

Corry Area School District

Elementary Code of Student Conduct Manual 2023-2024



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.

Corry Area School District
540 East Pleasant Street
Corry, PA 16407

Phone: (814) 664-4677

Fax: (814) 664-9645

ADMINISTRATION

Central Office

Superintendent – Mrs. Sheri Yetzer
Business Manager – Mrs. Brenda Clabatz
Director of Special Education - Mrs. Leslie Bloomgren
Director of Elementary Education – Mr. Daniel Daum
Coordinator of Student Transportation – Mrs. Mandi Johnson

Corry Area Primary School

Mrs. Teresa Pearce, Principal
Mr. Jordan Lander, Assistant Principal
Mrs. Betty Jo Gentilman, Secretary
Mrs. Jill Webb, Secretary
423 Wayne Street
Corry, PA 16407
(814) 664-4677
Fax: (814) 663-4795

Corry Area Intermediate School

Mrs. Melissa Nuhfer, Principal
Mr. Jordan Lander, Assistant Principal
Mrs. Kim Schweitzer, Secretary
Mrs. Debbie Mosher, Secretary
100 West Main Street
Corry, PA 16407
(814) 664-4677
Fax: (814) 663-0411

Code of Student Conduct Manual

As a new school year begins, you send your child to school with the expectation that they always do their best both academically and behaviorally. To assist both you and your child, we have put in writing our expectations for all students, the procedure the staff is to follow, as well as possible consequences.

Your child's homeroom teacher has discussed and explained this handbook with the class. The students were given the opportunity to ask questions and have points clarified. It is very important for children to understand that good behavior at school, home, or wherever they might be is expected. It's not a situation of whether they want to behave or not. Appropriate behavior is expected!

We ask that you review the Code of Student Conduct Manual with your child. It can be accessed online on the website, or parents can call and request a paper copy.



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Website: www.corrysd.net



Corry Area School District

www.corrysd.net

August 2023,

I am excited to welcome everyone to the 2023-2024 school year, here in the Corry Area School District. It is my pleasure to be able to continue serving the families of students in grades PreK-5. Please know our focus will continue to be about increased student achievement and growing each child to his or her maximum potential. With the School Board, Central Office, Administration, Faculty, Staff, and you, the Parent/Guardian, I am confident that will occur.

There are a few items I'd like to share with you as the first student day (August 30th) draws near. By now, you should have received a letter from your building principal indicating your child's homeroom teacher. If you have not, please reach out to your respective building. As we have all experienced over the past several years, change is inevitable and change is constant. We appreciate your flexibility in meeting the demands of change and welcome your input on how best to address it.

Finally, I want to introduce the administrative line-up for each building. Mrs. Teresa Pearce will again be the principal at CAPS, and Mr. Jordan Lander will serve as the Assistant Principal at CAPS and CAIS. Mrs. Melissa Nuhfer will continue serving CAIS as building principal. This particular team has many years of educational experience and certainly has your child's best interests in mind. I am extremely proud of the consistency we have been able to provide our students and families.

Throughout the year, there will be several opportunities to become involved in the life of both elementary schools. It is my goal to assist in creating a culture your child will thrive in and one, you, as the parent/guardian, will be proud of. If at any time you have questions or concerns, please feel free to contact me at 814-664-4677 ext. 1 or ddaum@corrysd.net.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Daniel L. Daum', is written over a light blue horizontal line.

Daniel L. Daum
Director of Elementary Education

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SAFELINE – BULLYING REPORTING

Resource to assist youth who are victims of bullying or dealing with other difficult situations:

Anonymous and Confidential Reporting Phone Number: 814-456-SAFE

Or report incidents to:

Any Building Administrator or to the School Resource Officer



Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to “say something” BEFORE it is too late. With Safe2Say Something, it’s easy and confidential to report safety concerns to help prevent violence and tragedies.

- Submit an anonymous tip report through the Safe2SaySomething system
- Crisis center reviews, assesses and processes all submissions
- Crisis center sends all submissions to school administration and/or law enforcement for intervention
- If needed, crisis center may contact tipster anonymously through the app

School Start/End Times

Corry Area Primary School

Pre-K – 2nd 8:10 – 2:30

Corry Area Intermediate School

3rd – 5th 8:10 – 2:30

*Both elementary schools are open and staffed to supervise children at 7:40 a.m. Please do not allow children to arrive early and be unsupervised.

The transfer bus departs Corry Area Primary School for Corry Area Intermediate School by 7:45 a.m.

School-Wide Positive Behavior Intervention and Support

The Corry Area Primary and Intermediate Schools are implementing a behavior initiative called School-Wide Positive Behavior Intervention and Support (SWPBIS). SWPBIS is a research and systems-based, proactive approach to teach, monitor, and support appropriate school behavior for students. SWPBIS emphasizes a positive school climate for achieving important social and learning outcomes for students.

The SWPBIS expectations at the Corry Area Elementary Schools are: Be Respectful, Be Responsible, and Be Safe. The abbreviated form is “Be x 3!” A “SWPBIS Behavior Matrix” clearly identifies for students behavior expectations in school-wide locations. Listed on the Best Beaver Behavior Matrix are the SWPBIS behavior expectations at Corry Area Elementary Schools categorized by location.

Refer to Best Beaver Behavior Matrix Below:

Be: Respectful

- A.M. Arrival
 1. Follow directions/routines
 - A. Use kind words
 - B. Help others in need
 2. Listen to Adult on Duty
 3. Remove hat/hood when entering building

- Classroom
 1. Follow directions/routines
 2. Use kind words/actions
 3. Be a good listener
 - A. Raise hand
 4. Property of others
- Hallway
 1. Follow directions/routines
 2. Keep hands, feet, and objects to yourself
 - A. Do not touch walls
 3. Be quiet
 - A. Silent wave
- Restroom
 1. Use inside voice
 2. Privacy
- Cafeteria
 1. Follow directions/routines
 2. Use inside voice
 3. Use manners
 - A. Use kind words
 - B. Be polite to adults
 - C. Of other's food
- Playground
 1. Follow directions/routines
 2. Show good sportsmanship
 - A. Take turns
 - B. No negative comments
- Bus
 1. Follow directions/routines
 - A. Use kind words
 - B. Be polite to adults
 2. Use inside voice
 3. Throw away trash
 4. Share seat freely

Be: Responsible

- A.M. Arrival
 1. Eat first
 2. Remain in chosen location (after breakfast)
 3. Nothing taken to cubby
- Classroom
 1. Be prepared
 - A. Have necessary materials
 2. Be engaged and participate
 3. Complete assigned task
 - A. Accept challenges
 4. Care for the classroom
 - A. Clean the learning area
- Hallway
 1. Report directly to and from location
 2. Maintain cubby area
- Restroom

1. Maintain cleanliness
 - A. Keep water in the sink
 - B. Put paper towels in garbage
 - C. Wash hands
 - D. Flush Toilet

 2. Report any problems immediately to classroom teacher
- Cafeteria
 1. Clean own area
 2. Use time wisely
 3. Be prepared
 - A. Know your lunch choice
 - B. Line up appropriately

 - Playground
 1. Bring in what you take out
 - A. Clothing and equipment
 2. Wear appropriate clothing
 3. Use restroom before going out
 - A. VERY IMPORTANT

 - Bus
 1. Set a positive example
 - A. Set a positive example to younger children
 2. Act appropriately at bus stop
3. Responsible for own actions

Be: Safe

- A.M. Arrival
 1. Walk
 - A. Aware of other students
 2. Keep hands, feet, and objects to yourself

- Classroom
 1. 4 on the floor
 2. Keep hands, feet, and objects to yourself

- Hallway
 - Walk
 - Stay to the right
 3. Stay with class/group

- Restroom
 1. Walk
 2. Report problems

- Cafeteria
 1. Walk
 - A. Carry tray with both hands
 2. Stay seated
 3. Eat your own food

- Playground
 1. Use equipment correctly
 2. Keep hands, feet, and objects to yourself
 3. Stay in designated area

- Bus
 1. Stay seated

2. Keep hands, feet, and objects to yourself

Breakfast and Lunch

The Corry Area School District offers students a nutritional breakfast and lunch each day of school. All elementary students in grades Pre-K to 5 will receive free breakfast and lunch during the 2022-2023 school year. However, you will have the option of packing lunch for your child if you choose.

Student Rights and Responsibilities

All students, parents/guardians, staff, and the community have a civic duty to promote school safety. Any knowledge of a pending threat of school-related violence or crime should be reported immediately to school officials or a responsible adult.

It shall be the responsibility of the student to: **CASD Policy 235**

1. Be aware of all policies, rules and regulations for student behavior and conduct him/herself accordingly. Each student shall assume that, until a rule is waived, altered or repealed in writing, it is in effect.
2. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
3. Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.
4. Assist the school staff in operating a safe school.
5. Comply with federal, state and local laws.
6. Exercise proper care when using district facilities, school supplies and equipment.
7. Attend school daily and be on time to all classes and other school functions.
8. Make up work when absent from school.
9. Pursue and attempt to satisfactorily complete the courses of study prescribed by local school authorities.
10. Report accurately in student media.
11. Not use obscene language in student media or on school property.

Students who abide by and accept accountability for the above responsibilities need not be concerned about detailed procedures for enforcing these policies; however, such procedures can be found within this manual.

We understand that these policies cannot detail every potential problem area; therefore, the administration retains authority to make reasonable disciplinary recommendations, based on individual cases as circumstances may warrant.

Student Insurance/Accidents

Even with the greatest precautions and close supervision, accidents can and do happen at school. You need to be aware of these and be prepared for possible medical expenses that may arise should your child be injured at school.

Medical insurance is the responsibility of you, the parent(s). The District does make medical insurance available to families for their individual purchase. Please visit www.corrysd.net to learn more about coverage and premiums. If this optional coverage is of interest to you, you'll find contact information on our website or you can call your child's school nurse for additional information.

Every accident in the school building, on school grounds, at practice sessions, or any athletic event sponsored by the school must be reported immediately to the person in charge, Administrator, or school nurse. The School District carries supplemental insurance for each student. In order to be eligible for supplementary insurance, the corresponding paperwork must be completed. For information on the paperwork, see the school nurse, the athletic trainer, or any Administrator.

FERPA

Family Educational Rights and Privacy Act (FERPA) is a federal law giving access rights to parents/guardians to their children's educational records. FERPA give the parents the right to inspect all records maintained by the school upon request. This law also limits the access of these records to those in the school who have "legitimate educational interest."

THE NORTHWEST TRI-COUNTY INTERMEDIATE UNIT, ITS MEMBER SCHOOL DISTRICTS, CHARTER SCHOOLS and PRIVATE REHABILITATION RESIDENTIAL INSTITUTIONS (PRRIs)

Hereby Provide Annual Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act

(FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are: 1) The right to inspect and review the student's education records within 45 days of the day the Local Education Agency (LEA) receives a written request for access. The supervisor of student records will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. 2) The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. The parents or eligible students should write to the supervisor of student records, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the LEA decides not to amend the record as requested by the parent or eligible student, the LEA will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. The LEA maintains a list of these school officials. Another exception permits the disclosure of LEA educational records without consent to officials of another school in which a student seeks or intends to enroll. It is the policy of the LEA to not release directory information except as specified in the above statements or without providing parents an opportunity to deny such releases. 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the LEA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520
Or call 1-800-872-5327

Dress Code

The Corry Area School District Administration reserves the right to question any mode of dress/jewelry/hair style that is beyond current community/school accepted standards or in any manner jeopardizes the health, welfare or safety of the student or other students, or materially or substantially disrupts school or the educational process.

Any clothing judged to be a disruptive influence in class, or interfering with the educational rights of others, is considered improper dress. Certain types of clothing and hair styles may be required for physical education classes.

- Appropriate shoes must be worn at all times.
- All shoes must have a back and the child's toes may not be exposed. Flip flop type shoes are prohibited.
- Excessively baggy pants or clothing that can conceal items and/or pose a safety hazard are not permitted.
- Undergarments should not be exposed in any way.
- Holes in pants/shorts/skirts/dresses cannot be located above the knee.
- Tops may not be "low cut" or exposing. Bare midriffs and bare backs are not permitted.
- The following are unacceptable school attire:
 - a. Tank Tops/Muscle Shirts
 - b. Spaghetti Strap/Halter/Mesh Tops
 - c. See-through blouses or shirts
 - d. Tube tops/Crop Tops
- Coats, jackets, blankets, or garments designed for protection from the outside weather are not to be worn in school.
- Pants and shorts must be secured and worn no lower than the hip. Low riding/sag style is not permitted.
- Length of pants should not extend beyond the bottom of the shoe and should not drag on the floor.
- All shorts, skirts and slits in skirts must touch the bottom of the fingertips with arms fully extended (mid-thigh).
- Clothing, patches, buttons, pins, jewelry, are not permitted if they:
 - a. Have sexually suggestive writing/pictures
 - b. Advocate violence
 - c. Advertise or promote the use of tobacco, alcohol, or drugs
 - d. Use obscene language
- Spiked jewelry, chains, or any jewelry that could cause injury or constitute a hazard is not permitted.
- Hats, caps, bandanas, sunglasses, visors, and sweatbands are not permitted.
- Any apparel that is judged to be unhealthy or unsanitary (e.g., clothing that is dirty and/or gives off a foul odor) is not permitted.

Part of our mission, as an educational institution, is to provide an environment that promotes responsible behavior. Individuals who choose not to cooperate will be asked to either change or cover up their clothing. Those needing to cover up may use their own clothing, or it will be provided by the office. Clothing that is potentially disruptive to the educational environment, or presents a health or safety hazard, will not be permitted. Students and parents are expected to exercise careful judgment in the selection of appropriate attire for school.

Electronic Devices

The use of personal communication devices by students during the school day, in district buildings, on district property and while students are attending school-sponsored activities is prohibited.

The District shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student.

Violations of this policy by a student shall result in disciplinary action and may result in the confiscation of the electronic device.

The confiscated item shall not be returned until a conference has been held with a parent/guardian.

District Snack Policy

The Corry Area School District encourages a "No Edible Birthday Treat" policy. This means that any type of edible treat being sent into school for birthday celebrations is highly discouraged. However, should a food item be sent into school for distribution, **any item that is not individually, commercially wrapped will be held in the school office and sent home with your child at the end of the day.** This policy is in conjunction with the school district's Wellness Policy as well as a proactive approach to reduce incidents of contamination for those children with food allergies.

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

We thank you in advance for your understanding and cooperation in this new policy.

Alternative Birthday Celebration Ideas:

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

Extra-Curricular Conduct

At all times students should display good behavior. We consider all visitors as welcomed guests and treat them with all the courtesy due friends and guests. As part of that behavior, students will:

- accept all decisions of officials
- not hiss or boo a play or official
- never utter abusive or irritating remarks or gestures
- applaud opponents who make good plays or show good sportsmanship
- seek to win by fair and lawful means according to the rules
- try to win without boasting and lose without excuses

Staff Rights

In the educational process, the teacher fulfills an extremely important role. Therefore, in their efforts to meet their obligations, every teacher has the right to expect all reasonable support from students, parents, administrators and peers.

Staff Responsibilities

It is the responsibility of every staff member to:

- Be aware of student's rights and responsibilities as established in this policy
- Be aware of the disciplinary procedures set forth in this policy.
- Implement this policy in a fair and consistent manner for all students.
- Participate as a member of an educational team of parents, school and student.
- Aid colleagues with disciplinary situations.

Parent Rights

As a parent of a student at the Corry Area School District, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Pennsylvania Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the Pennsylvania Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major, whether the teacher has any advanced degree and, if so, the subject of the degree
- Whether any teacher's aides or similar paraprofessionals provide services and, if they do, their qualifications

If you would like to receive any of this information, please call your building principal. Thank you for your concerns and commitment to your child's education.

CASD Attendance Procedures and Guidelines – CASD Policy 204

"Attendance" is the presence of a student on days school is in session. "Absence" is the failure of a student to attend school on those days, half days and hours school is in session. Attendance shall be required of all students enrolled in the schools during the days and hours that school is in session, except when the absence is "excused" as set forth below.

POLICY STATEMENT: The Board of Directors of the Corry Area School District requires that school-aged students enrolled in the schools of this District attend school regularly in accordance with Pennsylvania law. The educational program offered by this District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and participation in well- planned instructional activity under the tutelage of a competent teacher are vital to this purpose. The Board believes there is an educational nexus between classroom presence and achievement and that class attendance is relevant to the pupils' overall performance, achievement, and academic success. It is the policy of the Board that pupils who are "truant" or have missed class due to unexcused absences shall receive no credit for work or tests missed on the unexcused days, provided, however, the Administration in each building has the discretion to award credit to individual students who are involved in the truancy system and, as a result, have participated in "extra-help" nights at school.

A. DEFINITIONS:

1. "Citation" shall mean a non-traffic citation or private criminal complaint.

2. "Compulsory school age" shall mean the period of a child's life from the time the child's parents elect to have the child enter school and which shall be no later than six (6) years of age until the child reaches eighteen (18) years of age. The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school. According to the Pennsylvania State Supreme Court in *Commonwealth v. Kerstetter*, 2014 PA LEXIS 1500 (Pa., June 16, 2014), although parents are not required to enroll their child in kindergarten, once the election to enroll a child in school (including kindergarten) is made, the child is subject to the School Code's compulsory attendance requirements.

3. "Court" shall mean a magisterial district court or a court of common pleas.

4. "Excused absence" shall mean an absence from school which is permitted under this Attendance Policy. Excused absences include:

a. Illness – If a student is dismissed from school during school hours for health-related reasons by a certified school nurse, registered nurse, licensed practical nurse or a school administrator or other school official, the student's absence from school shall be deemed excused.

If a student is unable to attend school due to illness, the student shall submit to the District a written excuse from either his/her parent or licensed practitioner of the healing arts within three (3) school days after the absence. Failure to submit a written excuse within this time frame shall result in the absence being recorded as unexcused.

If a student accumulates more than ten (10) absences due to illness during one school year, the school administration shall require the student to provide a medical statement or excuse from a licensed practitioner of the healing arts for every subsequent absence due to illness. Failure to provide the requested medical excuse shall result in such absence being classified as unexcused. The District will send a notification to the parent/guardian/person in parental relation notifying the family of the future implementation of the "10-day

rule" once a student has accumulated ten (10) absences due to illness during the school year.

b. Death in the family, to allow for student to attend funeral or burial services.

c. Religious holidays and religious instruction (with religious instruction limited to a total of not more than 36 hours per school year).

d. Emergency – school administrators will determine whether a specific circumstance qualifies as an "emergency" on a case-by-case basis.

e. Delay or absence of school bus.

f. Educational tour/trip/high school shadow.

g. Family trips – Special permission is required for students to take family trips during the school year. Parents are strongly encouraged **NOT** to take family educational trips during the scheduled school year. However, if an educational trip must be scheduled during the school year, a form must be obtained from the school office and completed a week prior to the trip. Please understand that trips are limited to a total of five (5) school days. The Administration will review the trip and take into consideration the following when determining if the trip is approved: The student must have been absent less than five (5) days in the school year, excluding medical; be passing all of their courses; and have less than five (5) days of ISS and/or OSS. Missed assignments must be completed within five (5) days of returning. Trips will not be approved during the scheduled State assessments (PSSA and Keystones) and during the last ten (10) days of school. Any work that is not made-up will result in a score of zero by the teacher. Family trips that are not preapproved by the Administration shall result in the student's absence being recorded as unexcused. During the COVID-19 pandemic, the Administration will not approve a family trip to a "hot spot" area as designed by the Pennsylvania Governor unless the family agrees to voluntarily quarantine their students from school for 14 calendar days upon their return. The family must agree to have their students participate in CASD Supported Remote Learning option during the 14 day quarantine period as a prerequisite for trip approval.

h. Court appearance.

i. Dental, medical and therapy appointments - Students who need to leave school for the

purpose of obtaining professional health care, dental care or therapy service rendered by licensed practitioners shall submit a note from the parent and/or an appointment card from the doctor/dentist/therapist to the school office prior to the appointment. **Students/parents/guardians are asked to schedule medical appointments after school as much as possible.** The student must obtain written proof from the doctor/dentist that he/she appeared at the appointment, which **must be returned to the Attendance Office upon the student's return to school, or the absence from school will be considered UNEXCUSED. Students must come to school prior and return to school after their scheduled appointment. Leaving unreasonably early or returning unreasonably late from these appointments will be considered unexcused absences from school.**

j. Weather emergency – If the Superintendent orders the schools closed, parents are not required to send a written excuse for their child's absence on that day. If the Superintendent makes a public announcement that parents may use their discretion whether to send their child to school, parents/guardians may make the determination whether to have their child attend school. If the child misses school on an official "parent/guardian discretion day," the parent/guardian must send a written excuse regarding that weather-related absence with their child upon the child's return to school. Failure to send a written excuse in these circumstances will result in the absence recorded as unexcused.

k. Pennsylvania Agricultural Fair Act trips – as required by Section 1329(b) of the Pennsylvania Public School Code, students may be excused for participation in a project sponsored by an organization that is eligible to apply for a grant under the Pennsylvania Agricultural Fair Act, 3 P.S. §1505.

l. College visitation with documentation.

5. "Habitually truant" shall mean six (6) or more school days of unexcused absences during the current school year by a student who is of compulsory school age.

6. "Offense" shall mean each citation filed by the District with the Court for a violation of the requirement for compulsory school attendance requirements regardless of the number of unexcused absences alleged in the citation.

7. "Person in parental relation" shall mean a:

a) Custodial biological or adoptive parent.

b) Noncustodial biological or adoptive parent.

c) Guardian of the person of a child.

d) Person with whom a child lives and who is acting in a parental role of a child. This definition shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child defined under 42 Pa.C.S. § 6302.

8. "School" shall mean the educational entity in which the child is enrolled.

9. "School attendance improvement conference" shall mean a conference where the child's absences and reasons for the absences are examined in an effort to improve attendance, with or without additional services. A "School Attendance Improvement Plan" will be drafted at this conference. The following individuals shall be invited to the school attendance improvement conference:

a) The child.

b) The child's person in parental relation.

c) Other individuals identified by the person in parental relation who may be a resource.

d) Appropriate school personnel.

e) Recommended service providers.

10. "School attendance improvement plan" shall mean a plan developed during the school attendance improvement conference, the purpose of which will be to identify the factors causing the truant behaviors and strategies which are intended to result in more regular attendance patterns.

11. "School day" shall mean the length of time that a compulsory school aged child is expected to be receiving instruction during a calendar day. The District has determined one school day is comprised of 330 minutes in grades 7-12 and 300 minutes in grades K-6.

12. "School-based or community-based attendance improvement program" shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a

child's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.

13. "Truant" shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a compulsory school aged child.

14. "Unexcused absence" shall mean an absence from school which does not fall into one of the "excused absence" categories and/or for which a written explanation has not been submitted within the time period and in the manner required by the District in this Attendance Policy. An out-of-school suspension is not considered an unexcused absence. Students will receive no credit for work/assignments/tests which are due or are taken on dates that are unexcused, except for when the building administrator grants an exception on a case by case basis when a student is involved in the truancy process and has participated in "extra-help" programs at the school. Students who accumulate more than twenty (20) unexcused absences during their senior year may not walk during the graduation ceremony, although the Building Principal may make exceptions on a case by case basis when/if the student breaks the pattern of absences and goes a period of time with regular attendance.

B. EXCUSED ABSENCES: A student's absence will be considered "excused" only if it falls within one of the categories defined above. The following procedure shall be followed when a student is absent from school:

1. Parents/guardians are requested to call their student's School Attendance Office by 9:00 a.m. on the day their student is absent to report all excused absences or tardies.
2. Within three (3) school days from when a student returns to school after an absence, he/she must present a written excuse from a parent/guardian (or physician) to the school's designated attendance officer.
3. The written excuse shall provide the student's full name, grade, list the dates of absence and an explanation of the reason(s) for the absence. The parent/guardian must sign and date the written excuse.
4. Upon receipt of the required written excuse in the mandatory time frame, the absence will be recorded as a "legal absence." Building Principals may use discretion to extend the 3-day time frame for submitting excuses for extenuating circumstances, on a case by case basis but in no event may a Building Principal accept excuses later than ten (10) calendar days from the date of the student's return from the absence.

The following reasons for absences are NOT legal and shall NOT count as "excused" absences: family vacations, personal business (work/hair appointments/shopping), oversleeping, missing the bus, car problems, hunting, babysitting siblings or others, senior skip day, general excuses (such as "out of town," "at an appointment," or "family emergency"). Building administrators will contact parents/guardians to gain further explanation of general excuses.

*Please note that students who are absent, even with an excuse, may not participate in any type of **school activity** the day of their absence.

C. UNEXCUSED ABSENCES OF COMPULSORY SCHOOL-AGED STUDENTS AND TRUANCY VIOLATIONS: Repeated unexcused absences or their equivalent (unexcused tardy minutes or unexcused minutes of class cuts) constitute "truancy" and will result in the referral of the student and his/her persons in parental relation to Court for violation of compulsory attendance laws.

Compulsory aged students must comply with the compulsory education/truancy provisions of the Pennsylvania School Code.

The following procedures shall be followed in accordance with mandatory Pennsylvania law:

1. Truant Students - When a student acquires three (3) or more days (or their equivalent) of unexcused absences during the current school year, s/he is considered "truant."

A. Within ten (10) school days of the student's third unexcused absence, the District will notify in writing the person in parental relation with the student who resides in the same household as the student of the student's compulsory school attendance violation. This written Truancy Notice shall:

- i. Include a description of the consequences that will follow if the student become habitually truant (described below); and
- ii. Schedule a School Attendance Improvement Conference.

When the Truancy Notice is transmitted to a person who is not the parent of the student, the Truancy Notice shall also be provided to the student's parent if the parent's mailing address is on file with the District and the parent is not precluded from receiving the information by court order.

B. The School Attendance Improvement Conference:

i. Relevant school officials and recommended service providers, the person in parental relation with the student who resides in the same household as the student, the student's parent/s (if possible) and any other relevant individuals shall meet to discuss the reasons for the student's absences in an effort to improve attendance and to create a written School Attendance Improvement Plan ("SAIP").

ii. The Conference shall occur even if the person in parental relation with the student and/or parents decline to participate or fail to attend the scheduled conference. The District officials present at the **conference will proceed to discuss the student's attendance and will draft the SAIP** and shall then provide copies of the SAIP to the student, the person in parental relation with the student who resides in the same household as the student and the student's parent/s if parent/s' mailing address is on file with the District and the District can share the information with the parent/s.

iii. Compulsory school attendance/truancy prosecution shall not take place until the Conference takes place and the SAIP is completed.

2. Habitually Truant Students - Students are deemed to be "habitually truant" when they have acquired six (6) or more days of unexcused absences in the current school year. The procedures followed depend on whether the student is 14 years and younger or 15 years and older:

A. Procedure for Habitually Truant Students Fourteen Years Old and Younger - If a student has acquired six (6) or more unexcused absences in the current school year and after the SAIP was completed at the Conference, the District shall:

i. Refer the student to:

- a) a school-based or community-based attendance improvement program, or
- b) the Erie County Office of Children and Youth (or its child youth services equivalent in other counties) for services or possible disposition as a dependent child under 42 Pa. C.S. Ch. 63 (relating to juvenile matters). When/if the District refers the student to OCY/CYS for this purpose, the District must provide verification to OCY/CYS that the School Attendance Improvement Conference was held.

ii. File a citation in the office of the appropriate Judge against the person in parental relation who resides in the same household as the student, provided, however, the Building Administrator may take extenuating circumstances into account and determine not to file a truancy citation on a case by case basis.

3. Procedure for Habitually Truant Student Aged Fifteen (15) Years or Older - If a student has acquired six (6) or more unexcused absences in the current school year and after the SAIP was completed at the Conference, the District shall:

iii. Refer the student to a school-based or community-based attendance improvement program or service, if one is appropriate and available in the opinion of the Building Administrator.

iv. File a citation in the office of the appropriate Judge against the child or against the person in parental relation who resides in the same household as the child, provided, however, the Building Administrator may take extenuating circumstances into account and determine not to file a truancy citation on a case by case basis.

v. If the Building Administrator does refer the student to a school-based or community-based attendance improvement program and the student either refuses to participate in that program and/or continues to incur additional unexcused absences after the referral, the District may refer the student to the Erie County Office of Children and Youth (or its children and youth services equivalent in other counties) for possible disposition as a dependent child under the provisions of 42 Pa. C.S. Ch. 63. When/if

the District refers the student to OCY/CYS for this purpose, the District must provide verification to OCY/CYS that the School Attendance Improvement Conference was held.

4. Truancy Citations - When the District files truancy citations regarding a student's habitual truancy, the following shall occur:

- a. The citation shall be filed with the Judge based on the location of the school in which the student is enrolled. The school must provide verification that a School Attendance Improvement Conference was held.
- b. When a truancy citation is filed against a student and/or a person in parental relation who resides in the same household as the child, the Judge (not the District) shall send written notice of the truancy hearing to the school, to the person in parental relation and to Erie County Office of Children and Youth (or its children and youth services equivalent in other counties).
- c. At the truancy hearing:
 - i. The District has the burden of proving beyond a reasonable doubt that, while subject to compulsory school attendance, the student was habitually and without justification truant from school.
 - ii. It is an affirmative defense to a truancy citation filed against a person in parental relation who resides in the same household as the student if the person in parental relation to the student took every reasonable step to ensure attendance of the student at school.
 - iii. The District, to the extent possible, shall inform the Judge of any prior conviction of the child or person in parental relation who resides in the same household as the student for a violation of compulsory school attendance laws. The District, student and person in parental relation will be given an opportunity to present relevant information to the Judge, specifically including the student's attendance after the citation was filed and while the proceeding is pending.
 - iv. The Judge will issue a decision on whether the evidence established whether the student or person in parental relation has violated the compulsory school attendance requirements of the School Code.
- d. Filing subsequent truancy offenses after the initial truancy hearing: No citation may be filed against a child or a person in parental relation with the child who resides in the same household as the child for a subsequent violation of compulsory school attendance if any of the following circumstances apply:
 - i. The initial truancy proceeding is already pending against the student or a person in parental relation with the student who resides in the same household as the student and judgment in the first proceeding has not yet been entered, unless a warrant has been issued for failure of the student or person in parental relation to appear before the court and the warrant has not yet been served.
 - ii. A referral for services has been made to the Erie County Office of Children and Youth (or CYS) and OCY/CYS has not closed the case.
 - iii. A petition has been filed alleging the child is dependent due to being habitually truant under 42 Pa.C.S. Ch. 63 (relating to juvenile matters) and the case remains under the jurisdiction of the juvenile court.

5. Penalties for Violating Compulsory School Attendance Requirements

- e. Both a student or a person in parental relation who resides in the same household as the student may be convicted of a truancy violation. In such case, the following penalties may be ordered by the Judge:
 - i. sentenced to pay a fine for the benefit of the school that is responsible for the truancy proceedings in an amount not exceeding three hundred dollars (\$300) together with court costs except that, in the case of a second offense, the maximum fine for a person in parental relation may be a higher amount within their ability to pay not exceeding five hundred dollars (\$500) together with court costs and, in the case of a third or subsequent offense, the maximum fine for a person in parental relation may be a higher amount within their ability to pay not exceeding seven hundred and fifty dollars (\$750) together with court costs;
 - ii. sentenced to perform community service; or
 - iii. required to complete an appropriate course or program designed to improve school

attendance which has been approved by the president judge of the judicial district.

- f. The Judge may suspend the sentence of a person convicted of an offense and may remit or waive fines and costs if the student attends school in accordance with a plan devised by the Judge.
- g. Upon a second or subsequent conviction of a student or a person in parental relation with the student who resides in the same household as the student for a violation of the requirements of compulsory school attendance in a Court within this Commonwealth within a three-year period, the Court shall refer the child for services or possible disposition as a dependent child under 42 Pa.C.S. Ch. 63.
- h. Upon failure of a person to satisfy the penalty of a fine imposed by the Court under Paragraph a, above, the person in parental relation may be found in contempt of court and, upon conviction, may be sentenced to the county jail for a period not to exceed three (3) days in any one case. The Court shall make such a determination based on specific finding that the person in parental relation had reasonable ability to comply with the penalty imposed and that noncompliance was willful. The following shall apply:
 - i. In the case of a student, the failure to satisfy a fine or costs imposed under this section shall not be considered a delinquent act.
 - ii. The president judge of a judicial district may adopt a local policy under 42 Pa.C.S. § 6304 (relating to powers and duties of probation officers) and the Pennsylvania Rules of Juvenile Court Procedure to provide that a juvenile probation officer may receive allegations that the student who fails to satisfy a fine or costs imposed under this section is dependent for the purpose of considering the commencement of proceedings under 42 Pa.C.S. Ch. 63.
- i. If a student is convicted of a violation of the compulsory school attendance requirements, the Court may send the Pennsylvania Department of Transportation a certified record of the conviction on a form prescribed by the Department only if the student fails to comply with a lawful sentence entered for the violation and is not subject to an exception to compulsory attendance pursuant to Section 1330 of the School Code.
- j. The Department of Transportation shall suspend for ninety (90) days the operating privilege of a student upon receiving a certified record that the student was convicted of a summary offense under the compulsory school attendance requirements. If the Department of Transportation receives a certified record of a second or subsequent conviction of a student pursuant to this section, the Department shall suspend the student's operating privilege for six (6) months.
- k. A student whose record is received by the Department of Transportation as described above and who does not have a driver's license shall be ineligible to apply for a driver's license under 75 Pa.C.S. § 1505 (relating to learners' permits) and 1507 (relating to application for driver's license or learner's permit by minor) for the time period specified in Paragraph 4(f) above. If the student is under sixteen (16) years of age when convicted, suspension of operating privileges shall commence in accordance with 75 Pa.C.S. § 1541 (relating to period of disqualification, revocation or suspension of operating privilege) for the time specified in Paragraph 4(f).
- l. A student whose driving privileges have been suspended or whose eligibility for a permit or license is delayed under this section may have that license or eligibility restored by providing the Department of Transportation with a form developed by the Department of Transportation containing the following information in the form of a certified record from the student's school that the student:
 - m. has attended school for a period of at least two (2) months after the first conviction or four (4) months after the second conviction without an unexcused absence or unexcused tardy;
 - ii. is subject to an exception to compulsory attendance under Section 1330 of the School Code; or
 - iii. has graduated, withdrawn from school pursuant to compulsory attendance requirements under Section 1327 of the School Code, has received a general education diploma or has enlisted in the military.
- i. Expungement of Record for Student Under Certain Conditions. Upon application from a

student who has a conviction of a summary offense of compulsory school attendance violations, the Court shall grant an expungement of the conviction from the student's record if all of the following apply:

i. The student has earned a high school diploma, a Commonwealth secondary school diploma or another Department of Education-approved equivalent, or is subject to an exception to compulsory attendance under Section 1330 of the School Code.

ii. The student has satisfied any sentence imposed by the court with respect to the conviction, including payment of fines and costs.

If the Court grants an expungement as described under Paragraph 4(i), the Court shall order the Department of Transportation to expunge all administrative records related to the convictions.

D. UNEXCUSED ABSENCES FOR STUDENTS BEYOND COMPULSORY SCHOOL AGE:

(students 18 years or older): Students who are beyond compulsory school age are not subject to the truancy provisions of the Pennsylvania Public School Code. However, these students are subject to the following rules related to attendance:

1. Students who have missed days of school or specific classes for reasons that do are not considered "excused" shall receive no credit for work or tests missed on the unexcused days of classes.

2. Students who accumulate ten (10) unexcused absences during one school year will no longer be eligible to participate in and/or attend all extracurricular activities and clubs, including but not limited to: field trips, participating in all athletics and other extracurricular activities, attending (as a spectator) all athletics and other extracurricular activities, dances, etc. However, after a period of improved attendance, the Building administrator has the discretion to reinstate a student's privileges to participate in and/or attend extracurricular activities and clubs.

E. ATTENDANCE FOR STUDENTS ON HOME TUTORING PENDING EXPULSION: For students who are on out of school suspension pending expulsion, the District considers those students legally absent from school for those ten days of suspension.

Students will receive home tutoring services after the tenth day of suspension until they return to school or until they begin their expelled placement. One hour of home tutoring is the equivalent of one day of attendance at school, and a student's attendance record will reflect that. A student's failure to attend or participate in one hour of home tutoring shall be considered one unexcused day of absence, unless the parent/guardian submits an excuse for that absence consistent with the District's Attendance Policy.

Compulsory school attendance (truancy) rules apply to students on home tutoring. This means a student's failure to participate in three hours of home tutoring without a legitimate excuse for those absences will equate to three days of unexcused absences, triggering the truancy provisions outlined in the Attendance Policy.

Family Educational Trips - Parents are strongly encouraged **NOT** to take family educational trips during regularly scheduled school time. However, if an educational trip must be scheduled when school is in session, the following procedure **must** be followed:

1. Family Educational trips are limited to a maximum of five (5) days per school year.

2. One week prior to the trip, a parent or guardian must complete a Family Educational Trip Request Form and submit it to the building principal for approval.

3. The following criteria must be met to be considered by the building principal when approving/denying a parent or guardian request for a Family Educational Trip:

4. Attendance: Student has accumulated five (5) or less days of total absences, excluding medical, for the current school year.

5. Academic: Student has no failing grades at the time of the trip request.

6. Behavior: Student has received five (5) or less total days of suspensions (ISS or OSS) or detentions (ASD) for the school year.
7. Classroom assignments missed during the approved educational trip will be provided to the student upon their return to school. The student will have five (5) calendar days to submit all missed assignments for grading to the appropriate teacher. Should a student fail to submit the assignments to the teachers within this designated time, each assignment will be recorded as a zero by the classroom teacher.
8. If a student is denied approval for the trip, any quiz/test, class work, or homework, missed during his/her absence will be recorded as zeros by the teacher.
9. Requests for Family Educational Trips will not be approved by the building principal during the State Assessment window for those students scheduled to take the State Assessments (PSSAs and Keystones).
10. Requests for Family Educational Trips will not be approved by the building principal for the last ten (10) days of school.
11. Family trips that are not pre approved by the Administration shall result in the student's absence being recorded as unexcused.

ENROLLMENT OF STUDENTS – CASD POLICY 200

Enrollment Requirements

A school age student shall be entitled to attend the schools of the district of residence.

The district shall normally enroll a school age, eligible student the next business day, but no later than five (5) business days after application.

The district shall not enroll a student until the parent/guardian has supplied all required items as enumerated on the appropriate registration checklist.

The district shall immediately enroll identified homeless students, even if the student or parent/guardian is unable to produce the required documents, in accordance with Board policy, laws and regulations.

The district shall not inquire about the immigration status of a student as part of the enrollment process.

Enrollment requirements and procedures shall apply to nonresident students approved to attend district schools, in accordance with Board policy.

The district shall administer a home language survey to all students enrolling in district schools for the first time.

Children and families with limited English proficiency must be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and to enroll the students in school promptly per the Civil Rights Act of 1964, Title VI, 42 U.S.C. §2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. §1703.

Personal Hygiene

Personal hygiene is important because it can affect how you feel about yourself and how others feel about you. And your health depends on it! Poor hygiene can cause problems such as: infection and illnesses, loss of teeth and poor self-image. Good hygiene helps prevent problems by: removing dirt and germs, providing nutrients the body needs and keeping your body in top working condition. Good personal hygiene helps you look and feel your best!

Lice

Because head lice can spread from one student to another, any student who has head lice will be sent home for proper treatment. School policy requires students to return to school within a three (3) day period after

being sent home. Any student absent after the **3rd episode** of head lice will be considered truant. The student may return to school as soon as the shampoo treatment for live lice and removal of **ALL NITS** are completed. (Many times, the student will have a re-infestation due to nits still in the hair). Return to school **CAN** be the next day if **ALL** nits are gone and treatment is done. An adult must bring the child to be checked by a school nurse. **DO NOT** send your child on the bus or drop them off. After the 3rd episode of head lice there has been adequate time to correct the condition. Authorities such as the Office of Children and Youth may be contacted due to educational neglect.

Addresses and Phone Numbers

It is important that you complete your child's emergency card within the first few days of the opening of school. Should your address or phone number change, please notify the administration office by calling 664-4677 option 1. Transportation and mailing address changes cannot be made until all required documentation has been provided to the District. It is also necessary on the emergency card to designate other emergency contacts in the event you may not be home should we need to contact you. If you do not have a phone, it is necessary for you to designate an alternate contact and number.

Homework Agendas

Students in grades three through five will receive a "Homework Agenda" in which to record daily and other long-term homework assignments. It is your responsibility to check your child's agenda and have your child complete work regularly. For long term assignment projects, please encourage good planning to meet those deadlines. The use of the agenda is an expected method of communication between school and home. You are encouraged to review the agenda daily and assist your child with assignments. Initialing the agenda each day lets your child's teacher know you have viewed the assignments and they are complete.

Community Web Portal

Sapphire Community Web Portal offers a comprehensive suite of services and tools for teachers, administrators, students, and families to create a true on-line community. Data is automatically transferred from Sapphire Student Information System into Sapphire Community Web Portal, saving valuable time and resources. The entire school community has access to clubs, calendars, e-mail, and message centers while allowing parents to view their child's academic folders. Access to the site requires a log-in PIN assigned by the system and a password chosen by the user. All pin numbers and passwords remain safe. Additional information will be shared with parents at Meet the Teacher.

Harassment/Sexual Harassment/Title IX Sexual Harassment Policy (Board Policy #103, #248) –It is the policy of the Corry Area School District to maintain an environment for learning and working that is free from harassment, sexual harassment and Title IX sexual harassment as defined herein, and such conduct is prohibited. It is also the policy of the Corry Area School 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. The District's Title IX Coordinator is: Sheri L. Yetzer, Superintendent, 814-664-4677, syetzer@corrysd.net, 540 E. Pleasant St., Corry PA 16407.

I. Definitions

"*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, ancestry, national origin, marital status, pregnancy and/or handicap/disability.

"*Harassment*" is a form of discrimination based on the protected classifications listed above 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 performance when such conduct is:

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

It shall be a violation of this policy to harass a student or District employee. Bullying can be a form of harassment. A student's sending, sharing, viewing, selling, purchasing or otherwise disseminating of obscene, pornographic, lewd, sexually explicit or nude images, photographs or video content of another student may be considered harassment.

"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*.
2. 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.
3. 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.
 - d. *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.

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation:

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

The student's parents/guardian or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal.

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

If the building principal is the subject of a complaint, the student, third party or a reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form which has been developed 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.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment 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 as defined by Title IX. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the District's Discrimination Complaint Procedures or if the reported circumstances meet the definition of Title IX sexual harassment and are most appropriately addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints. Those procedures are lengthy and copies of the procedures are not reproduced in full in this Student Handbook but will be given to the complainant and the respondent upon the filing of complaints. They can also be accessed on the District's website under Harassment/Sexual Harassment/Title IX Sexual Harassment.

Appeal Procedure

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

3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) school days. Copies of the response shall be provided to the complainant, the accused (in accordance with Pennsylvania and federal law) and the building principal who conducted the initial investigation.
4. The Compliance Officer may confirm, refuse, or modify any finding or corrective action as part of the appeal procedure.

In-School Activities

When parents do not wish to allow their child(ren) to participate in certain activities, a timely notice is required. Other provisions will be made for the child(ren) during this time.

Throughout the school year, we may bus your child to the Corry Area Middle High School, Corry Area Primary School or Corry Area Intermediate School for special programs/events. Please be sure to check your school's calendar for the most up-to-date information. A permission slip will not be sent home prior for these types of events.

Lunch

Each school has a scheduled lunch period.

Every effort is made to provide a wholesome lunch to all elementary children. If you choose to pack your child's lunch, please be certain it is a healthy one.

All students are expected to eat either a school provided lunch or a packed lunch unless other arrangements are made and parent permission given.

A safe and orderly climate in the cafeteria will be maintained if the following guidelines are followed:

- Students are to take their turn in the cafeteria line. Be courteous and polite to each other as well as to the cafeteria staff. "Line-hopping" is prohibited.
- Students need to use care in getting food to the table. If anything is dropped, please pick it up.
- Remain in the same seat for the lunch period.
- Near the end of the lunch period you will be asked to clear the area surrounding the table where you have been seated. A request to pick up paper or crumbs is not an accusation that you are responsible. It is a request to assist in keeping the school neat and clean.
- Students are not to congregate at the cafeteria doors at the end of lunch periods.
- Any disorderly conduct, which includes but is not limited to, throwing food or paper products will result in disciplinary action in accordance with District policy including being assigned a lunch detention in a separate area and/or re-teaching of expected behaviors.

School/Playground Rules

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

1. Respect yourself, others, and the school property.
2. The use of electronic devices must follow district policy.
3. Students are to show respect to the adult on duty at all times. Students shall not use obscene, vulgar or profane language or gestures.
4. Running is not permitted when entering or leaving the building.
5. All items brought from home must be checked with classroom teachers before they are allowed on the playground.
6. The throwing of stones, snowballs, dirt, etc. is never permitted.
7. There is to be no fighting or rough games that include tackling, pushing or shoving.

8. Swings and slides are used only in a safe manner. No standing up, lying down or doubling up is permitted.
9. Students are not to retrieve balls or other items that go outside the playground.
10. Students are not to run through or otherwise disrupt someone else's game.
11. Jumping from the playground equipment is never permitted.
12. Students are never to re-enter the building or leave the playground without the permission of the person on duty.

Teacher Conferences

Partnerships between parents and teachers are an important part of any child's success in school. Please call the school office to make an appointment with your child's teacher(s).

Health Services

A. HEALTH ROOM (NURSE)

General Health Guidelines

- If your son/daughter is experiencing a fever or illness during the school day, you will be required to pick them up or make arrangements for them to be picked up as soon as possible.
- If your child is experiencing a fever, they should not be sent to school until they have been fever-free for 24 hours without medication.

B. HEALTH EXAMS AND SCREENINGS – CASD POLICY 209

Students scheduled for mandated health screenings will be notified by the school nurse.

C. FOOD ALLERGY MANAGEMENT – CASD POLICY 209.1

Food allergy - an abnormal, adverse reaction to a food that is triggered by the body's immune system.

A. Medical Plans of Care - written documents individualized for a particular student with a severe or life-threatening food allergy to address the student's needs throughout the school day, including:
Emergency Care Plan (ECP) - a medical plan of care based on the information provided in the student's Individualized Healthcare Plan (IHP) and distributed to all school personnel who have responsibilities for the student which specifically describes how to recognize a food allergy emergency and what to do when signs or symptoms of these conditions are observed.

B. Individualized Healthcare Plan (IHP) - a medical plan of care that provides written directions for school health personnel to follow in meeting the individual student's healthcare needs. The plan describes functional problem areas, sets goals for overcoming problems, and lists tasks/interventions to meet the goals. The IHP shall include a Food Allergy Medical Management Plan developed by a student's personal healthcare team and family, which shall outline the student's prescribed healthcare regimen and be signed by the student's board-certified allergist, family physician, physician assistant or certified registered nurse practitioner.

C. Related Services Component in Individualized Education Program (IEP) - that part of an IEP for a student receiving special education and related services which includes reference to development and implementation of an IHP and ECP for students with a documented severe or life-threatening food allergy as well as identifying the medical accommodations, educational aids and services to address the student's needs.[2]

D. Section 504 Service Agreement - a medical plan of care which references development and implementation of an IHP and ECP as well as other accommodations, educational aids and services a student with a documented severe or life-threatening food allergy requires in order to have equal access

to educational programs, nonacademic services and extracurricular activities as students without food allergies.

Guidelines

Prior to enrollment in the district or immediately after diagnosis of a food allergy, appropriate medical plans of care such as an ECP, IHP, Section 504 Service Agreement and/or IEP shall be developed for each student identified with a food allergy. Plans shall be developed by the school nurse, in collaboration with the student's healthcare provider, the student's parents/guardians, district or school nutrition staff, the student, if appropriate, and any other appropriate persons.

Where a medical plan of care is developed, it should carefully describe the plan for coverage and care of a student during the school day as well as during school-sponsored activities which take place while the student is under school jurisdiction during or outside of school hours. Medical plans of care shall include a component which provides information to the school nutrition service regarding each student with documented severe or life-threatening food allergies.

Medical plans of care should include both preventative measures to help avoid accidental exposure to allergens and emergency measures in case of exposure, including administration of emergency medication.

A complete set of a student's current medical plans of care related to food allergies shall be maintained by the school nurse. Information or copies of the different components of a student's medical plans of care shall be provided to appropriate personnel who may be involved in implementation of the medical plans of care.

Accommodating Students With Disabling Special Dietary Needs

Students with food allergies may be identified, evaluated and determined to be disabled, in which case the district shall make appropriate accommodations, substitutions or modifications in accordance with the student's medical plans of care.

The district must provide reasonable accommodations, substitutions or modifications for students with disabling dietary needs. The student's physician shall determine and document if the student has a disabling dietary need. Examples of a disability under this policy would include metabolic conditions (e.g., diabetes), severe food allergies or cerebral palsy.

Students who fall under this provision must have a written medical statement signed by a licensed physician, which shall be included with the student's IHP. The medical statement must identify:

1. The student's special dietary disability.
2. An explanation of why the disability restricts the student's diet.
3. The major life activity(ies) affected by the disability.
4. The food(s) to be omitted from the student's diet.
5. The food or choice of foods that must be provided as the substitute.

Accommodating Students With Non Disabling Special Dietary Needs

The district may, at its discretion, make appropriate accommodations, substitutions or modifications for students who have a special dietary need but who do not meet the definition of disability, such as a food intolerance or allergy that does not cause a reaction that meets the definition of a disability. The decision to accommodate such a student shall be made on a case-by-case basis.

Students who fall under this provision must have a written medical statement signed every year by a physician, physician assistant or certified registered nurse practitioner identifying the following:

1. The medical or other special dietary condition which restricts the student's diet.
2. The food(s) to be omitted from the student's diet.
3. The food or choice of foods to be substituted.

Confidentiality

The district shall maintain the confidentiality of students with food allergies, to the extent appropriate and as requested by the student's parents/guardians. District staff shall maintain the confidentiality of student records as required by law, regulations and Board policy.

Delegation of Responsibility

The Superintendent or designee, in coordination with the school nurse, school nutrition services staff, and other pertinent staff, shall develop administrative regulations to implement this policy or adopt as administrative regulations the suggested guidelines developed by the Pennsylvania Departments of Education and Health and National School Boards Association (NSBA) guidance on managing severe or life-threatening food allergies in district schools, including all classrooms and instructional areas, school cafeterias, outdoor activity areas, on school buses, during field trips, and during school activities held before the school day and after the school day.

Administrative regulations should address the following components:

1. Identification of students with food allergies and provision of school health services.
2. Development and implementation of individual written management plans.
3. Medication protocols, including methods of storage, access and administration.
4. Development of a comprehensive and coordinated approach to creating a healthy school environment.
5. Communication and confidentiality.
6. Emergency response.
7. Professional development and training for school personnel.
8. Awareness education for students.
9. Awareness education and resources for parents/guardians.
10. Monitoring and evaluation.

The Superintendent or designee shall annually notify students, parents/guardians, staff and the public about the district's food allergy management policy by publishing such in handbooks, on the district website and other efficient methods.

D. 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 complies 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.

E. MEDICATIONS - CASD POLICY 210

- All medications shall be administered by a Certified School Nurse.

Delivery and Storage of Medications

All medication shall be brought to the nurse's office, or the main office if the nurse is in another building, by the parent/guardian or by another adult designated by the parent/guardian. All medication shall be stored in

the original pharmacy-labeled container and kept in a locked cabinet designated for storage of medication. Medications that require refrigeration shall be stored and locked in a refrigerator designated only for medications. The district shall not store more than a thirty-day supply of an individual student's medication.

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

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

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

1. Name, address, telephone and federal DEA (Drug Enforcement Agency) number of the pharmacy.
2. Student's name.
3. Directions for use (dosage, frequency and time of administration, route, special instructions).
4. Name and registration number of the licensed prescriber.
5. Prescription serial number.
6. Date originally filled.
7. Name of medication and amount dispensed.
8. Controlled substance statement, if applicable.

All medication shall be accompanied by a completed Medication Administration Consent and Licensed Prescriber's Medication Order Form, or other written communication from the licensed prescriber.

F. POSSESSION/ADMINISTRATION OF ASTHMA INHALERS/EPINEPHRINE AUTO-INJECTORS - CASD POLICY 210.1

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

In the event of an emergency, a district employee may administer asthma inhalers/epinephrine injectors when he or she believes, in good faith, that a student needs emergency care.

Student Self-Administration of Asthma Inhalers and Epinephrine Auto-Injectors

Before a student may possess or use an asthma inhaler or epinephrine auto-injector in the school setting, the Board shall require the following:

1. A written request from the parent/guardian that the school complies with the order of the licensed physician, certified registered nurse practitioner or physician assistant.
2. A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.
3. A written statement from the licensed physician, certified registered nurse practitioner or physician assistant that states:
 - a. Name of the drug.
 - b. Prescribed dosage.
 - c. Time medication is to be taken.
 - d. Length of time medication is prescribed.
 - e. Diagnosis or reason medication is needed, unless confidential.
 - f. Potential serious reaction or side-effects of medication.

- g. Emergency response.
 - h. If the child is qualified and able to self-administer the medication.
4. A written acknowledgement from the school nurse that the student has demonstrated that s/he is capable of self-administration of the asthma inhaler and/or epinephrine auto-injector in the school setting. Determination of competency for self-administration shall be based on the student's age, cognitive function, maturity and demonstration of responsible behavior.
 5. A written acknowledgement from the student that s/he has received instruction from the student's licensed physician, certified registered nurse practitioner or physician assistant on proper safety precautions for the handling and disposal of the asthma inhaler and/or epinephrine auto-injector, including acknowledgement that the student will not allow other students to have access to the prescribed medication and that s/he understands appropriate safeguards.

Use of Tobacco/Drugs/Alcohol

Effective 1992: There is no smoking allowed on any school property at any school function. This includes sporting events.

Visitors

Anyone needing to enter the school must do so at the main entrance through the security system. All visitors to the school must check in the school's main office to obtain a visitor's pass for permission to continue the visit.

Corry Area School District Parent Teacher Organization

The PTO provides many valuable support services and materials to the school's operation. Additional information will be provided by PTO at the start of the school year. Additional information throughout the year can be found on the Corry PTO Facebook page.

Parent Involvement Services

All schools have parent-school connection services, including parent and student lending materials. Please contact Mrs. Stacie Hirschman at 664-4677 extension 5000 for Corry Area Primary School or extension 6000 for Corry Area Intermediate School for more information.

Parental Involvement

The best thing you can do for your child is to get involved in school activities and stay involved. Research indicates that your support and involvement is necessary for your child's success in school and in life. Encourage learning activities at home, set high, yet realistic, expectations for your child's achievement, attend school activities, and volunteer to help with specific school, PTO, and classroom programs and activities. Please know COVID-19 will present challenges to this during the 2020-21 school year.

School Closing (Emergency)

In the event that it seems necessary to close schools because of inclement weather (or any other reason), the following will be done:

A phone message will be sent to the School Messenger number listed by the parent on the emergency card. Please keep this number up-to-date.

Radio and television announcements will be made. Broadcasts will be made by the following stations as soon as possible:

WHYP Radio 1370 AM
STAR 103.7 FM

WICU TV Channel 12
WJET TV Channel 24

Please do not call the schools to check on school closing. It is important that we keep the lines open. Parents will also be called through the School Messenger phoning system. It is the parents' responsibility to keep this phone number current.

In the event that schools are closed, all school related extracurricular activities will also be canceled. Parents should make necessary arrangements for their children ahead of time so the children feel comfortable about where they are to go after an emergency school closing. We suggest you have two alternate plans and make your child fully aware of them.

Transportation

Mandi Johnson, Transportation Coordinator (814) 664-4677, extension 1223

Bus riders will be permitted a maximum of two (2) stop locations.

- Stop 1 (Home Address)
- Stop 2 (Childcare, Custody Arrangements)

⇒ **Note:** Students will not be permitted to ride home on the bus with another student. Emergency situations will be handled on a case by case basis. An emergency is defined as: a serious situation or occurrence that happens unexpectedly and demands immediate action. In the event of an emergency, the parent/guardian must contact the Director of Transportation, 664-4677 ext. 1223 in order to arrange for their child to be dropped off at an alternate approved bus stop on an established bus route. The following will **not** be accepted as emergencies: birthday parties, personal appointments, visiting friends, or other matters of convenience.

- **All** Pre-K to 5th grade students living within the designated walking area (shown on map at end of handbook) will be required to walk to Corry Area Primary School.

Busing

The riding of a school bus is a privilege that the school district provides for students who reside in busing areas within the district. Therefore, students who violate the school district's bus policies may be denied this privilege. It is a violation for pupils to ride a bus other than the one to which they are assigned or to leave the bus at a stop other than their assigned stop except for urgent reasons. When students arrive at school in the morning, they are not permitted to leave school property.

Students who ride buses to and from school are expected to conduct themselves in an acceptable manner. Bus conduct guidelines in effect for the Corry Area School District are as follows.

Video and audio monitoring will occur on the buses and be used in disciplinary actions.

Questions or concerns regarding busing, please contact:

Mandi Johnson
Transportation Coordinator
Corry Area School District
mjohnson@corrysd.net
814-664-4677 ext. 1223

Prior to loading

1. Be on time to the designated bus stops – at least five (5) minutes prior to scheduled arrival.
2. Dress according to the weather.
3. In walking to a stop without sidewalks, walk facing traffic. When waiting at the stop, stay back away from the road.
4. Stay off the road while waiting for the bus.
5. Be considerate of private property-keep off lawns and away from buildings.
6. **Wait until the bus comes to a complete stop.** Wait for the bus driver's signal before approaching the bus. When crossing the road, always watch for traffic.
7. Do not push or crowd when boarding.
8. No pets allowed on the bus.

While on the bus

1. Go directly to an available or assigned seat and remain seated until the bus comes to a complete stop.
2. Get permission to open a window, and keep heads, hands, and arms (all body parts) inside the bus.
3. Keep the aisle clear.
4. Loud talking and boisterous conduct are not permitted.
5. Treat bus equipment with respect. Damage to seats, windows, etc, must be paid for by the offender.
6. Never tamper with the bus or any of its equipment.
7. Do not throw anything from the bus or out of the bus windows.
8. Behavior should be similar to classroom conduct **except** for ordinary conversation.
9. Be quiet when approaching a railway crossing.
10. Rough play, fighting, horseplay, smoking, and profane language are strictly forbidden.

When Leaving the Bus

1. Students may not leave the bus at any stop other than the assigned stops.
2. The driver will not discharge riders at places other than the regular bus stops unless authorized by school officials.
3. Do not push or shove when leaving the bus.
4. Be alert to danger signal from the driver.
5. Help look after the comfort and safety of other students.
6. After leaving a bus, if it is necessary to cross the road, do so at least 10 feet in front of the bus and only after looking to be sure that no traffic is approaching from either direction. **NEVER CROSS BEHIND THE BUS!**

Extracurricular Trips

The above rules and regulations apply to any trip under school sponsorship.

Bus Driver Rights and Responsibilities

1. Pupils transported in a school bus shall be under authority of, and responsible to, the driver of the bus. Continued disorderly conduct, or persistent refusal to submit to the authority of the driver, shall be sufficient reason for a pupil to be denied transportation in accordance with the regulations of the governing board of the district. The driver of any school bus shall be held responsible for the orderly conduct of the pupils transported.
2. Bus drivers are authorized to assign seats to the students.

Reasons for Disciplinary Action

- Destruction of property
- Discourteous to others
- Failure to remain seated
- Fighting, Pushing

- Hanging out of window
- Physical contact, kissing, etc.
- Profanity
- Refusing to obey driver
- Smoking, lighting matches
- Throwing objects in/out of bus
- Violation of safety procedures
- Etc...

Consequences

Level 1 – The Bus Driver will complete the School Bus Management Report and return the completed form to the Bus Contractor/Manager and Transportation Director. This process will continue for three contacts per student. Documentation of incidents will be forwarded to the building principals. The building principal will contact the parent/guardian.

Level 2 – After 3rd Offense; A meeting will be scheduled between the Transportation Director, Bus Contractor/Manager, and building principal to review incidents. The Transportation Director will meet with the building principal to discuss consequences. The building principal will notify the parent/guardian.

Note: **If in the case of imminent danger to self or others due to the actions of a student while being transported, a meeting will occur with the driver, bus contractor/manager and the Director of Transportation to address the student’s behavior and determine whether or not the student will continue to participate in the transportation program.**

In addition, the following policies are in effect:

The Corry Area School District Discipline Policy will be enforced on all school-sponsored trips and transportation. Suspension of bus privileges does not relieve the parents of their responsibility to the compulsory attendance laws of Pennsylvania. Destruction of bus property will result in the payment for all damages by the parent or guardian before students are permitted to ride the bus. Possession of a knife or any other weapon on a school bus/property is prohibited and against the law.

Walkers (shown on map at end of handbook)

Students who are not bused should be aware of the following guidelines:

- Students should not arrive prior to 7:40 a.m.
- Those who arrive between 7:40 a.m. and 8:10 a.m. will report to their HR.
- Students should walk in a safe route to and from school.
- Walkers should show respect for all property owners
- Walkers must use sidewalks where provided. If no sidewalks are provided, always walk facing the traffic along the edge of the road.
- Pre-K and Kindergarten students should have an adult walk child to and from school.

Bicycle Riding

Students in grades 3, 4, and 5 wishing to ride their bicycle directly to the Intermediate school building *must complete a "Student Bicycle Transportation Form"*. The student’s parent/guardian must also sign the form. This form can be found included with this handbook.

Each individual case will be reviewed by the principal, and permission may or may not be granted.

- He/She **MUST** wear a regulation bicycle helmet.
- He/She **MUST** obey all traffic signs and pedestrian right of ways.
- He/She **MUST** be aware of other children walking in the area.

- The school is not responsible for the safety and security of the bicycle during the school day. It would be advisable to secure your bicycle with a lock to the bike rack during the school day.
- Only students in grades 3, 4, and 5 are allowed to ride a bicycle to school.
- He/She MUST abide by the Bicycle Riding Policy in the Code of Student Conduct Manual.
- Violations to the rules stated above may result in privileges being revoked.

Elementary Student Assistance Program (ESAP)

The ESAP is an innovative program whose goals are to maximize individual student success in the regular classroom, while at the same time serving as a screening process for students who may be in need of special education services. ESAP is a positive, success-oriented program that uses specific assessment and intervention techniques to help remove educational, behavior, or effective stumbling blocks for all students in the general classroom.

The program shifts the critical question in education from asking “What’s wrong with the student?” to asking, “What resources can we use to increase the student’s chances for success?” or “What do we need to do differently to ensure the student’s success?” ESAP answers this through a team approach that provides for greater cohesiveness, coordination, and instructional continuity, and complements existing curriculum and instructional programs.

Any elementary student who experiences consistent or possibly even unexpected academic or behavioral problems may be a candidate for ESAP. This includes students beginning to display problems in regular education, as well as students with disabilities who are included in general education programs. The classroom teacher, other educators, or parents identify students for ESAP services.

Who are members of the ESAP Team?

Although members of the ESAP Team may differ from school to school, the team always includes the building principal, counselor, and a mental health professional. Input will also be sought from the child’s classroom teacher(s). The parents are encouraged to participate as active partners in the process. The school psychologist, Title I teacher, speech pathologist, school nurse, and representatives from community agencies may also contribute to the bi-weekly meetings, depending on the needs of the students.

The ESAP Team determines what strategies could be implemented to help the student achieve success in the general classroom. Collaboration and joint planning occur throughout the entire process. Each member of the team has equal input and decision-making power to determine what methods, learning strategies, special techniques, or programs best address the student’s area(s) of need.

How does ESAP work?

The process involves three steps:

1. Identifying a student’s need for academic or behavioral support;
2. Determining the strategies needed to assist the student;
3. Implementing intervention strategies through a continuum of services.

After an initial assessment of the student’s academic, behavioral, and/or coping skills, the ESAP Team recommends strategies designed to assist the student in achieving greater success in the general education classroom. The team determines what support is needed for the student to maintain a level of success in the classroom. After a variety of interventions have been implemented and there has been little to no response to the intervention, the ESAP team may refer the student for a formal evaluation to determine a need for special education supports or services.

The ESAP process in elementary schools represents a system of problem solving driven by student’s needs. At the core of the process is the belief that all students can learn and that all students matter. ESAP maximizes

the teaching resources within schools by incorporating the best of general and special education in a systematic search for what works to support success for the student.

School Counseling Services

Each elementary building has access to a certified school counselor. If you have questions or concerns regarding your child's academic, personal, social, or future career do not hesitate to contact the school counselor.

SPECIAL EDUCATION – CASD POLICY 113

The Corry Area School District hereby notifies parents/guardians of children with disabilities, ages 3-21 of availability of Special Education, at no cost to the parent/guardian, to meet these children's unique educational needs.

Programs and services available include:

- **Early Intervention:** For children ages 3-5 with developmental delays and disabilities.
- **Learning Support:** For students with learning and intellectual disabilities
- **Emotional Support:** For students with emotional and behavioral disorders
- **Gifted Support** For students with gifted abilities
- **Sensory Support:** For students who are deaf, hard of hearing, blind, or visually impaired
- **Physical Support:** For students with cerebral palsy, muscular dystrophy, other physical disabilities.
- **Autistic Support:** For students with autism or pervasive developmental disorder.
- **Life Skills Support:** For students who require instruction in daily living skills.
- **Speech & Language Support:** For students with speech and/or language difficulties.

ANNUAL PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES & PROGRAMS, SERVICES FOR GIFTED STUDENTS, & SERVICES FOR PROTECTED HANDICAPPED STUDENTS

The Northwest Tri-County Intermediate Unit and its Member School Districts, Charter Schools and Private Rehabilitation Residential Institution (PRRI) *NOTICE TO PARENTS*

Conneaut School District
Corry Area School District
Crawford Central School District
Erie's Public Schools
Fairview School District
Fort LeBoeuf School District
General McLane School District
Girard School District
Harbor Creek School District
Iroquois School District
Harborcreek Youth Services
Millcreek Township School District
North East School District
Northwestern School District

PENNCREST School District
Union City Area School District
Warren County School District
Wattsburg Area School District
Erie RISE Leadership Charter School
Montessori Regional Charter School Perseus
House Charter School of Excellence
Tidioute Community Charter School Robert
Benjamin Wiley Community Charter School

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts, intermediate

units and charter schools are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitle Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedure in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout the school district, intermediate unit, and charter schools of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit and charter schools shall publish written information in the handbook and on the website. Children ages 3-21 can be eligible for special education programs and services.

If parents believe that the child may be eligible for special education, the parent should contact the school district where the child attends or the Director of Special Education for the NW Tri-County Intermediate Unit identified at the end of this public notice. Children aged three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need special education and related services. Developmental delay is defined as a child who is less than the age of beginners and at least three years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25 percent of the child's chronological age in one or more developmental areas, or (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information you may contact the Early Intervention Department at the Intermediate Unit. (See Evaluation Process below for contact info.)

Evaluation Process

Each school district, intermediate unit and charter schools have a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school, which your child attends. Parents of preschool age children, age three through age of beginner, may request an evaluation in writing by addressing a letter to the Early Intervention Supervisor, NW Tri-County Intermediate Unit 5, 252 Waterford St., Edinboro, PA 16412 or call 1-800-677-8461 or email eireferral@iu5.org.

Consent

School entities cannot proceed with an evaluation or reevaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website at www.pattan.net. Once written parental consent is obtained, the school district, intermediate unit, charter schools, or PRRIs will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

Program Development

Once the evaluation process is completed, a team of qualified professionals and the parents determine whether the child is eligible. If the child is eligible, the individualized education program (IEP) team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff, intermediate unit staff or charter school staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Confidentiality of Information

The school districts, intermediate units, charter schools and PRRIs maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

For additional information related to student records, the parent can refer to the FERPA at the following URL: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

This notice is only a summary of the special education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a preschool or school aged child, public or private, contact the school or district where your child attends. Additionally, one may contact the name and number or e-mail listed below:

Christine Carucci
Director of Special Education
Northwest Tri-County Intermediate Unit #5
252 Waterford Street
Edinboro, PA 16412
1-800-677-5610
christine_carucci@iu5.org

The school district, intermediate unit and charter school will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, marital status or because a person is a disabled veteran or a veteran of the Vietnam era. No preschool, elementary or secondary school pupil enrolled in a school district, intermediate unit, or charter school program shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status or financial hardship.

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

A. 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.

B. STUDENT CLASS SCHEDULE CHANGE

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.

CASD/Intermediate Unit 5 Programs and Services:

- **Early Intervention:** Services for children ages 3-5 with developmental delays and disabilities
- **Learning Support:** Services for students with a disability who require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance.
- **Emotional Support:** Services for students with a disability who require services primarily in the areas of social or emotional skills development or functional behavior.
- **Physical and Occupational Support:** Services for students with a physical disability who require services primarily in the areas of functional fine and large motor skill development, including adaptive physical education or use of assistive technologies designed to provide or facilitate the development of functional motor capacity or skills.
- **Autistic Support:** Services for students with the disability of autism who require services to address needs primarily in the areas of communication, social skills or behaviors consistent with those of autism spectrum disorders
- **Life Skills Support:** Services for students with a disability or multiple disabilities who require services primarily in the areas of academic, functional or vocational skills necessary for independent living.

- **Speech and Language Support:** Services for students with speech and language impairments who require services primarily in the areas of communication or use of assistive technologies designed to provide or facilitate the development of communication capacity or skills.
- **Blind-Visual Impairment Support:** Services for students with the disability of visual impairment including blindness, who require services to address needs primarily in the areas of accessing print and other visually-presented materials, orientation and mobility, accessing public and private accommodations, or use of assistive technologies designed for individuals with visual impairments or blindness.
- **Deaf and Hard of Hearing Support:** Services for students with the disability of deafness or hearing impairment, who require services to address needs primarily in the area of reading, communication, accessing public and private accommodations or use of assistive technologies designed for individuals with deafness or hearing impairment.

Protected Handicapped Program (PA Chapter 15):

Services for students who do not qualify for Special Education Services yet whose physical, social, emotional needs may require support services.

Any parent or guardian that is concerned about their child’s progress in school should first contact their child’s teacher(s), the building principal, or the Special Education Office for further assistance.

Confidentiality:

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

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

For information on the Special Education supports and services should contact the Corry Area School District Special Education Office at 664-4677 ext. 1202.

Title One

Title I is a federally funded program designed to help students become more capable as learners in the regular classroom setting. CASD operates a “school-wide program” where all students are eligible to receive support as needed in the content areas of Reading and Writing. All Title I staff members are highly qualified at each elementary school within the school district.

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM FOR ENGLISH LEARNERS – CASD POLICY 138

Identification and Placement of EL Students

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. In order to identify which students are potential English Learners, the Home Language Survey shall be completed for each student upon enrollment in the district, and shall be maintained as part of the student’s education records.

EL students shall be appropriately placed in accordance with the LIEP within the first thirty (30) days of the school year, or within fourteen (14) days of enrollment.

Program Access

EL students shall have equitable access to and be encouraged to participate in all academic and extracurricular activities available to district students.

Assessment

The district shall annually administer required assessments to EL students to measure students’ English Language proficiency and progress in reading, writing, speaking and listening/understanding. Assessment

results shall be maintained in the student's education records. Parents/Guardians may not opt students out of English language proficiency assessments.

EL students shall participate in all annual state or locally required assessments, with accommodations where applicable, and meet established academic standards and graduation requirements, in accordance with law, regulations and Board policy.

Program Exit

The district shall include uniform provisions in the LIEP, in accordance with state required criteria, for: Reclassifying EL students as former EL students when they attain English language proficiency.

Actively monitoring and reporting the progress of former EL students for a period of two (2) years following reclassification and program exit.

Redesignating former EL students as active EL students if they struggle academically based on persistent language barriers.

Staff Qualifications and Professional Development

Certified employees and appropriate support staff, when necessary, shall provide the LIEP. The district shall ensure that all teachers providing ELD instruction hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.

Non-ESL staff shall incorporate ELD into all classes for EL students, as well as provide supports, modifications and accommodations for curricular content to enable EL students to achieve academic standards.

The district shall provide appropriate training in ELD for all professional staff as part of the Professional Development Plan.

EL students may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language.

EL students may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy. The district shall ensure that assessment of a student for gifted education services screens for intervening factors, such as English language proficiency, that may be masking gifted abilities.

Students participating in ELD instruction who are eligible for special education services shall continue receiving ELD instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level.

Parent/Family Engagement and Communication

Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.

Within thirty (30) days of the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the district shall notify parents/guardians of students identified as EL about the process for identifying their children as EL, the results of that process, and the recommended program placement. The district shall also provide parents/guardians with detailed information regarding the LIEP, the benefits of ELD instruction for their children, and an explanation of the program's effectiveness.

Parents/Guardians shall be regularly apprised of their child's progress, including achievement of academic standards and assessment results. The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Parental Right to Opt Out of English Language Programs and Services

Parents/Guardians of EL students have the right to refuse specialized programs and services that may be part of the LIEP for their child. A parent's/guardian's decision to refuse programs or services must be informed and voluntary; the district shall not influence a parent's/guardian's decision in any way, or make any program or placement determinations without parental notification and an opportunity to opt the student out of programs and services.

The district shall make a parental waiver form available for parents/guardians to opt their EL child out of EL programs and services.

The district shall document all notifications made to parents/guardians regarding assessment and recommended placements and programs for EL students, and whether or not a parental waiver form is received. When a waiver form is not received from the parent/guardian, the district shall proceed with the recommended placement.

EL students who have a parental waiver for EL programs and services shall be assessed on English language proficiency annually, and shall be provided with supports and accommodations to participate in general curricular and extracurricular programs, in order to meet academic standards and graduation requirements.

Parents/Guardians of EL students who have been opted out of EL programs and services shall be notified of their child's progress, including achievement of academic standards and assessment results, and shall be provided with opportunity and a form to opt their child back into EL programs and services.

Gifted Services

In accordance with the Board's philosophy to develop the special abilities of each student, the district shall provide gifted education services and programs designed to meet the individual educational needs of identified students.

STUDENT DISCIPLINE – CASD Policy #281

This Student Code of Conduct manual has been provided to assist you in learning the procedures and policies of the Corry Area Elementary Schools. Other important information is listed to aid in the use of resources available to all students. All students are responsible for the information contained herein and must make every effort to learn the contents of this Student Code of Conduct manual. It should also be noted that not everything or every situation can be covered by this manual.

Each stakeholder of the school district has a role in maintaining an orderly and safe school environment. Parents and guardians should become informed about the Code of Conduct in order for their child(ren) to be successful. In order for the Student Code of Conduct to have a significant impact on the learning environment within our schools, all stakeholders need to work together to promote appropriate behavior.

Any students disciplined by a district employee shall have the right to be notified about the infraction and be given an opportunity to explain his or her actions prior to being disciplined.

Each discipline incident is handled on an individual basis. Every effort is made to be consistent; however, we understand every student is different and individual student needs will be taken into account. When appropriate, a student's past records and willingness to cooperate in correcting the misbehavior will be considered.

LEVELS OF INFRACTIONS

Level 1 Infractions

Level 1 infractions include minor student misbehaviors that interrupt or negatively affect an orderly classroom or school environment. Most often, these infractions are handled by the individual staff member who is supervising the student or observing the misbehavior. After an immediate intervention, the staff member will record the incident and may make contact with a parent or guardian. Some instances of misbehavior will result in an office disciplinary referral and handled through administration.

The following lists are intended to serve as examples and not all-inclusive.

Level 1 Infractions (Examples):

- Bus misconduct (minor)
- Defiance (minor)
- Disruption (minor)
- Dress code violation
- Electronic device violation
- Inappropriate language
- Physical contact
- Skipping class
- Tardy to class
- Tardy to school
- Threatening comments

Level 1 Consequences (Examples)

- Reteaching positive behavior
- Student conference
- Parent student conference
- Lunch detention
- PM detention (3:00 PM - 4:00 PM)
- Restitution of damages

Level 2 Infractions

Level 2 infractions are often recurring Level 1 behaviors that have not ended with previous interventions. In addition, Level 2 infractions are a more serious offense that require administrative intervention. Offenses that are violations of local, state, and federal statutes may be processed with appropriate law enforcement agencies.

The following lists are intended to serve as examples and not all-inclusive.

Level 2 Infractions (Examples):

- Recurring level 1 infractions
- Abusive language/profanity
- Bus misconduct (major)
- Comments intended to encourage harm
- Defiance (major)
- Disruption (major)
- Physical aggression
- Skipping school
- Technology violation (major)

Level 2 Consequences (Examples)

- Reteaching positive behavior
- Administrator/parent/student conference
- AM detention (7:10 AM - 8:10 AM)
- PM detention (3:00 PM - 4:00 PM)
- Extended detention (3:00 PM - 5:30 PM)
- In-school suspension (ISS)
- Out-of-school suspension (OSS)
- Loss of privileges

Level 3/4 Infractions

Level 3/4 infractions are serious violations with the potential to have a significant negative impact on the school environment. Offenses that are violations of local, state, and federal statutes may be processed with appropriate law enforcement agencies.

The following lists are intended to serve as examples and not all-inclusive.

Level 3/4 Infractions (Examples):

- Aggravated assault
- Bullying
- Disorderly conduct
- Fighting
- Harassment
- Institutional vandalism
- Possession of a weapon
- Possession, use, sale of tobacco/vaping materials

Level 3/4 Consequences (Examples)

- Alternative education
- Extended detention (3:00 PM - 5:30 PM)
- In-school suspension (ISS)
- No-Trespass letter
- Out-of-school suspension (OSS)
- Referral for expulsion
- Elementary Student Assistance Program referral (SAP)

School faculty and staff may respond with reasonable action when there is a clear threat to the health and safety of themselves and/or others.

THE FOLLOWING INFRACTIONS ARE IN ACCORDANCE WITH A SPECIFIC CASD BOARD POLICY:

Bullying/Cyberbullying – CASD Policy 249

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

1. Substantially interfering with a student's education.
1. Creating a threatening environment.

2. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

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

Discrimination/Title IX Sexual Harassment – CASD Policy 103

Discrimination shall mean to treat individuals differently, or to harass or victimize based on a protected classification including but not necessarily limited to race, color, age, creed, religion, sex, sexual orientation, 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 performance when such conduct is:

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

Hazing – CASD Policy 247

Hazing occurs when a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:

1. Violate federal or state criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
3. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
4. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
5. Endure brutality of a sexual nature.
6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

Terroristic Threats – CASD Policy 218.2

Communicate - shall mean to convey in person or by written or electronic means, including telephone, electronic mail, Internet, facsimile, telex and similar transmissions.

Terroristic threat - shall mean a threat communicated either directly or indirectly to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

Controlled Substances And Paraphernalia - CASD Policy 227

Controlled substances shall include all:

1. Controlled substances prohibited by federal and state laws.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.

Under the influence shall include any consumption or ingestion of controlled substances by a student.

Look-alike drugs shall include any pill, capsule, tablet, powder, plant matter, or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.

Use/Possession Of Tobacco/Vaping Products - CASD Policy 222

Student is in possession of or is using tobacco.

State law defines the term *tobacco product* to broadly encompass not only tobacco but also vaping products including Juuls and other electronic cigarettes (e-cigarettes). *Tobacco products*, for purposes of this policy and in accordance with state law, shall be defined to include the following:

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.
2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.

3. Any product containing, made or derived from either:
 - a. Tobacco, whether in its natural or synthetic form; or
 - b. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The term *tobacco product* does not include the following:

1. A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled. NOTE: This exception shall be governed by Board policy relating to Medications.
2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act. NOTE: Guidance issued by the PA Department of Health directs schools to prohibit possession of any form of medical marijuana by students at any time on school property or during any school activities on school property. This exception shall be governed by Board policy relating to Controlled Substances/Paraphernalia.
3. The Board prohibits possession, use, purchase or sale of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, regardless of whether such products contain tobacco or nicotine, by or to students at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.

Use/Possession Of Weapons - CASD Policy 218.1

Weapon - the term shall include but not be limited to any knife; straight razors and razor blades; cutting instrument; cutting tool; metal knuckles; nunchaku; firearm; shotgun; rifle; BB gun; ammunition, such as bullets; noxious, irritating or poisonous gasses, including mace and pepper spray; poisons; explosive materials; bombs; missiles; chains; replica of a weapon; and any other tool, instrument or implement capable of inflicting serious bodily injury.

Possession - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; and under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity or while the student is coming to or from school.

POTENTIAL DISCIPLINARY ACTIONS

The following are intended to serve as examples and not all-inclusive.

Negative Contact Form –An agreement between students in conflict who agree to not interact.

Behavior Improvement Plan - a plan designed to help a student change/improve their behavior.

Safety Plan – a plan designed to ensure the health and safety of all students and staff.

Teacher Detention – assigned and facilitated by a classroom teacher.

Lunch Detention to be served during the student’s assigned lunch time.

After School Detention from 3:00 pm to 4:00 pm.

Failure to serve a detention may result in additional consequences. Parents/guardians will receive a detention notification via phone and/or email to assure transportation can be arranged.

Law Enforcement Referral – A referral resulting from an offense that may violate local, state, and/or federal statutes, which may result in legal actions separate from CASD disciplinary actions.

Restitution of Damages – In the event restitution is a consequence, monetary or school-based community service will be assigned.

In-School Suspension – This is assigned and carried out by the administration. ISS results in higher level discipline infractions and/or repeated abuses of policies and procedures. Students are to report to the high school office with their chromebook by 8:25 a.m. rather than homeroom. Work will be ordered from the classroom teachers to be completed in ISS. Non-completion of work or not following the rules of ISS could result in further disciplinary action. Students issued ISS may be restricted from participation in any after-school events during their assigned day.

No-Trespass Letter – a letter detailing an individual’s restrictions from CASD property.

Alternative Education – May be recommended by the principal according to established policy after persistent abuse of school policy. Alternative Education is a Corry Area School District program that utilizes counseling, behavior plans, and other supports to prepare students’ integration back into the school environment.

SUSPENSION AND EXPULSION - CASD POLICY 233

- A. **Out-of-School Suspension.** Suspension is exclusion from school for a period of one (1) to ten (10) consecutive school days.
 - 1. No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. However, prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.
 - 2. The student’s parent(s)/guardian(s) shall be notified immediately in writing when the student is suspended.

3. When the suspension exceeds three (3) school days, the student and parent(s)/guardian(s) shall be given the opportunity to participate in an **informal hearing**. The purpose of the informal hearing is to enable the student and/or parent(s)/guardian(s) to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parent(s)/guardian(s) and school officials to discuss ways by which future offenses might be avoided. The student has the following due process rights in regard to the informal hearing:

- a. Notification of the reasons for the suspension shall be given in writing to the parent(s)/guardian(s) and to the student.
- b. Sufficient notice of the time and place of the informal hearing shall be given.
- c. A student has the right to question any witnesses present at the hearing.
- d. A student has the right to speak and produce witnesses on his own behalf.
- e. The District shall offer to hold the informal hearing within the first five (5) days of the suspension.

B. Expulsion. Expulsion is exclusion from school by the Board of Education for a period exceeding ten (10) school days and may be permanent expulsion from the school rolls.

1. Students referred to the Board of Directors for expulsion are entitled to a **formal hearing**.
2. Formal hearings may be held before the entire Board of Directors, or before a committee of the Board. A majority vote of the entire Board is required to expel a student.
3. The following due process requirements shall be observed with regard to formal hearings:
 - a. Notification of the charges shall be sent to the student's parent(s)/guardian(s) by certified mail.
 - b. At least three days' notice of the time and place of the hearing must be given. A copy of the expulsion policy, notice that legal counsel may represent the student, and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
 - c. The hearing shall be held in private unless the student or parent(s)/guardian(s) request a public hearing.
 - d. The student has the right to be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
 - e. The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
 - f. The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined.
 - g. The student has the right to testify and present witnesses on his own behalf.
 - h. A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
 - i. The hearing shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible: (1) Laboratory reports are needed from

law enforcement agencies; (2) Evaluations or other court administrative proceedings are pending due to a student invoking his rights under the Individuals with Disabilities Education Act; (3) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

- j. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

During the period of time prior to the hearing and decision of the governing board in an expulsion case, the student shall be placed in his/her normal class unless, after an informal hearing, it is determined that the student's presence in his/her normal class would constitute a threat to the health, safety, morals, or welfare of others. In such cases, when it is not possible to hold a formal hearing within the period of suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education by the District, which may include home study.

Telephone Messages

Messages will be taken and delivered only in emergencies.

Video Cameras

Corry Area School District video cameras may be used throughout the District buildings, school property, and buses. The video cameras are intended to discourage misconduct and will be used to identify such conduct.

Student Visitors

Students who are not enrolled as Corry Area School District students are not permitted in the building during the school day.

CORRY AREA SCHOOL DISTRICT ACCEPTABLE USE AND INTERNET SAFETY POLICY-CASD

Policy 815-Corry Area School District Acceptable Use and Internet Safety Policy Approved by Corry Area School District Board of Directors on May 24, 2021

Overview:

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

Students and staff are expected to use the district network, hardware and internet connection as educational resources. The Corry Area School District is not responsible for any information that may be lost, damaged, or unavailable when using the network or for any information that is retrieved via the Internet. The Corry Area School District will not be responsible for any unauthorized charges or fees resulting from access to the

Internet. The following procedures and guidelines are used to help ensure appropriate use of technology resources, including the Internet, at the Corry Area School District. All CASD resources must be used appropriately. This Acceptable Use and Internet Safety Policy (ISP), in conjunction with the District's Acceptable Use of Internet Policy #815 and Use of Electronic Communications Policy #815.1, are intended to address the following requirements set by the Federal Communications Commission (FCC):

1. Access by minors to inappropriate matter on the Internet and World Wide Web
2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communication
3. Unauthorized access, including so-called "hacking" and other unlawful activities by minors online
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors
5. Measures designed to restrict minors' access to materials harmful to minors
6. Monitoring the on-line activities of minors

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

Expectations in use of technology resources, including the Internet:

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

Security

1. System accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their account number or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.
2. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the system, or attempt to gain unauthorized access to the system.

Personal Security

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

Copyright

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

General Use

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

Online Safety and Privacy:

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

Enforcement of Policy:

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

Violation of this Policy:

Violation of Corry Area School District's Acceptable Use and Internet Safety Policy in any way may result in suspension or the loss of the privilege to access the Internet and World Wide Web or other technology

resources provided by the district. Other disciplinary action may be taken in accordance with existing CASD policy. When necessary, the Corry Area School District may call in law enforcement agencies.

Civil Rights Act of 1964

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of sex. The Age Discrimination Act of 1975 prohibits discrimination on the basis of age. Corry School District also complies with the Family Education Rights and Privacy Act of 1994 and grants parents/guardians the right to examine children's official school records. Inquiries regarding unlawful discrimination may be directed to the building principal.

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.

Homeless Education Act

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

The term "homeless children and youth":

- A. Means individuals who lack a fixed, regular, and adequate nighttime residence...; and
- B. Includes –
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...;

- iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, but or train stations, or similar settings; and
- iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

If you become aware of a student that may qualify or would like more information, please contact your school counselor or District Homeless Liaison, Dr. Michele Miller, at 664-4677 ext. 3204

Additional Homeless Resource

Education for Homeless Youth

42 U.S.C. § 11431 et seq.

DATE OF ISSUE: February 3, 2010

DATE OF REVIEW: December 10, 2016

August 19, 2015

September 1, 2011

PURPOSE

In 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act, (subsequently renamed the McKinney-Vento Homeless Assistance Act) to aid homeless persons. The Act defines the term "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. On December 10, 2015, the Every Student Succeeds Act (ESSA) was enacted, amending McKinney-Vento.

PROCEDURES

This Basic Education Circular (BEC) explains the categories of children who are "homeless" and entitled to the protections of the federal law. These categories include:

- (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; 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;
- (iv) "migratory children" who qualify as homeless under federal law because the children are living in circumstances described in clauses (i) through (iii) above. The term "migratory children" means children who are (or whose parent(s) or spouse(s) are) migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and,

- (v) "Unaccompanied homeless youth" including any child who is "not in the physical custody of a parent or guardian." This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

Communication and collaboration among education and child welfare professionals is critical to support school stability and continuity for children in out-of-home care. The law requires child welfare and local education agencies to work together to promote school stability and continuity including trying to ensure children remain in the school in which they were enrolled at the time of placement when it is in their best interest. Best practice would suggest that decisions be made collaboratively between school personnel, child welfare agencies and any other individual involved in the child's case including the child, resource parent, child advocate and attorney. It is imperative that caseworkers and school district administration and staff work together to help ensure the educational progress of all students.

Under the Pennsylvania Education for Homeless Children and Youth State Plan, homeless children are defined as "children living with a parent in a domestic violence shelter; runaway children and children, and youth who have been abandoned or forced out of their home by parents or other caretakers; and school-aged parents living in houses for school-aged parents if they have no other available living accommodations."

The McKinney-Vento Act states that it is the policy of Congress that state educational agencies shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths 42 U.S.C. § 11431. Specifically, 42 U.S.C. § 11432(g) (3) (A) indicates that the local educational agency (LEA) shall, according to the child's best interest: In accordance with Section 722 (g) (3) (B) (ii), the local educational agency:

- (I) must presume that keeping a homeless child or youth in the school of origin is in the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;
- (II) must consider student-centered factors related to a child's or youth's best interest, giving priority to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth; or
- (III) if the LEA determines that it is not in a child's or youth's best interest to attend the school of origin, or the school requested by the parent, guardian, or unaccompanied youth, it must provide a written explanation of the reasons for its determination, in a manner and form that is understandable.

According to the McKinney-Vento Act the term "school of origin" means the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. 42 U.S.C. § 11432(g) (3) (G).

I. Homeless Students Residing in Shelters, Facilities or Institutions

Section 1306 of the Pennsylvania Public School Code (24 P.S. §13-1306) deals with the public school admission of nonresident students living in shelters, facilities or institutions. Implementing regulations for Section 1306 are found in Section 11.18 of the State Board of Education regulations. 22 Pa. Code § 11.18 (a) addresses the public school admission of nonresident children who live in an institution, shelter or custodial care facility:

(a) The board of school directors of a school district in which there is located a licensed shelter, group home, maternity home, residence, facility, orphanage or other institution for the care or training of children or adolescents, shall admit to the district's public schools school age children who are living at or assigned to the

facility or institution and who are residents of the district or another school district in this Commonwealth.

22 Pa. Code § 11.18, as it applies to homeless children and youth, includes within the definition of "licensed shelter" those facilities which provide temporary shelter for a specified, limited period of time. Therefore, children in temporary shelters and children who "lack a fixed, regular, adequate nighttime residence" – homeless children – are entitled to free school privileges from either the school district in which their person or the shelter is located or the school district of origin.

II. Homeless Students Not Residing in a Shelter, Facility or Institution

Homeless students may reside in hotels, motels, cars, tents or temporarily doubled-up with a resident family because of lack of housing. In determining residence and in the case of homeless children, equating "residence" and "domicile" (home) does not apply. They are presently unable to establish "homes" on a permanent basis. Homeless families are not required to prove residency regarding school enrollment. These students should be enrolled without delay, in the district where they are presently residing or continue their education in the district of prior attendance.

Children experiencing homelessness are often highly mobile and may not stay in the same school district each night or each week. This is particularly true regarding children who stay overnight in vehicles, those who stay with different family members or friends, or those who receive services from agencies, organizations or networks which facilitate overnight accommodations in multiple school districts. These children should not be forced to change school districts every time their overnight accommodations change. Rather, these children are entitled to attend school in any school district where a parent, guardian, an adult caring for them or where an unaccompanied child:

- Spends the greatest percentage of his or her time; or
- Has a substantial connection such as where he or she is
 - regularly receiving day shelter or other services involving any of the 16 McKinney-Vento Activities (42 U.S.C. 11433(d)) for individuals who are homeless;
 - conducting daily living activities; or
 - staying overnight on a recurring basis.

This policy helps maintain continuity and school stability for homeless children in compliance with the McKinney-Vento Act.

The child or youth shall continue to be enrolled in the school in which he or she is seeking enrollment until the complaint or appeal is fully resolved by a McKinney-Vento coordinator, state coordinator, through mediation or in court.

III. School Placement

The McKinney-Vento Act requires that, "local educational agencies will designate an appropriate staff person, who may also be a coordinator for other federal programs, as a local educational agency liaison for homeless children and youth." This person has the following responsibilities:

1. Identify homeless children and youths with assistance by school personnel and through coordination activities with other entities and agencies.
2. Inform parents or guardians of educational rights and related opportunities available to their children, including Head Start programs (including Early Head Start programs), early intervention services under Part C of the IDEA,

other preschool programs administered by the LEA, and provide them with meaningful opportunities to participate in the education of their children.

3. Disseminate public notice of the educational rights of homeless students where children and youths receive services under the McKinney-Vento Act (such as schools, family shelters and food pantries).
4. Mediate enrollment disputes in accordance with the Enrollment Dispute section.
5. Inform the parent or guardian of a homeless child, youth and any unaccompanied youth, of all transportation options, including to the school of origin, and assist in accessing these transportation services.
 6. Liaisons are required to ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
7. Liaisons are required to assist children and youths who do not have documentation of immunizations or medical records to obtain necessary immunizations or necessary medical documentation.
8. Understand the guidance issued by the Pennsylvania Department of Education (PDE) for the education of homeless students and be ready to explain the BEC related to homeless education to school district staff.
9. Get to know the best resources in their community to assist families with referrals for things such as shelter, counseling, food and transportation.
10. Distribute information on the subject of homeless students and arrange staff development workshops and presentations for school personnel, including office staff.
11. Provide standard forms and information about enrollment procedures and key school programs to each shelter in their district.
12. Become familiar with the various program materials that are available from PDE.
13. Ensure that public notice of the educational rights of homeless students is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchen, in a manner and form understandable to the parents and guardians and unaccompanied youth.
14. Liaisons must collaborate with a school district's special education program to ensure that homeless children who are in need of special education and related services are located, identified and evaluated. This is a requirement under the Individual with Disabilities Education Act (IDEA), which mandates that highly mobile children with disabilities, including homeless children, be identified and served. Liaisons should also ensure that homeless youths who have or may have disabilities have a parent or a surrogate parent to make special education or early intervention decisions. In the case of unaccompanied homeless youth, if a student is disabled or may be disabled and the youth does not have a person authorized to make special education decisions, the following people can be temporary surrogate parents: staff in emergency shelters; transitional shelters; independent living programs; street outreach programs; and state, local educational agency or child welfare agency staff involved in the education or care of the child. This rule applies only to unaccompanied homeless youth.
15. Liaisons should also identify preschool-aged homeless children by working closely with shelters and social service agencies in their area. In addition, the liaison should inquire, at the time they are enrolling homeless

children and youths in school, whether the family has preschool-aged children.

16. Liaisons can identify unaccompanied homeless youth while respecting their privacy and dignity by providing specific outreach to areas where eligible students who are out of school may congregate.
17. Liaisons ensure that unaccompanied youths are enrolled in school, and have opportunities to meet the same challenging state academic standards as the state establishes for other children and youths, are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (HEA) (20 U.S.C 1087vv), and their right to receive verification of this status from the local liaison.

Appropriate school placement arrangements, based on the child's best interest, should be implemented through the cooperative efforts of the respective chief school administrators. Each case presents a unique set of circumstances and, therefore, requires an individualized response. In all cases, the LEA shall comply, to the extent feasible, with the request made by a parent or guardian regarding school selection, shall attempt to minimize disruptions and shall maintain the highest possible degree of continuity in programs for all homeless students. The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

Homelessness alone is not a reason to separate students from the mainstream school environment. Homeless children and youths should have access to education and other services that they need to ensure that they have an opportunity to meet the same challenging state student performance standards to which all students are held.

In determining the *best interest* of the child or youth under McKinney-Vento Act, the LEA shall:

- (I) Continue the child's or youth's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or
- (II) Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

The selected school shall immediately enroll the child or youth in school, *even if the child or youth lacks records normally required for enrollment*, such as previous academic records, medical records, proof of residency or other documentation. Section 722 (g)(3)(C) (i)(II) requires that a school selected based on a homeless child's or youth's best interest must immediately enroll such child or youth even if he or she has missed application or enrollment deadlines during any period of homelessness.

The terms "enroll" and "enrollment" are defined as attending classes and participating fully in school activities. The enrolling school must immediately contact the last school attended to obtain relevant records.

In order to ensure immediate enrollment, in accordance with Section 722 (g)(6)(A)(ix), the LEA liaison is required to: train school enrollment staff about the legal requirement that homeless children and youths be immediately enrolled and provided transportation; review school regulations and policies to ensure that they comply with the McKinney-Vento Act requirements; inform families and youth, in a language they can understand, of their rights; develop clear, understandable and accessible written explanations of decisions and the right to appeal; and expeditiously follow up on any special education or language assistance needs presented by a student.

IV. School/Health Records

The educating district should immediately enroll and begin to provide instruction. The receiving school district may contact the district of origin for oral confirmation that the child has been immunized. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within 30 days. The instructional program should begin as soon as possible after the enrollment process is initiated and should not be delayed until the procedure is completed. The law specifies that information about a homeless child's or youth's living situation shall be treated as a student education record, and shall not be deemed to be directory information. (Section 722 (g)(3)(G)).

According to federal law, "(iii) If the child or youth needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent or guardian of the child or youth to the local educational agency liaison designated under paragraph (1)(J)(ii), shall assist in obtaining necessary immunizations, or immunization or medical records, in accordance with subparagraph (D)" 42 U.S.C. §11432(g)(c)(iii).

V. Title I

Title I of the Elementary and Secondary Education Act (reauthorized December 2015 by the Every Student Succeeds Act) mandates that funds be reserved to serve homeless children. Title I states, "A local educational agency shall reserve such funds as are necessary to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live." Under Title I, homeless children are eligible for services if they are attending schools served by an LEA.

VI. Transportation

The state and its LEAs are required to adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin. If the homeless student continues to live in the area served by the LEA, that LEA must provide or arrange transportation. If the homeless student moves to an area served by another LEA, though continuing his or her education at the school of origin, the LEA of origin and the LEA in which the student is living must agree upon a method to apportion responsibility and costs for transportation to the school of origin. This includes students enrolled in public school Head Start and Early Head Start education programs. If the LEAs cannot agree upon such a method, the responsibility and costs must be shared equally. Distance, time of year, options available, the effects of a transfer, etc., should all be addressed.

The provision of transportation to the school of origin is based on a student's status as homeless. The provision to remain in the school of origin during the remainder of the academic year is offered to provide for school stability. Local education agencies must continue to provide transportation to and from the school of origin to formerly homeless students who have become permanently housed for the remainder of the academic year during which the child or youth becomes permanently housed. (Section 722(g)(3)(A)(II)).

VII. Fiscal Responsibilities

Fiscal responsibilities apply to all homeless students, whether in regular or special education classes. The educating district should apply the following criteria when determining fiscal responsibility:

- A. The procedures outlined below will be followed in cases when the education of the child is provided by the district where the homeless student is temporarily living (doubled up, motel, shelter). The procedures shall also apply in cases when the district of prior attendance, where that is not the district the child attended when permanently housed, will educate the child.

1. Homeless individuals not in facilities (shelters) or institutions, as well as homeless individuals living in

hotels, motels, cars, tents, doubled-up with a resident family, shall be reported and reimbursed as resident students;

2. For homeless individuals in temporary shelters, the educating school district will send a PDE-4605 Determination of District of Residence for Student in Facilities or Institutions in Accordance with Section 1306 of the Pennsylvania Public School Code to the presumed district of residence;
 3. If PDE-4605 is acknowledged by the resident district, the educating district will enter the child on its rolls as a nonresident student from the acknowledging resident school district. The educating district will bill the resident district for tuition and will report membership data according to PDE child accounting procedures; and
 4. If PDE-4605 is disclaimed and a school district of residence cannot be determined, the educating school district should submit a written request to PDE's School Services Office to make a determination regarding the student's "ward of the state" status.
- B. In cases when the education of the child is provided by the district of origin, including preschool children, where that is the district the child attended when permanently housed, that district will continue to educate a homeless student for the period of temporary displacement and should maintain the homeless student on its roll as a resident student. When a child or youth completes the final grade level served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools. (Section 722(g)(3)(I)).
- C. In cases when the student becomes permanently housed during the academic year and continues in the school of origin, which is not in the district of new residence, the educating district will continue to educate the formerly homeless student, if requested by the student's parent or guardian, until the end of the academic year and should maintain the homeless student on its roll as a non-resident student. The educating district should advise the new district of residence of its financial responsibility for this student and send a tuition bill.

VIII. Categorical Eligibility under the National School Lunch and Breakfast Programs

Effective July 1, 2004, Section 107 of the Child Nutrition and WIC Reauthorization Act of 2004 amended Section 9(b) of the Richard B. Russell National School Lunch Act to make runaway, homeless and migrant children categorically eligible for free meal benefits under the National School Lunch and School Breakfast Programs. The following are guidelines set out by PDE for implementation of this amendment.

1. Homeless, runaway or migratory children are automatically certified as eligible for free meal benefits and can begin receiving free meal benefits upon proper documentation for meals. Please note that documentation as runaway, homeless, or migratory can only be provided by a school district migrant education or homeless education staff.
2. School district migrant education or homeless education staff are responsible for providing proper documentation of a child's status to the food service directors in each school district.

IX. Dispute Resolution Process

Pursuant to the McKinney-Vento Act, every state must develop procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths. 42 U.S.C §11432(g)(1)(C). The state must ensure

that LEAs comply with requirements set forth in the McKinney Vento Act including ensuring immediate enrollment, providing written notice to families concerning school selection, enrollment decisions and providing enrollment and pendency in the school of choice while a dispute is being resolved. 42 U.S.C §11432(g)(2)(A).

PDE has developed the following procedures to govern the resolution of disputes regarding enrollment, school selection, homeless status and complaints of non-compliance with legal requirements pertaining to the education for homeless children and youths:

Level 1 – A dispute may be raised with a LEA.

If a dispute arises over school selection or enrollment, the child or youth involved must immediately be admitted to the school in which they are seeking enrollment, pending resolution of the dispute 42 U.S.C. §11432(g)(3)(E)(i). PDE recommends that the parent, guardian or unaccompanied youth who initiates the dispute contact the LEA liaison for individuals experiencing homelessness as soon as possible after receiving notice of the dispute. If the person initiating the dispute does not contact the LEA liaison directly, the LEA shall be responsible for contacting the LEA liaison regarding the dispute as soon as possible and referring the family or youth involved to the liaison.

The LEA liaison shall ensure that the child or youth is immediately enrolled, explain the dispute resolution process to families and help them to use it 42 U.S.C. §11432(g)(3)(E)(iii). The LEA shall issue a written disposition of the dispute within 20 business days after the LEA liaison is notified of the dispute. The disposition shall be provided to the parent, guardian or unaccompanied youth and shall explain the basis for the decision and advise the parent, guardian or youth of the right to appeal. 42 U.S.C. §11432(g)(3)(E)(i).

NOTE: The LEA should use and maintain copies of PDE’s “Notice of Procedural Safeguards” form (see attached) which ensures that all LEAs (a) inform families of the basis of their decision regarding enrollment or school selection; (b) notifies families of their right to remain in their school of choice pending resolution of the dispute and (c) explains the procedures for challenging the decision of the LEA.

Level 2 – A complaint may be filed with a McKinney-Vento coordinator.

If the parent, guardian or unaccompanied youth is dissatisfied with the LEA’s disposition of a dispute or would like to raise any issue of McKinney-Vento Act noncompliance, they may file a complaint or appeal with a McKinney-Vento site or regional coordinator or with the state coordinator. (See attached list which contains contact information for all of the McKinney-Vento coordinators in Pennsylvania). In lieu of filing an appeal with a McKinney-Vento coordinator, a parent, guardian or unaccompanied youth may elect to appeal the LEA decision directly to a court of competent jurisdiction. Participation in the appeal procedure is not required prior to taking legal action.

A regional or site coordinator with whom a complaint or appeal is filed must notify the state coordinator immediately. Upon being notified, the state coordinator will review the complaint or appeal and assign it to a site or regional coordinator for disposition. The coordinator to whom the appeal is assigned may contact, interview and accept documentation from any individual or LEA involved, and shall issue a written disposition within 20 business days after the complaint or appeal has been assigned. The disposition shall be provided to the LEA and the parent, guardian or unaccompanied youth involved. The child or youth shall continue to be enrolled in the school in which he or she is seeking enrollment until the complaint or appeal is resolved or until a disposition from a McKinney-Vento coordinator is received.

The state coordinator may assist in the mediation of disputes directly and may also invite those involved to have the dispute mediated at any time in the process through the Dispute Resolution Program operated by the Commonwealth Office of General Counsel (OGC). The [OGC Dispute Resolution Program](#) is a voluntary informal process through which a trained mediator assists in reaching a mutually acceptable resolution.

Participating in mediation is not a waiver of the right to file a lawsuit nor is participation in mediation required prior to taking legal action.

NOTE: The parent, guardian or unaccompanied youth may file a complaint with the McKinney-Vento site, regional or state coordinator on the attached complaint form. However, the use of the attached form is not mandatory. Any dispute raised by a homeless family or youth concerning school enrollment or any other right under the McKinney-Vento Act whether received via telephone, letter or any mode of communication shall be treated as a complaint.

REFERENCES

Purdon’s Statutes

[24 P.S. § 13-1301](#)

[24 P.S. § 13-1302](#)

[24 P.S. § 13-1306](#)

State Board of Education Regulations

[22 Pa. Code § 11.18](#)

Federal Regulations

Elementary and Secondary Education Act, as reauthorized by the [Every Student Succeeds Act](#)
[McKinney-Vento Homeless Assistance Act](#)

US Code

[42 U.S.C. §§11431-11435](#) (including section 722)

[20 U.S.C 1087vv](#)

Other

[Pennsylvania Education for Homeless Children and Youth State Plan](#)

[U.S. Dept. of Education Guidelines – Homeless Children and Youth Programs OGC Dispute Resolution Program](#)

[Determination of District of Residence for Students in Facilities or Institutions](#) (PDE-4605)

Attachments

[Procedural Safeguards Notice of Denial of Enrollment](#)

[Enrollment Complaint to PA Department of Education](#)

[Pennsylvania McKinney-Vento Coordinators \(State, Regional & Site\)](#)

BUREAU/OFFICE CONTACTS

Education for Homeless Children and Youth Program
Bureau of Curriculum, Assessment, and Instruction
Pennsylvania Department of Education
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333
Phone: 717-783-6466

Child Accounting questions should be referred to:

Bureau of Budget and Fiscal Management
Division of Subsidy Data and Administration
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
Phone: 717-787-5423

Transportation questions should be referred to:

Bureau of Budget and Fiscal Management
Division of Subsidy Data and Administration
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
Phone: 717-787-3195

For additional information, please contact:

Storm Y. Camara | Pennsylvania Department of Education Education for
Homeless Children and Youth Program 333 Market Street, 5th Floor |
Harrisburg, PA 17126-0333 Phone: 717.772.2066
scamara@pa.gov | <http://www.education.pa.gov>

CORRY AREA SCHOOL DISTRICT
Student Bicycle Use Form

I, _____ acknowledge that my child _____
Parent/Guardian Printed Name Child's Printed Name

in grade _____ has permission to ride his/her bicycle to and from Corry Area Schools during the school year, as long as he/she adheres to the following rules.

- He/She MUST wear a regulation bicycle helmet.
- He/She MUST obey all traffic signs and pedestrian right of ways.
- He/She MUST be aware of other children walking in the area.
- The school is not responsible for the safety and security of the bicycle during the school day. It would be advisable to secure your bicycle with a lock to the bike rack during the school day.
- Only students in grades 3, 4, and 5 are allowed to ride a bicycle to school.
- He/She MUST abide by the Bicycle Riding Policy in the Code of Student Conduct Manual.
- Violations to the rules stated above may result in privileges being revoked.

My child and I have read and understand these rules and regulations for the privilege of riding his/her bicycle to school.

Parent Signature

Date

Student Signature

Date

**Walking
Area
for
Grades
6 to 12**

**Walking
Area
for
Grades
Pre-K to 5**

