

Corry Area School District
2024-2025
Elementary Faculty/Staff
Handbook

TEACHING
is a work of
HEART♥

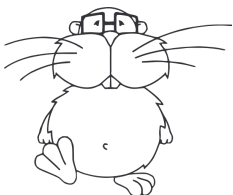


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Mission Statement

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

TITLE IX NOTICE OF NONDISCRIMINATION

Corry Area School District ("District") does not discriminate on the basis of sex, and prohibits sex discrimination, including sex-based harassment, in any education program or activity that it operates, as required by Title IX of the Education Amendments of 1972, 20 U.S.C. §§1681 et seq., and its regulations, 34 C.F.R. Part 106, including in admission and employment.

Inquiries about Title IX may be referred to the District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights ("OCR"), or both. The District's Title IX Coordinator is:

William West, Director of Secondary Education
Corry Area School District
540 East Pleasant Street, Corry PA 16407
Email: bwest@corrysd.net
Telephone Number: 814-664-4677 ext. 1207

The U.S. Department of Education's Office for Civil Rights may be contacted at:

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov
<https://ocrcas.ed.gov/contact-ocr>

To report information about conduct that may constitute Title IX sex discrimination, including sex-based harassment, or make a complaint of Title IX sex discrimination, please refer to the District's Nondiscrimination Policies and Grievance Procedures, which can be located on the District's website under Board Policies, Policy 103 (Students) and Policy 104 (Employees): <https://go.boarddocs.com/pa/corr/Board.nsf/Public> or contact the District's Title IX Coordinator.

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. Leslie Bloomgren, Director of Special Education, 540 East Pleasant Street, Corry PA, 16407, lbloomgren@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.

Assessment Plan

The assessment plan has undergone changes and aligns itself to PA Core Standards. Grades K-2 will use a combination of assessments provided through BAS, ESGI, and NWEA. NWEA will also be used for benchmark assessments in grades K-5, which will then allow customized tutorials to be created by the teacher for the student to use.

In addition, assessment practices in both buildings will be reviewed during the 2024-2025 school year to align our practice with the intended outcome of assessment; namely informing instruction.

ACADEMIC STANDARDS – CASD POLICY 102

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

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

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

District Benchmarking

NWEA MAP Growth/NWEA Reading Fluency
2024-2025
Benchmark Calendar

CAPS:

Sept. 9 - Sept. 27

Jan. 6 - Jan. 24

April 28 - May 16

CAIS:

Sept. 9 - Sept. 27

Jan. 6 - Jan. 24

May 12 - May 30

PSSA

English Language Arts — April 23-25, 2025

Mathematics, Science, and Make-ups — April 28-May 9, 2025

Elementary Education Expectations

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

Teacher Absence

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

To request an absence, the employee must log onto the ESS System at either www.aesoponline.com or <https://ess.com> (go to the upper right corner and click on Absence Software and select Frontline. You may also call Education Staffing Solutions directly at 856-482-0300, option 2 to schedule a substitute. If you need assistance, please email the following: supporteast@ess.com.

Unless faced with an emergency/crisis situation, teachers who are planning to be absent from school must contact ESS by no later than 6:00 AM on the date of their intended absence. If a teacher has not logged his or her absence into ESS prior to 6:00 AM, he or she must make a verbal contact with the respective building office staff. If verbal contact is not made with the office staff member(s), the employee must make verbal contact with his or her supervising administrator. It is the responsibility of the employee to continue calling until a verbal contact is achieved. Text messages, voicemails, and/or emails are not acceptable.

Personal days may not be taken on parent conference days, school-wide in-service days, or Act 80 days. Per the collective bargaining agreement (CBA), teachers may only use four personal days consecutively. Unless faced with an emergency/crisis situation, teachers that are planning to be absent from school must contact Kelly Services by no later than 5:45 AM on the date of their intended absence. If contact with Kelly Services is not possible prior to 5:45 AM, please

contact your building principal. Voice mail messages to inform the office of absences are not acceptable.

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

Plagiarism/Cheating

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

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

Student Teachers

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

Professional Dress-CASD Policy 325

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

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

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

Female Employees

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

Male Employees

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

Exception (Male and Female)

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

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

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

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

Unacceptable:

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

Acceptable:

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

Athletic shoes are appropriate for:

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

Athletic shoes, if porous, are inappropriate for:

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

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

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

Assembly Procedures

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

Student Attendance and Tardiness-CASD Policy 204

Homeroom Attendance

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

Classroom Management & Guidelines

Effective Guidelines

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

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

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

Classroom Discipline

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

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

Teacher Expectations

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

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

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

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

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

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

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

- Abusive Language/Inappropriate Language/Profanity (Tier 3)
- Bullying/Cyber Bullying (Tier 3)
- Defiance/Disrespect/Insubordination/Non-Compliance (Tier 3)
- Disruption (Major) (Tier 3)

- Dress Code Violation (Tier 3)
- Fighting/Physical Aggression (Tier 3)
- Forgery/Theft (Tier 3)
- Gambling (Tier 3)
- Harassment (Tier 3)
- Hazing (Tier 3)
- Obscene Gestures (Tier 3)
- Property Damage/Vandalism (Tier 3)
- Truancy (Tier 3)
- Technology Violation (Tier 3)
- Use/Possession of Tobacco (Tier 3)
- Fighting (Tier 3)
- Bus Misconduct (Tier 3)
- Arson (Tier 4)
- Bomb Threat/False Alarm (Tier 4)
- Use/Possession of Alcohol (Tier 4)
- Use/Possession of Combustibles (Tier 4)
- Use/Possession of Drugs (Tier 4)
- Use/Possession of Weapons (Tier 4)
- Any Other Major Misbehaviors (Tier 4)
- Bus Misconduct (Tier 4)

Dealing with student fights

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

Fire/Emergency Drills/Emergency Procedures

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

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

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

Parent Involvement/Conferences

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

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

Teachers are advised to keep records of:

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

Conferences will be held on the following dates:

- November 4th – Conferences scheduled 12:00 p.m. – 7:05 p.m.
 - Teacher Workday -12:00 - 7:30 p.m.

Homework Agenda

Many times, miscommunication between home and school can be easily resolved before reaching the point of mutual frustration. The consistent use of the student agenda is the most appropriate, timely and effective method of establishing this line of daily school-home communication.

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

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

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

Classroom Telephones and Voicemail

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

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

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

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

Cell Phones

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

Video Use Guidelines

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

Classroom Maintenance and Care

This section highlights many things you can do to keep our schools looking beautiful. With all of us working together, we can keep our schools looking brand new for many years to come. Your efforts and ideas in keeping our building beautiful are most appreciated. Enjoy your school, make it creative and take care of it.

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

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

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

Please...

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

It's Okay To Display!

- Use your bulletin board.
- Use tack strips.
- Display items on cabinets, closets with the blue tape only. (provided)
- Use thumbtacks (not push pins or staples) on cabinet tackable surfaces. (provided)
- Display items on desks with blue tape not magnets. Magnets will scratch the

paint.

- Adhesive number lines, nametags, alphabet strips are okay on desks but please do not tape to the vinyl edging around the desk.
- Display items on the commons wall carpet using tape or Velcro only. Pushpins, staples, or thumbtacks deteriorate the drywall behind the carpeting.
- Window clings are okay on interior and exterior windows as long as they don't obstruct the view in or out of a classroom. Please do not use any tape on windows.
- Display on your whiteboard with magnets only, tape will leave residue and is difficult to remove.

Please Avoid...

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

Building Security

- All faculty and staff are required to wear an identification card at all times. The card must be visible and worn using the lanyard or fastener to the upper portion of torso. The security access card is not to be lent to anyone. The security access card is not to be left on desks, in desk drawers, etc. The security access card is not to be left in District mailboxes.
- Keys may not be duplicated.
- All visitors to our schools will enter through the main office, register and receive an identification badge. They will sign out and return the badge upon departure.
- All classroom doors are to remain locked. It is not necessary to keep the doors closed.
- Teach students to not open the exterior doors for anyone at any time. For security reasons, outside doors are not to be left open, propped, or unlocked.
- Only designated doors will be used for student and staff entrance in the morning.
- After 8:10 a.m. all students must enter through the main lobby and stop at the office for a pass.
- At no time during the day are doors to be propped open by staff or students.
- All faculty and staff are required to wear a District-issued identification card which is visible at all times.
- Staff ID *Access* cards are not to be given to students to use at any time.
- Substitute staff will be issued temporary ID *Access* cards at the building level. These must be tracked by the building office.
- *Access* cards will allow staff admission at a point where there is an *Access* reader.
 - School Days: 6:00 a.m. to 10:00 p.m.
 - Saturdays: 8:00 a.m. to 8:00 p.m.
 - Sundays: 8:00 a.m. to 8:00 p.m.

- o At the stated end time, everyone must be out of the building.
- Non-school Hour Guidelines
 - o No pets
 - o No children
 - o No food
 - o No moving of furniture
 - o Access is provided for routine classroom planning
- Lost cards must be reported to your building administrator immediately. If they are not available, notify Mrs. Clabatz or Mr. Munsee.
- Access cards are issued as needed.
 - o The first card is issued at no charge.
 - o The second (to replace a lost card) is also at no charge.
 - o The third (to replace two lost cards) is issued with a \$10 fee.

SOCIAL MEDIA - CASD Policy 816

Personal Social Media Accounts

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

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

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

SCHOOL VISITORS - CASD Policy 907

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

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

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

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

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

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

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

Classroom Visitations

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

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

Parents/Guardians shall be limited to one (1) class period per month, per child in the school for classroom visitations, in order to minimize disruption of the classroom schedule and the educational program. Parental participation in classroom activities or programs such as room parents, back-to-school events, and chaperones for field trips shall not constitute a classroom visit for purposes of this policy. The building principal or program supervisor and classroom teacher have the authority to ask a visitor to leave if the visitor disrupts the classroom routine, educational program or daily schedule, or if a visitor violates Board policy. Failure to leave when asked or repeated, documented disruptions may result in loss of classroom visitation privileges.

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

Military Personnel

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

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

VOLUNTEERS - CASD Policy 916

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

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

The two (2) classifications of volunteers are:

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

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

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

Copy Machines

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

Copyright-CASD Policy 814

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

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

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

COPYRIGHT LAW

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

Critical Incident Procedures

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

Accident Reporting Procedures

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

Lunchroom Duty

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

Recess Duty

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

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

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

Exclusion of Students from School Related Activities

Students at no time shall be excluded from any school related activity due to classroom performance and/or behavioral concerns. These school related activities may include but are not limited to school field trips, field days, class parties, assemblies, encore classes, etc. Exceptions to this guideline are as follows.

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

The instructor has...

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

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

Field Trips-CASD Policy 121

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

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

- Teachers should require students to dress according to the type of excursion being conducted.
- Students should be informed by the teacher in charge that all homework due should be turned in before going on the field trip.
- Field trips are not permitted on days that State Assessments are being administered.

Chaperone Guidelines

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

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

Progress Reports/Grading and Reporting

Progress Reports shall be issued to all students at the midpoint of each marking period:

1st Quarter: issued Sept. 30, Oct. 1, 2
 2nd Quarter: issued Dec. 17, 18, 19
 3rd Quarter: issued Feb. 20, 21, 24
 4th Quarter: issued May 5, 6, 7

Grading Period Ends:

- October 31, 2024 (due Oct. 31)
- January 16, 2025 (due Jan. 17)
- March 26, 2025 (due Mar. 27)
- June 5, 2025 (due June 6)

1st, 2nd, & 3rd quarter report cards (Grades K-5) will go home with students within one week after the end of the 9-week marking period. 4th quarter report cards will be mailed.

Performance Levels (Grades K-2)

3 — Consistently Demonstrating: The student is independently applying and integrating skills that have been taught. On a regular basis, he or she is showing continued understanding of the concept.

2 — Developing: The student is in the process of learning and applying skills that have been taught. He or she is making steady growth toward understanding the concept.

1 — Needs Improvement: The student is having difficulty in applying the skills that have been taught. He or she needs more practice to develop an understanding of the concept.

Performance Levels (Grades 3-5)

100% - 95% - Indicates an in-depth understanding and exemplary display of the skills
 94% - 80% - Indicates a solid understanding and adequate display of skills
 79% - 65% - Indicates a partial understanding and display of the skills
 64% - Below - Indicates minimal display of skills/Needs improvement

Progress reports, which are consistent within the grade level, will be sent home with all children midway through each 9-week period in grades 1 and 2. Progress reports for students in grades

3-5 are also available online to parents/guardians through the Sapphire Community Portal. A hard copy will be provided to parents/guardians at their request.

School Counseling Philosophy

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

The goals of the Elementary School Counselor will include:

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

Elementary Student Assistance Program (ESAP)

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

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

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

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

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

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

Lesson Plans-CASD Policy 111

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

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

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

ACADEMIC STANDARDS-CASD Policy 102

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

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

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

CURRENT EVENTS-CASD Policy 119

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

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

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

WELLNESS-CASD Policy 246

Non-Sold Competitive Foods

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, should meet or exceed the standards established by the district.

Health Services-CASD Policy 209

In case of emergency, 911 should be called first, followed by contact with the nurse and Administration.

- Medical/health care needs will be handled through the school nurse, including state-mandated health examinations.
- All student health information is confidential.
- School nurse will complete mandated health screenings throughout the school year.

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.

B. MEDICATIONS - CASD POLICY 210

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

C. ASTHMA INHALERS/EPINEPHRINE INJECTORS - CASD POLICY 210.1

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

Indemnification

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

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

D. PEDICULOSIS (LICE) - CASD POLICY 209.3

Procedural Process

1. Identified students with live lice will be sent home from school until treatment.
 - a. Siblings will be checked.
 - b. The school nurse will provide information for appropriate treatments.
 - c. The student infected with lice may return to school the following day if treatment has been completed.
 - d. When the student returns, he or she will be examined by the school nurse. If live lice are found at that time, the parent/guardian will be called again.
2. A student found to have only nits:
 - a. Will be sent home at the end of the school day per their usual mode of transportation. Parent/Guardian will be notified by phone and instructed about treatment and removal.
 - b. Student may come back to school the following day and will be checked for signs of nits. If the nits are still present, but no live lice, the student will be admitted back into the classroom and parent/guardian will again be instructed on treatment and removal. This process will repeat until the student is free of nits.

Confidentiality and concern is to be used with each student and family.

BED BUGS

Procedural process includes:

1. Parents will be notified.
2. Students will be provided clothing to wear and are required to change.
3. Clothing will be treated.
4. Information pertaining to infestation will be sent home to parents.

Confidentiality and concern is to be used with each student and family.

Promotion/Retention

See Appendix B – Promotion/Retention Board Policy

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

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

growth of each child. All students being considered for retention must go through the Child Study process. The final decision to retain a student rests with the School District.

Special Education-CASD Policy 113

Mrs. Leslie Bloomgren, Director

Amy Tasker, Secretary

Phone: (814) 664-4677

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

Programs and services may be delivered within the regular and special education classrooms depending on each individual student's needs. Participation in the regular education classroom alongside regular education peers is encouraged and necessary to meet the requirements of IDEA and the Gaskin Settlement of 2004. A student's Individualized Education Program (IEP) is a legally binding document and must be followed as written. All teachers have the responsibility for adapting and modifying instruction and materials in order for students to access the curriculum successfully. Therefore, regular education teachers will be expected to accept a wider variance of ability and cognitive levels within their classrooms. By law, children with disabilities are to receive support and services in the Least Restrictive Environment (LRE). For many students, the LRE is in the regular education setting.

Programs and Services:

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

Concerned about a child?

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

recommend a referral for the student to be evaluated for special education. Appropriate strategic interventions must be exhausted before making a special education referral.

Confidentiality:

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

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

Title I

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

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

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

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

Political Activity-CASD Policy 321

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

Bullying Policy-Board Policy 249

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

Childline Guidelines (Mandate to Report)

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

Reporting Procedures-CASD Policy 806

Duty to Report

School employees, independent contractors and volunteers shall make a report of suspected child abuse if they have reasonable cause to suspect that a child is the victim of child abuse under any of the following circumstances:

1. The school employee, independent contractor or volunteer comes into contact with the child in the course of employment, occupation and the practice of a profession or through a regularly scheduled program, activity or service.
2. The school employee, independent contractor or volunteer is directly responsible for the care, supervision, guidance or training of the child.
3. A person makes a specific disclosure to a school employee, independent contractor or volunteer that an identifiable child is the victim of child abuse.
4. An individual fourteen (14) years of age or older makes a specific disclosure to a school employee, independent contractor or volunteer that s/he has committed child abuse.

A child is not required to come before the school employee, independent contractor or volunteer in order for that individual to make a report of suspected child abuse.

A report of suspected child abuse does not require the identification of the person responsible for the child abuse.

Any person who, in good faith, makes a report of suspected child abuse, regardless of whether the report is required, cooperates with an investigation, testifies in a proceeding, or engages in other action authorized by law shall have immunity from civil and criminal liability related to those actions.

Any person required to report child abuse who willfully fails to do so may be subject to disciplinary action and criminal prosecution.

Any person who intentionally or knowingly makes a false report of child abuse or intentionally or knowingly induces a child to make a false claim of child abuse may be subject to disciplinary action and criminal prosecution.

Any person who engages in intimidation, retaliation, or obstruction in the making of a child abuse report or the conducting of an investigation into suspected child abuse may be subject to disciplinary action and criminal prosecution.

The district shall not discriminate or retaliate against any person for making, in good faith, a report of suspected child abuse.

Reporting Procedures

School employees, independent contractors or volunteers who suspect child abuse shall immediately make a written report of suspected child abuse using electronic technologies (www.compass.state.pa.us/cwis) or an oral report via the statewide toll-free telephone number (1-800-932-0313). A person making an initial oral report of suspected child abuse must also submit a written electronic report within forty-eight (48) hours after the oral report. Upon receipt of an electronic report, the electronic reporting system will

automatically respond with a confirmation, providing the district with a written record of the report.

A school employee, independent contractor or volunteer who makes a report of suspected child abuse shall immediately, after making the initial report, notify the building principal or administrator and if the initial report was made electronically, also provide the building principal or administrator with a copy of the report confirmation. The building principal or administrator shall then immediately notify the Superintendent or designee that a child abuse report has been made and if the initial report was made electronically, as well as provide a copy of the report confirmation.

When a report of suspected child abuse is made by a school employee, independent contractor or volunteer as required by law, the school district is not required to make more than one (1) report. An individual otherwise required to make a report who is aware that an initial report has already been made by a school employee, independent contractor or volunteer is not required to make an additional report. The person making an initial oral report is responsible for making the follow-up written electronic report within forty-eight (48) hours, and shall provide the building principal or administrator with a copy of the report confirmation promptly after the written electronic report has been filed. The building principal or administrator shall in turn provide a copy of the report confirmation to the Superintendent or designee.

If the Superintendent or designee reasonably suspects that conduct being reported involves an incident required to be reported under the Safe Schools Act, the Superintendent or designee shall inform local law enforcement, in accordance with applicable law, regulations and Board policy.

Investigation

The building principal or administrator shall facilitate the cooperation with the Department of Human Services of the Commonwealth or the county agency investigating a report of suspected child abuse, including permitting authorized personnel to interview the child while in attendance at school.

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

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

814-451-6600 Erie County Office of Children and Youth
814-724-8380 Crawford County Office of Children and Youth
814-726-2100 Warren County Office of Children and Youth
814-451-6600 Corry Office/Erie County OCY – Satellite Office

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

Classroom Furniture Guidelines

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

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

Personal Property

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

E-Mail

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

Mailboxes

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

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

Leaving the Building

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

Promptness of Faculty-CASD Policy 318

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

Substitute Folder

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

The substitute teacher folder will include:

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

Emergency School Closing

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

Professional Development Requests

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

School Events

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

Telephones

Outside lines are to be utilized for school-related calls or emergency calls only. Do not allow students to use classroom phones. Teachers are responsible for checking their voicemail daily and responding in a timely fashion.

Tobacco-Free Environment-CASD Policy 323

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

Use of Building/District Equipment-CASD Policy 710

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

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

District equipment is not to be removed from the building.

Faculty/Staff Identification Security Access Cards

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

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

Homework/Assignments Guidelines-CASD Policy 130

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

The following general guidelines apply to all homework/assignments:

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

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

Professionalism

RESPONSIBILITY FOR STUDENT WELFARE -CASD Policy 340

The Board adopts this policy to ensure appropriate oversight of and responsibility for student welfare by administrative, professional and support employees.

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

CONDUCT AND DISCIPLINARY PROCEDURES -CASD Policy 317

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

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

- Physical or verbal abuse or threat of harm, to anyone.
- Non-professional relationships with students.
- Causing intentional damage to district property, facilities or equipment.
- Forceful or unauthorized entry to or occupation of district facilities, buildings or grounds.
- Use, possession, distribution, or sale of alcohol, drugs or other illegal substances.
- Use of profane or abusive language.
- Breach of confidential information.
- Failure to comply with directives of district officials, security officers, or law enforcement officers.
- Carrying onto or possessing a weapon on school grounds without authorization from the appropriate school administrator.
- Violation of Board policies, administrative regulations, rules or procedures.
- Violation of federal, state, or applicable municipal laws or regulations.
- Conduct that may obstruct, disrupt, or interfere with teaching, research, service, operations, administrative or disciplinary functions of the district, or any activity sponsored or approved by the Board.

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

CHAPTER 235 CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

§ 235.1. Mission.

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

§ 235.2. Introduction

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

§ 235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on

human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

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

§ 235.4. Practices.

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

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

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

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

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

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

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

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

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

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

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

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

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

§ 235.5. Conduct.

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

§ 235.6. Legal Obligations.

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

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

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

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

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

§ 235.7. Certification.

The professional educator may not:

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

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

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

§ 235.8. Civil rights.

The professional educator may not:

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

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

§ 235.9. Improper personal or financial gain.

The professional educator may not:

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

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

§ 235.10. Relationships with students.

The professional educator may not:

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

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

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

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

§ 235.11. Professional relationships.

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Accept employment, when not properly certificated, in a position for which certification is required.
- (4) Assist entry into or continuance in the education profession of an unqualified person.
- (4) Employ, or recommend for employment, a person who is not certificated appropriately for the position.
- (5) Sexually harass a fellow employee.
- (6) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (7) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

DRUG-FREE WORKPLACE – CASD POLICY 351

A drug-free workplace is defined as the site for the performance of work at which employees are prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance. Dangers for drug use exist in the workplace and penalties are imposed for violations of this policy. The School Board of Directors shall make a good faith effort to maintain a drug-free workplace, as well as provide opportunities for assistance through this policy.

DISCRIMINATION/TITLE IX SEXUAL HARASSMENT AFFECTING STUDENTS – CASD POLICY 103

Authority

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

The Board also declares it to be the policy of this district to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as **Title IX sexual harassment**. Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students course offerings, counseling, assistance, services, employment, athletics, and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the district and is prohibited at or, in the course of, district-sponsored programs or activities, including transportation to or from school or school-sponsored activities.

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. This policy prohibits individuals from knowingly making false statements or knowingly submitting false information during the Title IX grievance process outlined in Attachment 3 and during other grievance processes established by Board policy and procedures and/or the Student Code of Conduct. A violation of this prohibition by district students may lead to discipline, up to and including referral for expulsion.

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

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

This Policy 103 references two documents, entitled "103 Attachment 2, Discrimination Complaint Procedures," and "Attachment 3, Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints." The Board intends these two attachments to be substantive components of this Policy and incorporates them by reference into this Policy as if fully set forth herein.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

1. 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 or the Title IX Coordinator, 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.
2. 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 or the Title IX Coordinator.
3. 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 or the Title IX Coordinator, as well as properly making any mandatory police or child protective services reports required by law.
4. 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.
5. The complainant or the individual making the report may use the **Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form** attached to this policy for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented, and the procedures of this policy and the relevant attachments followed.
6. The building principal (or any other employee of the district who received the report) 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 and, if deemed necessary, the reporter if not the complainant, regarding the report to gather additional information as necessary, and to discuss the availability of

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

7. The Title IX Coordinator shall conduct an assessment of the information supplied by the reporter and/or complainant to determine whether the reported circumstances, if presumed to be true, could constitute Title IX sexual harassment or retaliation.
 - If they do not, they may be addressed through the Discrimination Complaint Procedures prescribed in Attachment 2 to this policy.
 - If the reported circumstances, if presumed to be true at this point in the process, meet the definition of Title IX sexual harassment, they shall be addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3.
 - If the reported circumstances, presumed to be true, do not constitute either Title IX sexual harassment or retaliation nor conduct otherwise prohibited in this Policy 103 and Attachment 2, the Title IX Coordinator shall refer the report for follow-up under any other applicable Board policies and/or the Student Code of Conduct.

Disciplinary Procedures When Reports Allege Title IX Sexual Harassment

1. When a report alleges Title IX sexual harassment, disciplinary sanctions may not be imposed until the completion of the grievance process for formal complaints outlined in Attachment 3. The district shall presume that the respondent is not responsible for the alleged conduct until a determination has been made at the completion of the grievance process for formal complaints.
2. If possible, the district will refrain from pursuing disciplinary action pursuant to the Student Code of Conduct until such time as the Title IX grievance process has concluded. This means suspensions and expulsion referrals may be temporarily postponed until the conclusion of the Title IX grievance process when/if the district, in consultation with the Title IX Coordinator, determines that supportive measures and other non-punitive actions agreed to by the parties (e.g., complainant and respondent voluntarily agree to stay away from each other; respondent voluntarily participates in the school district's online/virtual education program or other alternative setting during the grievance process, etc.) result in there being no immediate threat to the physical health or safety of any student or other individual arising from the allegations during the grievance process period.
3. The respondent shall be provided with notice and provided an opportunity for due process, in accordance with law, regulations, and Board policy. When expulsion is necessary because continuation of educational services is not feasible, the district shall proceed accordingly. If, however, the district, in consultation with the Title IX Coordinator, after having taken an initial individualized safety and risk analysis, believes the respondent must be removed from the district's education program or activity on an emergency basis during the Title IX grievance process in order to address an immediate threat to the physical health or safety of an individual, the process outlined in detail in Attachment 3 shall be followed.
4. When an emergency removal is not required, disciplinary sanctions shall be considered in the course of the Title IX grievance process for formal complaints. Following the issuance of the written determination and any applicable appeal, any disciplinary action specified in the written determination or appeal decision shall be implemented in accordance with the normal procedures for suspensions, expulsions, or other disciplinary actions, including specific provisions to address a student with a disability where applicable.

Confidentiality

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

Retaliation

1. The Board prohibits retaliation by the district or any other person against any person for:
 - Reporting or making a formal complaint of any form of discrimination or retaliation, including Title IX sexual harassment.
 - Testifying, assisting, participating, or refusing to participate in a related investigation, process, or other proceeding or hearing.
 - Acting in opposition to practices the person reasonably believes to be discriminatory.
2. The district, its employees, and others are prohibited from intimidating, threatening, coercing, or discriminating against anyone for actions described above. Individuals are encouraged to contact the Title IX Coordinator immediately if retaliation is believed to have occurred.

Definitions

1. **Complainant** shall mean an individual who is alleged to be the victim.
2. **Respondent** shall mean an individual alleged to be the perpetrator of the discriminatory conduct.
3. **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 (continued) 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.

Definitions Related to Title IX Sexual Harassment

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

2. **Supportive measures** shall mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.
- Supportive measures shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment.
 - Supportive measures may include, but are not limited to:
 - Counseling.
 - Extensions of deadlines or other course-related adjustments.
 - Modifications of work or class schedules.
 - Campus escort services.
 - Mutual restrictions on contact between the parties.
 - Changes in work or housing locations.
 - Leaves of absence.
 - Increased security.
 - Monitoring of certain areas of the campus.
 - Assistance from domestic violence or rape crisis programs.
 - Assistance from community health resources, including counseling resources.
 - Supportive measures may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student's behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations, or Board policy.
3. **Title IX sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:
- A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as quid pro quo sexual harassment.
 - Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to a district education program or activity.
 - Sexual assault, dating violence, domestic violence, or stalking.
 - **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:
 1. Length of relationship.
 2. Type of relationship.
 3. Frequency of interaction between the persons involved in the relationship.
 - **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.

- **Sexual assault** means a sexual offense under state or federal law that is classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- **Stalking**, under Title IX, means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:
 1. Fear for their safety or the safety of others.
 2. Suffer substantial emotional distress.
- Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events, or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Director of Secondary Education as the district's Compliance Officer and Title IX Coordinator. The Compliance Officer/Title IX Coordinator can be contacted at:

Bill West, Director of Secondary Education

Address: 540 E. Pleasant St., Corry PA 16407

Email: bwest@corrysd.net

Phone Number: 814-664-4677 ext. 1207

The Compliance Officer and Title IX Coordinator shall fulfill designated responsibilities to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures, and to monitor the implementation of the district's nondiscrimination procedures in the following areas, as appropriate:

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

7. **Reports/Formal Complaints** - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

Title IX Sexual Harassment Training Requirements

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

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

Disciplinary Consequences

1. A student who is determined to be responsible for violation of this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include but is not limited to:
 - o Loss of school privileges.
 - o Temporary or permanent transfer to another school building, classroom, or school bus.
 - o Exclusion from school-sponsored activities.
 - o Detention.
 - o Suspension.
 - o Expulsion.
 - o Referral to law enforcement officials.
2. An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Board policy, collective bargaining agreement, and individual contract, up to and including dismissal and/or referral to law enforcement officials.

Reports of Discrimination (continued)

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

Reports of Title IX Sexual Harassment

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

District Snack Policy and FFVP

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 the child at the end of the day.** This policy is in conjunction with the school district’s Wellness Policy as well as a proactive approach to reduce incidents of contamination for those children with food allergies.

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

Alternative Birthday Celebration Ideas:

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

Safe Storage of Classroom Supplies/Equipment

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

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

Violation	Remediation
Bottles need labeled	If you have any bottles stored in your classroom, please be sure to label their contents. For example – spray bottles or other liquids used in any classroom demonstration need to be labeled with the contents.

Paper cutter is within the reach of children in grades K-4.	Sharp scissors that are out and within student reach are included in this violation. Teacher scissors and other sharp pointed scissors must be put away when not in use. Please continue to put paper cutters away when you are done using them.
Flammable chemicals not stored in an approved cabinet.	Flammable chemicals are not to be stored in classroom or Pod.
Potentially harmful substances were found in areas accessible to students.	Harmful substances were found in several classrooms; including Lysol spray, Clorox wipes, and rubbing alcohol. These items should not be under the sink or in any other areas that are within reach of children (including the Pod areas).

Important Reminders:

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

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

COMPUTER EQUIPMENT AND INTERNET USAGE

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

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

Computer Usage Guidelines:

- Students are not permitted to use any computers without faculty supervision.
- No food or drink is permitted while working on computers or chromebooks.
- Continuously monitor the students at work.
- If a teacher views something on a screen that may be a breach of network security or general inappropriate usage, he or she should notify a member of the technology staff as soon as possible.
- Any student violating rules, damaging equipment, or tampering with files or programs should be referred to the office.

- Electronic mail (e-mail) is not guaranteed to be private. District Administration has access to all mail.
- Messages relating to or in support of illegal activities may be reported to the authorities.
- Students will have access to the Internet and will be under teacher supervision at all times.
- Staff members must log out of the workstation when they are out of the classroom.
- Staff members may not permit students to use the computer while logged on as a staff member.

Prohibited Usage:

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

Internet Usage Guidelines:

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

Crowdfunding-CASD Policy 702.1

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

Homeless Education Act

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

The term “homeless children and youth”:

- A. Means individuals who lack a fixed, regular, and adequate nighttime residence...: and
- B. Includes –
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

- ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...;
- iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, but or train stations, or similar settings; and
- iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

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

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 students' 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>

Catering For Staff Functions

The Corry Area School District (CASD) is committed to supporting the well-being of their employees.

The CASD, therefore, commits to ensuring healthy food & beverage options are offered when catering is provided for **all employee events** such as meetings, in-service days or other special gatherings. The goal is to have at least 50% of the food and beverages offered to employees meet the Blue Zones Food Guidelines. The Blue Zones Food Guidelines can be summarized as follows:

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

Examples of catering requests:

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