class and be aware of the fire exit for their classroom. All windows must be closed and lights turned off. Doors should be closed and left unlocked. 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. Teachers not assigned a class, please check hallway bathrooms as you exit the building.

In the event of weather emergency (tornado, etc.) the teacher is to take his/her class to the hallway. As you exit your classroom, windows must be closed, lights off, door shut and locked. This hallway area must be clear of any outside windows or doors. 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.

Security drills will be scheduled throughout the year. A security drill will not occur without prior notification.

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.

### **SCHOOL VISITORS - CASD POLICY 907**

Persons wishing to visit a school should make arrangements in advance with the school office in that building.

Upon arrival at the school, visitors must register at the office where they must provide any required information or identification to protect the health and safety of students, staff and the school community, as well as sign in and sign out, receive a badge, receive instructions and be informed of the school's health and safety rules, which must be followed prior to entry and while the visitor is in the school building and on school property.

Only one (1) designated entrance that is monitored and capable of controlling visitor entry shall be used by visitors to the school. All other entrances shall be locked.

All staff members shall be responsible for requiring a visitor demonstrate that the visitor has a visitor's badge and has registered at the school office and received authorization to be present for the purpose of conducting business.

No visitor may confer with a student in school without the approval of the building principal.

Should an emergency require that a student be called to the school office to meet a visitor, the building principal or designee shall be present during the meeting.

Failure to comply with this policy shall result in more limited access to the school as determined by the building principal, consistent with Board policies, administrative regulations, school rules and federal and state law and regulations.

#### **Classroom Visitations**

Parents/Guardians may request to visit their child's classroom, but the request must be made prior to the visit, in accordance with established administrative regulations.

The building principal or program supervisor must grant prior approval for the visit, and shall notify the classroom teacher prior to the visit.

Parents/Guardians shall be limited to one (1) class period per month, per child in the school for classroom visitations, in order to minimize disruption of the classroom schedule and the educational program. Parental participation in classroom activities or programs such as room parents, back-to-school events, and chaperones for field trips shall not constitute a classroom visit for purposes of this policy.

The building principal or program supervisor and classroom teacher have the authority to ask a visitor to leave if the visitor disrupts the classroom routine, educational program or daily schedule, or if a visitor violates Board policy. Failure to leave when asked or repeated, documented disruptions may result in loss of classroom visitation privileges.

Under exceptional circumstances and upon request of the building principal, program supervisor, classroom teacher or parent/guardian, the Superintendent may authorize additional or longer classroom visits by a parent/guardian.

#### Military Personnel

Members of the active and retired Armed Forces, including the National Guard and Reserves, shall be permitted to:

1. Visit and meet with district employees and students when such visit is in compliance with Board policy and district procedures.
2. Wear official military uniforms while on district property.

### **VOLUNTEERS - CASD POLICY 916**

Visitor - a parent/guardian, adult resident, educator, official or other individual who is not a school employee or independent contractor, and who visits a school or attends or participates in an event or activity at a school, but whose role is less substantial than would be sufficient to meet the definition of volunteer for purposes of this policy.

Volunteer – an adult, whose role is more than that of a visitor, who voluntarily offers a service to the district without receiving compensation from the district. A volunteer is not a school employee.

The two (2) classifications of volunteers are:

1. Position Volunteer - an adult applying for or holding an unpaid position with a school or a program, activity or service, as a person responsible for the child's welfare or having direct volunteer contact with children. Examples include, but are not limited to, field trip chaperones, tutors, coaches, activity advisor, recess or library aides, etc.
2. Guest Volunteer - an adult who voluntarily provides a service to the district, without compensation, who:  
(1) works directly under the supervision and direction of a school administrator, a teacher or other member of the school staff; and (2) does not have direct volunteer contact. Examples include, but are not limited to, volunteering to assist in classroom celebrations, school assemblies, or school concerts; reading to students; collecting tickets at sporting events; working concession stands; participating in "Career Day," etc.

**The complete list of School Board policies is available on the District website under "School Board."**

## **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.

(c) 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.