Corry Area School District

Elementary Code of Student Conduct Manual 2026-2027

Mission Statement

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

Corry Area School District
540 East Pleasant Street
Corry, PA 16407
Website: www.corrysd.net

Phone: (814) 664-4677 Fax: (814) 664-9645

ADMINISTRATION
Central Office
Superintendent – Mrs. Sheri Yetzer
Business Manager – Ms. Jennifer Cullers
Director of Special Education - Ms. Leslie Bloomgren
Director of Elementary Education – Mr. Daniel Daum
Director of Secondary Education – Mr. Bill West
Coordinator of Student Transportation/Athletic Director – Mrs. Mandi Johnson

Corry Area Primary School
Mrs. Melissa Nuhfer, Principal
Mrs. Ashley Vella, Assistant Principal
Mrs. Betty Jo Gentilman, Secretary
Mrs. Jill Webb, Secretary
423 Wayne Street
Corry, PA 16407
(814) 664-4677
Fax: (814) 663-4795

Corry Area Intermediate School
Mr. Daniel Daum, Principal
Mrs. Kim Schweitzer, Secretary
Mrs. Debbie Mosher, Secretary
100 West Main Street
Corry, PA 16407
(814) 664-4677
Fax: (814) 663-0411

Code of Student Conduct Manual

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

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

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

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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.

SAFELINE – BULLYING REPORTING

Resource to assist youth who are victims of bullying or dealing with other difficult situations. Anonymous and Confidential Reporting Phone Number: 814-456-SAFE or report incidents to any building administrator or to the School Resource Officer.

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

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

INTRODUCTION

This book is to be used as a tool for students and parents. The general policies, procedures, and guidelines in this manual provide a guide so that students who attend this building are safe and successful. If any provisions of the Code of Conduct are in conflict with CASD Board Policy that is dated or was amended after the effective date of this Code of Conduct, the CASD Policy takes precedence. Please read this manual thoroughly and familiarize yourself with its contents. The school/principal retains the right to amend this handbook with just cause. In such a case, parents and students will be given prompt notification of changes made.

RIGHTS AND RESPONSIBILITIES

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

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

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

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

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

Corry Area School District Annual Notification of Rights Under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. The Corry Area School District (CASD) also has its own Student Records policy, available on CASD's website, which takes into account FERPA as well as Pennsylvania state rules and regulations that protect students' rights and privacy.

Parents and eligible students have the following rights under FERPA:

1. The right to inspect and review the student's education records within 45 days of the day the District receives request for access.

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

2. The right to request the amendment of the student's education records that the parent or eligible student believes to be inaccurate or misleading or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Corry Area School District to amend a record should write to the Superintendent's Office, clearly identify the part of the record they want changed, and specify why it should be changed.

If the School District decides not to amend the record as requested, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

"Personally identifiable information" includes the student's name, name of the parent or other family members, a personal identifier, or a list of personal characteristics that would make the student's identity easily traceable.

"Disclosure" of information means to release, transfer, or otherwise permit access to education records, or the personally identifiable information contained in these records, to any party, by any means, including oral, written, or electronic means.

While you may request a list of all the FERPA exceptions that authorize disclosure of personally identifiable information without consent, the three most common of these exceptions are as follows:

(a) CASD may disclose education records to "school officials" with "legitimate education interests" without obtaining consent. "School officials" include administrators, instructors, and staff employed by CASD, persons serving on the School Board, and may also include volunteers or persons with whom CASD has contracted to fulfill a purpose for which the school would otherwise use its own employees. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility.

(b) Upon request, CASD will disclose educational records without obtaining consent to officials of another school district in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(c) Unless directed otherwise in writing by parents or eligible students, CASD may disclose without consent "directory information." "Directory information" consists of information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. For more detailed information about directory information, see below.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920
Or call 1-800-872-5327

FERPA Notice Regarding Directory Information

FERPA requires CASD, with certain exceptions, to obtain the written consent of a parent or eligible student prior to the disclosure of personally identifiable information from educational records. However, the District may disclose appropriately designated "directory information" without prior written consent, unless the parent or eligible student has advised CASD to the contrary in accordance with District procedures. The primary purpose of directory information is to allow CASD to include this type of information from your child's education records in certain school publications, such as the following:

- a playbill showing the student's role in a drama production;
- the annual yearbook;
- honor roll or other recognition lists;
- graduation programs; or
- sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a prior written consent unless the parent or eligible student has advised CASD that they do not want the information disclosed without their prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

The Corry Area School District has designated the following information as directory information:

- student's name
- student's address
- student's telephone number
- student's electronic mail address
- student's photograph
- student's date and place of birth
- major field of study
- grade level
- enrollment status
- dates of attendance
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- degrees, awards or honors received
- the most recent educational agency or institution attended

Directory information does not include a student's Social Security number or student identification (ID) number, except that directory information may include a Student ID number, user ID, or other unique personal identifier displayed on a student ID card/badge or used by the student for the purpose of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), a password, or other factor known or possessed only by the authorized user.

NOTE: Parents and eligible students may not use their right to opt out of directory information disclosures to prevent a school district from requiring students to wear student identification badges or cards that display information that may otherwise be designated as directory information. If a parent or eligible student has an objection to wearing student identification badges, the reasons for the objection should be articulated to the Superintendent and will be dealt with on a case by case basis, consistent with applicable Pennsylvania and federal laws.

In addition, Section 8528 of the Every Student Succeeds Act requires that school districts shall provide access to secondary school students' names, addresses, and telephone listings upon requests made by military recruiters or institutions of higher education unless a parent or eligible student has advised the school district that they do not want this information disclosed

without prior written consent.

If you do not want CASD to disclose directory information without your prior consent, you must notify the District in writing by September 1st of the school year for which you are opting out of disclosure. The opt-out will last for the school year (unless revoked earlier by you in writing), and you must send a new written request to the District each year by September 1st.

Questions or written requests should be directed to: Corry Area School District Superintendent, 540 East Pleasant Street, Corry, PA 16407 – Phone 814-664-4677.

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM FOR ENGLISH LEARNERS – CASD POLICY 138

Identification and Placement of EL Students

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

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

Program Access

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

Assessment

The district shall annually administer required assessments to EL students to measure students' English Language proficiency and progress in reading, writing, speaking and listening/understanding. Assessment results shall be maintained in the student's education records. Parents/Guardians may not opt students out of English language proficiency assessments.

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

Program Exit

The district shall include uniform provisions in the LIEP, in accordance with state required criteria, for:

Reclassifying EL students as former EL students when they attain English language proficiency.

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

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

Staff Qualifications and Professional Development

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

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

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

Special Education and Gifted Education Services

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

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

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

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

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

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

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

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

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

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

ATTENDANCE PROCEDURES AND GUIDELINES – CASD POLICY 204

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

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

DEFINITIONS:

1. "Citation" shall mean a non-traffic citation or private criminal complaint.
2. "Compulsory school age" shall mean the period of a child's life from the time the child's parents elect to have the child enter school and which shall be no later than six (6) years of age until the child reaches eighteen (18) years of age. The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school. According to the Pennsylvania State Supreme Court in Commonwealth v. Kerstetter, 2014 PA LEXIS 1500 (Pa., June 16, 2014), although parents are not required to enroll their child in kindergarten, once the election to enroll a child in school (including kindergarten) is made, the child is subject to the School Code's compulsory attendance requirements.
3. "Court" shall mean a magisterial district court or a court of common pleas.
4. "Excused absence" shall mean an absence from school which is permitted under this Attendance Policy. Excused absences include:
    a. Illness – If a student is dismissed from school during school hours for health-related reasons by a certified school nurse, registered nurse, licensed practical nurse or a school administrator or other school official, the student's absence from school shall be deemed excused.
    b. If a student is unable to attend school due to illness, the student shall submit to the District a written excuse from either his/her parent or licensed practitioner of the healing arts within three (3) school days after the absence. Failure to submit a written excuse within this time frame shall result in the absence being recorded as unexcused.
    c. If a student accumulates more than ten (10) parent-verified absences during one school year, the school administration shall require the student to provide a medical statement or excuse from a licensed practitioner of the healing arts for every subsequent absence due to illness. Failure to provide the requested medical excuse shall result in such absence being classified as unlawful. The District will send a notification to the parent/guardian/person in parental relation notifying the family of the future implementation of the "10-day rule" once a student has accumulated ten (10) absences due to illness during the school year.
    d. Death in the family, to allow for students to attend funeral or burial services.
    e. Religious holidays and religious instruction (with religious instruction limited to a total of not more than 36 hours per school year).
    f. Emergency – school administrators will determine whether a specific circumstance qualifies as an "emergency" on a case-by-case basis.
    g. Delay or absence of school bus.
    h. Educational tour/trip/high school shadowing experience.
    i. Family educational trips – Special permission is required for students to take family educational trips during the school year. Parents are strongly encouraged **NOT** to take family educational trips during the scheduled school year. However, if an educational trip must be scheduled during the school year, a form must be obtained from the school office and completed a week prior to the trip. Please understand that trips are limited to a total of five (5) school days. The Principal will review the trip and take into consideration the following when determining if the trip is approved: Attendance: student has accumulated five (5) or less days of total absences, excluding medical, for the current school year. Academic: Student is not failing any courses at the time of the trip request. Behavior: Student has received less than five (5) instances of detention and/or suspensions.The student will have five (5) calendar days to submit all missed assignments for grading for each class. Trips will not be approved during the scheduled State assessments (PSSA and Keystones). Any work that is not made-up may result in a score of zero by the teacher. Family trips that are not pre-approved by the Administration shall result in the student's absence being recorded as unlawful.
    j. Court appearance.
    k. Dental, medical and therapy appointments – Students who need to leave school for the purpose of obtaining professional health care, dental care, or therapy service rendered by licensed practitioners shall submit a note from the parent and/or an appointment card from the doctor/dentist/therapist to the school office prior to the appointment. **Students/parents/guardians are asked to schedule medical appointments after school as much as possible.** The student must obtain written proof from the doctor/dentist that he/she appeared at the appointment, which **must be returned to the Office upon the student's return to school, or the absence from school will be considered UNLAWFUL. Students must come to school prior and return to school after their scheduled appointment. Leaving unreasonably early or returning unreasonably late from these appointments will be considered unexcused absences from**

school.

l. Weather emergency – If the Superintendent orders the schools closed, parents are not required to send a written excuse for their child's absence on that day. If the Superintendent makes a public announcement of a two hour delay, parents may use their discretion whether to send their child to school. If the child misses school on an official two hour delay day, the parent/guardian must send a written excuse regarding that weather-related absence, upon the child's return to school. Failure to send a written excuse in these circumstances will result in the absence recorded as unlawful.

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

n. College visitation with documentation.

5. "Habitually truant" shall mean six (6) or more school days of unexcused absences during the current school year by a student who is of compulsory school age.
6. "Offense" shall mean each citation filed by the District with the Court for a violation of the requirement for compulsory school attendance requirements regardless of the number of unexcused absences alleged in the citation.
7. "Person in parental relation" shall mean a:
    a. Custodial biological or adoptive parent.
    b. Noncustodial biological or adoptive parent.
    c. Guardian of the person of a child.
    d. Person with whom a child lives and who is acting in a parental role of a child.

    This definition shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child defined under 42 Pa.C.S. § 6302.
8. "School" shall mean the educational entity in which the child is enrolled.
9. "School attendance improvement conference" shall mean a conference in which the child's absences and reasons for the absences are examined in an effort to improve attendance, with or without additional services. A "School Attendance Improvement Plan" will be drafted at this conference. The following individuals shall be invited to the school attendance improvement conference:
    a. The child.
    b. The child's person in parental relation.
    c. Other individuals identified by the person in parental relation who may be a resource.
    d. Appropriate school personnel.
    e. Recommended service providers.
10. "School attendance improvement plan" shall mean a plan developed during the school attendance improvement conference, the purpose of which will be to identify the factors causing the truant behaviors and strategies which are intended to result in more regular attendance patterns.
11. "School day" shall mean the length of time that a compulsory school aged child is expected to be receiving instruction during a calendar day. The District has determined one school day is comprised of 330 minutes in grades 7-12 and 300 minutes in grades K-6.
12. "School-based or community-based attendance improvement program" shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a child's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.
13. "Truant" shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a compulsory school aged child.
14. "Unexcused/Unlawful absence" shall mean an absence from school which does not fall into one of the "excused absence" categories and/or for which a written explanation has not been submitted within the time period and in the manner required by the District in this Attendance Policy. An out-of-school suspension is not considered an unexcused absence. Students will receive no credit for work/assignments/tests which are due or are taken on dates that are unexcused, except for when the building administrator grants an exception on a case by case basis when a student is involved in the truancy process and has participated in "extra-help" programs at the school. Students who accumulate more than twenty (20) unexcused absences during their senior year may not walk during the graduation ceremony, although the Building Principal may make exceptions on a case by case basis when/if the student breaks the pattern of absences and goes a period of time with regular attendance.

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

1. Within three (3) school days from when a student returns to school after an absence, he/she must present a written excuse from a parent/guardian (or physician) to the school office.

2. The written excuse shall provide the student's full name, grade, list the dates of absence and an explanation of the reason(s) for the absence. The parent/guardian must sign and date the written excuse.

3. Upon receipt of the required written excuse in the mandatory time frame, the absence will be recorded as a "legal absence." Building Principals may use discretion to extend the 3-day time frame for submitting excuses for extenuating circumstances, on a case-by-case basis but in no event may a Building Principal accept excuses later than ten (10) calendar days from the date of the student's return from the absence.

The following absences are NOT legal and shall NOT be "excused": family vacations, personal business (work/hair appointments/shopping), oversleeping, missed bus, car problems, hunting, babysitting siblings or others, senior skip day, general excuses (such as "out of town," "at an appointment," or "family emergency"). *Please note that students who are absent, even with an excuse, may not participate in any type of school activity the day of their absence.

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

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

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

1. **Truant Students -** When a student acquires three (3) or more days (or their equivalent) of unexcused absences during the current school year, she/he is considered "truant."
    A. Within ten (10) school days of the student's third unexcused absence, the District will notify in writing the person in parental relation with the student who resides in the same household as the student of the student's compulsory school attendance violation. This written Truancy Notice shall:
        i. Include a description of the consequences that will follow if the student becomes habitually truant (described below); and
        ii. Schedule a School Attendance Improvement Conference.

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

    B. The School Attendance Improvement Conference:
        i. Relevant school officials and recommended service providers, the person in parental relation with the student who resides in the same household as the student, the student's parents (if possible), and any other relevant individuals shall meet to discuss the reasons for the student's absences in an effort to improve attendance and to create a written School Attendance Improvement Plan ("SAIP").
        ii. The Conference shall occur even if the person in parental relation with the student and/or parents decline to participate or fail to attend the scheduled conference. The District officials present at the conference will proceed to discuss the student's attendance and will draft the SAIP and shall then provide copies of the SAIP to the student, the person in parental relation with the student who resides in the same household as the student, and the student's parents if parents' mailing address is on file with the District and the District can share the information with the parent/s.
        iii. Compulsory school attendance/truancy prosecution shall not take place until the Conference takes place and the SAIP is completed.

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

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

i. Refer the student to:
ii. a school-based or community-based attendance improvement program, or
iii. the Erie County Office of Children and Youth (or its child youth services equivalent in other counties) for services or possible disposition as a dependent child under 42 Pa. C.S. Ch. 63 (relating to juvenile matters). When/if the District refers the student to OCY/CYS for this purpose, the District must provide verification to OCY/CYS that the School Attendance Improvement Conference was held.
iv. File a citation in the office of the appropriate Judge against the person in parental relation who resides in the same household as the student, provided, however, the building administrator may take extenuating circumstances into account and determine not to file a truancy citation on a case-by-case basis.

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

i. Refer the student to a school-based or community-based attendance improvement program or service, if one is appropriate and available in the opinion of the building administrator.
ii. File a citation in the office of the appropriate Judge against the child or against the person in parental relation who resides in the same household as the child, provided, however, the building administrator may take extenuating circumstances into account and determine not to file a truancy citation on a case-by-case basis.
iii. If the building administrator does refer the student to a school-based or community-based attendance improvement program and the student either refuses to participate in that program and/or continues to incur additional unexcused absences after the referral, the District may refer the student to the Erie County Office of Children and Youth (or its children and youth services equivalent in other counties) for possible disposition as a dependent child under the provisions of 42 Pa. C.S. Ch. 63. When/if the District refers the student to OCY/CYS for this purpose, the District must provide verification to OCY/CYS that the School Attendance Improvement Conference was held.

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

i. The citation shall be filed with the Judge based on the location of the school in which the student is enrolled. The school must provide verification that a School Attendance Improvement Conference was held.
ii. When a truancy citation is filed against a student and/or a person in parental relation residing in the same household as the child, the Judge (not the District) shall send written notice of the truancy hearing to the school, to the person in parental relation and to Erie County Office of Children and Youth (or children and youth services equivalent in other counties).
iii. At the truancy hearing:
    a. The District has the burden of proving beyond a reasonable doubt that, while subject to compulsory school attendance, the student was habitually and without justification truant from school.
    b. It is an affirmative defense to a truancy citation filed against a person in parental relation who resides in the same household as the student if the person in parental relation to the student took every reasonable step to ensure attendance of the student at school.
    c. The District, to the extent possible, shall inform the Judge of any prior conviction of the child or person in parental relation who resides in the same household as the student for a violation of compulsory school attendance laws. The District, student, and person in parental relation will be given an opportunity to present relevant

information to the Judge, specifically including the student's attendance after the citation was filed and while the proceeding is pending.

d. The Judge will issue a decision on the evidence established whether the student or person in parental relation has violated the compulsory school attendance requirements of the School Code.

iv. Filing subsequent truancy offenses after the initial truancy hearing: No citation may be filed against a child or a person in parental relation with the child who resides in the same household as the child for a subsequent violation of compulsory school attendance if any of the following circumstances apply:

a. The initial truancy proceeding is already pending against the student or a person in parental relation with the student who resides in the same household as the student and judgment in the first proceeding has not yet been entered, unless a warrant has been issued for failure of the student or person in parental relation to appear before the court and the warrant has not yet been served.

b. A referral for services has been made to the Erie County Office of Children and Youth (or CYS) and OCY/CYS has not closed the case.

c. A petition has been filed alleging the child is dependent due to being habitually truant under 42 Pa.C.S. Ch. 63 (relating to juvenile matters) and the case remains under the jurisdiction of the juvenile court.

D. Penalties for Violating Compulsory School Attendance Requirements.

i. Both a student or a person in parental relation who resides in the same household as the student may be convicted of a truancy violation. In such case, the following penalties may be ordered by the Judge:

a. sentenced to pay a fine for the benefit of the school that is responsible for the truancy proceedings in an amount not exceeding three hundred dollars ($300) together with court costs except that, in the case of a second offense, the maximum fine for a person in parental relation may be a higher amount within their ability to pay not exceeding five hundred dollars ($500) together with court costs and, in the case of a third or subsequent offense, the maximum fine for a person in parental relation may be a higher amount within their ability to pay not exceeding seven hundred and fifty dollars ($750) together with court costs;

b. sentenced to perform community service; or

c. required to complete an appropriate course or program designed to improve school attendance which has been approved by the president judge of the judicial district.

ii. The Judge may suspend the sentence of a person convicted of an offense and may remit or waive fines and costs if the student attends school in accordance with a plan devised by the Judge.

iii. Upon a second or subsequent conviction of a student or a person in parental relation with the student who resides in the same household as the student for a violation of the requirements of compulsory school attendance in a Court within this Commonwealth within a three-year period, the Court shall refer the child for services or possible disposition as a dependent child under 42 Pa.C.S. Ch. 63.

iv. Upon failure of a person to satisfy the penalty of a fine imposed by the Court under Paragraph a, above, the person in parental relation may be found in contempt of court and, upon conviction, may be sentenced to the county jail for a period not to exceed three (3) days in any one case. The Court shall make such a determination based on specific finding that the person in parental relation had reasonable ability to comply with the penalty imposed and that noncompliance was willful. The following shall apply:

a. In the case of a student, the failure to satisfy a fine or costs imposed under this section shall not be considered a delinquent act.

b. The president judge of a judicial district may adopt a local policy under 42 Pa.C.S. § 6304 (relating to powers and duties of probation officers) and the Pennsylvania Rules of Juvenile Court Procedure to provide that a juvenile probation officer may receive allegations that the student who fails to satisfy a fine or costs imposed under this section is dependent for the purpose of considering the commencement of proceedings under 42 Pa.C.S. Ch. 63.

v. If a student is convicted of a violation of the compulsory school attendance requirements, the

Court may send the Pennsylvania Department of Transportation a certified record of the conviction on a form prescribed by the Department only if the student fails to comply with a lawful sentence entered for the violation and is not subject to an exception to compulsory attendance pursuant to Section 1330 of the School Code

vi. The Department of Transportation shall suspend for ninety (90) days the operating privilege of a student upon receiving a certified record that the student was convicted of a summary offense under the compulsory school attendance requirements. If the Department of Transportation receives a certified record of a second or subsequent conviction of a student pursuant to this section, the Department shall suspend the student's operating privilege for six (6) months.

vii. A student whose record is received by the Department of Transportation as described above and who does not have a driver's license shall be ineligible to apply for a driver's license under 75 Pa.C.S. § 1505 (relating to learners' permits) and 1507 (relating to application for driver's license or learner's permit by minor) for the time period specified in Paragraph 4(f) above. If the student is under sixteen (16) years of age when convicted, suspension of operating privileges shall commence in accordance with 75 Pa.C.S. § 1541 (relating to period of disqualification, revocation or suspension of operating privilege) for the time specified in Paragraph 4(f).

viii. A student whose driving privileges have been suspended or whose eligibility for a permit or license is delayed under this section may have that license or eligibility restored by providing the Department of Transportation with a form developed by the Department of Transportation containing the following information in the form of a certified record from the student's school that the student:

a. has attended school for a period of at least two (2) months after the first conviction or four (4) months after the second conviction without an unexcused absence or unexcused tardy;
b. is subject to an exception to compulsory attendance under Section 1330 of the School Code; or
c. has graduated, withdrawn from school pursuant to compulsory attendance requirements under Section 1327 of the School Code, has received a general education diploma, or has enlisted in the military.

ix. Expungement of Record for Student Under Certain Conditions. Upon application from a student who has a conviction of a summary offense of compulsory school attendance violations, the Court shall grant an expungement of the conviction from the student's record if all of the following apply:

a. The student has earned a high school diploma, a Commonwealth secondary school diploma or another Department of Education-approved equivalent, or is subject to an exception to compulsory attendance under Section 1330 of the School Code.
b. The student has satisfied any sentence imposed by the court with respect to the conviction, including payment of fines and costs. If the Court grants an expungement as described under Paragraph 4(i), the Court shall order the Department of Transportation to expunge all administrative records related to the convictions.

E. Local School District Consequences for Excessive Unexcused Absences

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

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

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

ii. Students who accumulate ten (10) unexcused absences during one school year may no longer

be eligible to participate in and/or attend all extracurricular activities and clubs, including but not limited to: field trips, participating in all athletics and other extracurricular activities, attending (as a spectator) all athletics and other extracurricular activities, dances, etc. However, after a period of improved attendance, the building administrator has the discretion to reinstate a student's privileges to participate in and/or attend extracurricular activities and clubs.

ATTENDANCE FOR STUDENTS ON HOME TUTORING PENDING EXPULSION

For students who are on out-of-school suspension pending expulsion, the District considers those students legally absent from school for those ten days of suspension. Students will receive home tutoring services after the tenth day of suspension until they return to school or until they begin their expelled placement. One hour of home tutoring is the equivalent of one day of attendance at school, and a student's attendance record will reflect that. A student's failure to attend or participate in one hour of home tutoring shall be considered one unexcused day of absence, unless the parent/guardian submits an excuse for that absence consistent with the District's Attendance Policy.

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

MAKE-UP-WORK

In the case of excused absences, the student shall be expected to make up any assignments or tests that may have been missed. It is the responsibility of the **parent/guardian and student** to contact the teacher regarding class content and homework, and it is up to the discretion of the teacher as to the amount of time allowed to complete the make-up work. The teacher will provide the necessary make-up work for the student.

- Make-Up Work may be collected, at parent request, at each school building for students that are absent or plan to be absent due to illness for two (2) or more consecutive days. Requests for student assignments may be collected in the front office after 3:00 p.m. of the following school day. For example, a request made on a Tuesday can be collected on Wednesday after 3pm.
- Secondary students in grades 9-12 that receive an unexcused/illegal absence may not be permitted to make up work, and students may receive a zero for any work due or conducted or any evaluative measures administered during the time the student was not in attendance.
- The Superintendent or designee may consider the extenuating circumstances.

LATE ARRIVALS/TARDINESS

Students arriving after 8:10 am will need to enter through the main entrance with a parent/guardian to sign the student in at the main office. A late arrival will be considered excused if it is for one of the reasons considered excused in accordance with Board policy and an excuse from the parent/guardian is presented at the time the student arrives to school. An unexcused tardy will be given to any student arriving late to school without an excuse from the parent/guardian and for any reason other than those considered excused. Chronic unexcused tardies may result in prosecution of compulsory school attendance laws. Three hundred and thirty (330) unexcused tardy minutes constitute one illegal day of absence for secondary students; (grades 6-12); **three hundred (300) unexcused tardy minutes constitute one illegal day of absence for primary students (grades Pre-K-5).**

Late Arrivals	
8:10 AM -10:20 AM	Student will be marked tardy
10:21 AM - 12:40 PM	Student will be marked absent 1/2 day AM
12:41 PM and later	Student will be marked absent full day
Leaving School Early	
8:10 AM -10:20 AM	Student will be marked absent full day (if they do not return to school)
10:21 AM - 12:40 PM	Student will be marked absent 1/2 day PM
12:41 PM and later	Student will not be marked absent

FAMILY EDUCATION TRIP/AGRICULTURAL FAIR REQUEST

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

1. Family Educational trips are limited to a maximum of five (5) days per school year.
2. One week prior to the trip, a parent/guardian must complete a Family Educational Trip Request Form and submit it to the building principal for approval.
3. The following criteria must be met to be considered by the building principal when approving/denying a parent/guardian request for a Family Educational Trip:
4. Attendance:
    a. student has accumulated five (5) or less days of total absences, excluding medical, for the current school year.
    a. Academic: Student is not failing any courses at the time of the trip request.
    b. Behavior: Student has received less than five (5) instances of detention and/or suspensions.
5. It is the student's responsibility to get their homework assignments from the instructors. The student will have five (5) calendar days to submit all missed assignments for grading for each class. If a student fails to submit the assignments within the designated time frame, the student may receive zeros of those assignments. If a student is denied approval for the trip and is absent anyway, these days will be marked **unlawful.**
6. Request for Family Educational Trips will not be approved by the building principal during the State Assessment window for those students scheduled to take the State Assessments (PSSAs and Keystones).
7. Family trips that are not pre-approved by the Administration shall result in the student's absence being recorded as unexcused.
8. Family Educational Trip/Agricultural Fair request forms are available in your child's school office.

VIRTUAL ACADEMY ATTENDANCE

Students in the Virtual Academy follow the Corry Area School District attendance policies as the Commonwealth of Pennsylvania Compulsory Attendance Laws will be enforced. Students working in the cyber program must attend 180 days of school, which is equivalent to 990 hours at the secondary level and 900 hours at the elementary level. Students are required to submit an excuse for each day the student is absent within the appropriate time frames. Full-time students must also attend homeroom, if provided, but this does not solely determine attendance. Students are required to work on assignments each school day and complete weekly assigned coursework by the due date. Academic progress, work completion, and attendance will be monitored on a weekly basis. Parents are also encouraged to check their child's progress.

ENROLLMENT OF STUDENTS – CASD POLICY 200

Enrollment Requirements

- A school-age student shall be entitled to attend the schools of the district of residence.
- The district shall normally enroll a school-age, eligible student the next business day, but no later than five (5) business days after application.
- The district shall not enroll a student until the parent/guardian has supplied all required items as enumerated on the appropriate registration checklist.
- The district shall immediately enroll identified homeless students, even if the student or parent/guardian is unable to produce the required documents, in accordance with Board policy, laws and regulations.
- The district shall not inquire about the immigration status of a student as part of the enrollment process.
- Enrollment requirements and procedures shall apply to nonresident students approved to attend district schools, in accordance with Board policy.
- The district shall administer a home language survey to all students enrolling in district schools for the first time.

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

TRANSPORTATION

ADDRESSES AND PHONE NUMBERS

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

BUSING

The riding of a school bus is a privilege that the School District provides for students who reside in busing areas within the District. Therefore, students who violate the School District's bus policies may be denied this privilege. It is a violation for pupils to ride a bus other than the one to which they are assigned or to leave the bus at a stop other than their assigned stop except for urgent reasons. **Bus riders will be permitted a maximum of two (2) stop locations: home and/or childcare, custody arrangements. Video and audio monitoring will occur on the buses and may be used in disciplinary actions.**

Students will not be permitted to ride home on the bus with another student. Emergency situations will be handled on a case-by-case basis. An emergency is defined as: a serious situation or occurrence that happens unexpectedly and demands immediate action. In the event of an emergency, the guardian should contact the Transportation Coordinator at extension 1223 to arrange an alternate-approved bus stop on an established bus route. The following will not be accepted as emergencies; parties, personal appointments, visiting friends, or other matters of convenience.

Parents/Guardians are not permitted to take their elementary child off the bus at the Middle-High School. Parents/Guardians should contact the schools for directions for car riders.

WHEN STUDENTS ARRIVE AT SCHOOL IN THE MORNING, THEY ARE NOT PERMITTED TO LEAVE SCHOOL PROPERTY.

Doors at the elementary buildings will be unlocked at 7:40 a.m.

Students who ride buses to and from school are expected to conduct themselves in an acceptable manner. Students are hereby on notice that all District rules and policies apply to students while they are on school-provided transportation. In addition, the following bus conduct guidelines shall be enforced:

PRIOR TO LOADING (ON THE ROAD, AT BUS STOPS, AND AT SCHOOL)

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

WHILE ON THE BUS

- Go directly to an available or assigned seat and remain seated until the bus comes to a complete stop.
- Get permission to open a window, and keep heads, hands, and arms (all body parts) inside the bus.
- Keep the aisle clear.
- Loud talking and boisterous conduct are not permitted.
- Treat bus equipment with respect. Damage to seats, windows, etc., must be paid for by the offender.
- Never tamper with the bus or any of its equipment.
- Do not throw anything from the bus or out of the bus windows.
- Behavior should be similar to classroom conduct except for ordinary conversation.

- Be quiet when approaching a railway crossing.
- Scuffling, fighting, horseplay, smoking, vaping, and profane language are strictly forbidden.

WHEN LEAVING THE BUS

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

BUS DRIVER RIGHTS AND RESPONSIBILITIES

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

DISCIPLINARY INFRACTIONS

- Destruction of property
- Discourteous to others
- Failure to remain seated
- Fighting
- Pushing
- Hanging out of window
- Physical contact, kissing, etc.
- Profanity
- Refusing to obey driver
- Smoking, lighting matches
- Throwing objects in/out of bus
- Violation of safety procedures
- Any other violation of District rules or policies and/or any other behavior inappropriate on school-provided transportation

CONSEQUENCES

Level 1 – The Bus Driver will complete the School Bus Management Report and return the completed form to the Transportation Coordinator. Documentation of incidents will be forwarded to the building principals. Additionally, the consequences that are assigned to a violation of any school policy shall apply.

Level 2 – A meeting may be scheduled between the Principal/Assistant Principal and the parents to review incidents. Additionally, the consequences that are assigned to a violation of any school policy shall apply.

NOTE: If in the case of imminent danger to self or others due to the actions of a student while in the transportation of that student occurs, a meeting of the Driver, Bus Contractor/Manager, the Transportation Coordinator, and the Principal will be held to address the student's actions and a determination of that student's participation in the transportation program.

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

EXTRACURRICULAR TRIPS

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

If you have any transportation questions or concerns, please contact:
Mandi Johnson
Transportation Coordinator
Corry Area School District
mjohnson@corrysd.net
814-664-4677 ext 1223

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

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

BICYCLE RIDING
Students in grades 3, 4, and 5 wishing to ride their bicycle directly to the Intermediate school building *must complete a "Student Bicycle Transportation Form"* which can be obtained at the office. The student's parent/guardian must also sign the form.

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

- Students should not arrive prior to 7:40 a.m.
- He/She MUST wear a regulation bicycle helmet.
- He/She MUST obey all traffic signs and pedestrian right of ways.
- He/She MUST be aware of other children walking in the area.
- The school is not responsible for the safety and security of the bicycle during the school day. It would be advisable to secure your bicycle with a lock to the bike rack during the school day.
- Only students in grades 3, 4, and 5 are allowed to ride a bicycle to school.
- He/She MUST abide by the Bicycle Riding Policy in the Code of Student Conduct Manual.
- Violations to the rules stated above may result in privileges being revoked.

STUDENT DISCIPLINE - CASD POLICY 218

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

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

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

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

The SWPBIS expectations at the Corry Area Elementary Schools are: Be Respectful, Be Responsible, and Be Safe. A "SWPBIS Behavior Matrix" clearly identifies student behavior expectations in school-wide locations. Listed on the Best Beaver Behavior Matrix are the SWPBIS behavior expectations at Corry Area Elementary Schools categorized by location.

BEST BEAVER BEHAVOR MATRIX

Area	Be: Respectful	Be: Responsible	Be: Safe
A.M. Arrival	- Follow directions/routines - Use kind words - Help others in need - Remove hat/hood when entering building	- Eat first - Remain in chosen location (after breakfast) - Nothing taken to cubby	- Walk - Aware of other students - Keep hands, feet, and objects to yourself
Classroom	- Follow directions/routines - Use kind words/actions - Be a good listener - Raise hand - Respect property of others	- Be prepared - Have necessary materials - Be engaged and participate - Complete assigned task - Accept challenges - Care for the classroom - Clean the learning area	- 4 on the floor - Keep hands, feet, and objects to yourself
Hallway	- Follow directions/routines - Keep hands, feet, and objects to yourself - Be quiet - Silent wave	- Report directly to and from location - Maintain cubby area	- Walk - Stay to the right - Stay with class/group
Restroom	- Use inside voice - Privacy	- Maintain cleanliness - Keep water in the sink - Put paper towels in garbage - Wash hands - Flush toilet - Report any problems immediately to classroom teacher	- Walk - Report problems
Cafeteria	- Follow directions/routines - Use inside voice - Use manners - Use kind words - Be polite to adults - Respect others' food	- Clean own area - Use time wisely - Be prepared - Know your lunch choice - Line up appropriately	- Walk - Carry tray with both hands - Stay seated - Eat your own food
Playground	- Follow directions/routines - Show good sportsmanship - Take turns - No negative comments	- Bring in what you take out - Wear appropriate clothing - Use restroom before going out	- Use equipment correctly - Keep hands, feet, and objects to yourself - Stay in designated area
Bus	- Follow directions/routines - Listen to bus driver - Use kind words - Be polite to adults - Share seat freely	- Set a positive example - Set a positive example to younger children - Act appropriately at bus stop - Responsible for own actions	- Stay seated - Remain in assigned seats - Keep hands, feet, and objects to yourself
This matrix organizes expectations for different areas of the school into three categories: Respectful, Responsible, and Safe. Each area has specific behaviors outlined for each category to ensure clarity and consistency.			

LEVELS OF INFRACTIONS

LEVEL 1 INFRACTIONS

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

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

Level 1 Infractions (Examples)

- **Bus misconduct (minor)**
- **Defiance (minor)**
- **Disruption (minor)**
- **Dress code violation**
- **Electronic device violation**
- **Inappropriate language**
- **Physical contact**
- **Skipping class**
- **Tardy to class/school**
- **Threatening comments**
- **Possession of Controlled Substances and Paraphernalia**

Level 1 Consequences (Examples)

- **Reteaching positive behavior**
- **Student conference**
- **Parent student conference**
- **Detention**
- **Restitution of damages**
- **Restorative - School or community service**
- **Behavior contract**

LEVEL 2 INFRACTIONS

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

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

Level 2 Infractions (Examples)

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

Level 2 Consequences (Examples)

- **Reteaching positive behavior**
- **Administrator/parent/student conference**
- **Detention**
- **In-school suspension (ISS)**
- **Out-of-school suspension (OSS)**
- **Loss of privileges**
- **Behavior contract**

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

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

Level 3 and 4 Infractions (Examples)
- **Aggravated assault**
- **Bullying**
- **Disorderly conduct**
- **Fighting**
- **Harassment**
- **Institutional vandalism**
- **Possession of a weapon**
- **Possession, use, sale of tobacco/vaping materials**

Level 3 and 4 Consequences (Examples)
- **In-school suspension (ISS)**
- **No-Trespass letter**
- **Out-of-school suspension (OSS)**
- **Referral for expulsion**
- **Elementary Student Assistance Program referral (ESAP)**

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

THE FOLLOWING INFRACTIONS ARE IN ACCORDANCE WITH A SPECIFIC CASD BOARD POLICY:
BULLYING/CYBERBULLYING – CASD POLICY 249 (See Appendix)

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

1. Substantially interfering with a student's education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

The term BULLYING should not be used when there is a mutual confrontation between two students or a group of students. Behavior is bullying when there is:
- intent to harm and the perpetrator appears to find pleasure in taunting and continues even when the target's distress is obvious. Mutual teasing should not be confused with bullying behavior.
- intensity and duration as the taunting continues over a period of time and is not welcomed by the target.
- Bullying includes cyberbullying. School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

DISCRIMINATION/TITLE IX SEXUAL HARASSMENT – CASD POLICY 103
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, religious 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 Office 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 admission, 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.

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.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation
The Board encourages students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building principal, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

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

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

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

The complainant or the individual making the report may use the designated district report form attached to this policy for purposes of reporting an incident or incidents in writing; however, oral reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the Discrimination Complaint Procedures prescribed in Attachment 2 to this policy, or if the reported circumstances meet the definition of Title IX sexual harassment and are most appropriately addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3, or other Board policies.

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

When an emergency removal, as described in Attachment 3, is warranted to address an immediate threat to the physical health or safety of an individual, and it is not feasible to continue educational services remotely or in an alternative

setting, the normal procedures for suspension and expulsion shall be conducted to accomplish the removal, including specific provisions to address a student with a disability where applicable.

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.

Discipline/Placement of Student Convicted or Adjudicated of Sexual Assault
Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary or placement requirements established by state law and Board policy.

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

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

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

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

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

Pregnancy – the use of assisted reproductive technology, the state of being in gestation, childbirth, breastfeeding, the postpartum period after childbirth and medical conditions related to pregnancy.

Race includes all of the following:

1. Ancestry, national origin or ethnic characteristics.
2. Interracial marriage or association.
3. Traits associated with race, which includes but is not limited to, hair texture and protective hairstyles, such as braids, locks and twists.
4. Hispanic ancestry, national origin or ethnic characteristics.
5. Persons of any other national origin or ancestry as specified by a complainant or in a complaint.

Religious creed includes all aspects of religious observance, practice or belief.

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

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

Harassment is a form of discrimination based on the protected classifications listed in this policy consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and

name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

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

Definitions Related to Title IX Sexual Harassment

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

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

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

1. Counseling.
2. Extensions of deadlines or other course-related adjustments.
3. Modifications of work or class schedules.
4. Campus escort services.
5. Mutual restrictions on contact between the parties.
6. Changes in work or housing locations.
7. Leaves of absence.
8. Increased security.
9. Monitoring of certain areas of the campus.
10. Assistance from domestic violence or rape crisis programs.
11. Assistance from community health resources including counseling resources.

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. The Title IX Coordinator shall consult with the Director of Special Education in the implementation of supportive measures for students with an IEP or Section 504 Service Agreement.

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

1. A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as quid pro quo sexual harassment.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.
3. Sexual assault, dating violence, domestic violence or stalking.
    a. *Dating violence* means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:
        i. Length of relationship.
        ii. Type of relationship.
        iii. Frequency of interaction between the persons involved in the relationship.

b. *Domestic violence* includes felony or misdemeanor crimes committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
c. *Sexual assault* means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
d. *Stalking*, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:

    i. Fear for their safety or the safety of others.
    ii. Suffer substantial emotional distress.

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

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

Address: 540 E Pleasant St., Corry, PA 16407
Email: bwest@corrysd.net
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 conduct which may constitute 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 law enforcement, 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.

Guidelines
Title IX Sexual Harassment Training Requirements

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

1. Definition of sexual harassment.
2. Scope of the district's education program or activity, as it pertains to what is subject to Title IX regulations.
3. How to conduct an investigation and grievance process for formal complaints, including examination of evidence, drafting written determinations, handling appeals and informal resolution processes, as applicable.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.
5. Use of relevant technology.
6. Issues of relevance including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
7. Issues of relevance, weight of evidence and application of standard of proof and drafting investigative reports that fairly summarize relevant evidence.
8. How to address complaints when the alleged conduct does not qualify as Title IX sexual harassment but could be addressed under another complaint process or Board policy.

All training materials shall promote impartial investigations and adjudications of formal complaints of Title IX sexual harassment without relying on sex stereotypes.

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

Disciplinary Consequences
A student who is determined to be responsible for a 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:

1. Loss of school privileges.
2. Permanent transfer to another school building, classroom or school bus.
3. Exclusion from school-sponsored activities.
4. Detention.
5. Suspension.
6. Expulsion.
7. Referral to law enforcement officials.

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

Reports of Discrimination
Any reports of discrimination that are reviewed by the Title IX Coordinator and do not meet the definition of Title IX sexual harassment but are based on race, color, age, religious 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.

FIGHTING
Fighting is defined as any physical conflict between two or more persons.

- **Agitate, Instigate, Intimidate, Rumor, Leaving Assigned Area to Watch** - Any student provoking a fight - that is agitating, instigating, intimidating, or spreading rumors so as to cause a fight or leaving an assigned area or classroom to watch a fight - will be dealt with in a similar manner as if fighting.
- Filming - Any student filming a fight will be dealt with in a similar manner as if fighting.
- Interference - Any student who interferes with a staff member trying to stop a fight will be dealt with in a similar manner as if fighting.

In certain circumstances, an incident which may have begun as a fight could escalate into an act of assault/physical act of violence (an expellable offense). Examples of situations in which this occurs is when an individual student refuses to stop fighting or engaging the other student after repeated orders from district staff to do so, or when one student is clearly aggressing on another student after that other student has de-escalated.

HAZING – CASD POLICY 247

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

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

CONTROLLED SUBSTANCES AND PARAPHERNALIA – CASD POLICY 227

Controlled substances shall include all:

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

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

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

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

TERRORISTIC THREATS – CASD POLICY 218.2

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

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

USE/POSSESSION OF TOBACCO/VAPING PRODUCTS - CASD POLICY 222

Student is in possession of or is using tobacco.

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

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.

2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
3. Any product containing, made or derived from either tobacco, whether in its natural or synthetic form or nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

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

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

USE/POSSESSION OF WEAPONS - CASD POLICY 218.1

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

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

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

POTENTIAL DISCIPLINARY ACTIONS

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

Negative Contact Form – an agreement between students in conflict who agree to not interact.
Behavior Improvement Plan - a plan designed to help a student change/improve their behavior.
Safety Plan – a plan designed to ensure the health and safety of all students and staff.
Detention – to be served during the student's lunch or an alternative time.
***Failure to serve a detention may result in additional consequences. Parents/guardians will receive a detention notification via phone and/or email to assure transportation can be arranged.**
School/Community Service - As an alternative to a detention or suspension, the student will have 30 days to serve hours, as designated by the administrator, for the school or community as reconciliation/resolution/restoration/consequence for an office disciplinary referral.
Law Enforcement Referral – A referral resulting from an offense that may violate local, state, and/or federal statutes, which may result in legal actions separate from CASD disciplinary actions.
Restitution of Damages – In the event restitution is a consequence, monetary or school-based community service will be assigned.
In-School Suspension – This is assigned and carried out by the administration. ISS results in higher level discipline infractions and/or repeated abuses of policies and procedures. Students are to report to the high school office with their chromebook by 8:25 a.m. rather than homeroom. Work will be ordered from the classroom teachers to be completed in ISS. Non-completion of

work or not following the rules of ISS could result in further disciplinary action. Students issued ISS may be restricted from participation in any after-school events during their assigned day.
No-Trespass Letter – a letter detailing an individual's restrictions from CASD property.
Alternative Education – May be recommended by the principal according to established policy after persistent abuse of school policy. Alternative Education is a Corry Area School District program that utilizes counseling, behavior plans, and other supports to prepare students' integration back into the school environment.

SUSPENSION AND EXPULSION - CASD POLICY 233

Out-of-School Suspension - Suspension is exclusion from school for a period of one (1) to ten (10) consecutive school days.

1. No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. However, prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.
2. The student's parent(s)/guardian(s) shall be notified immediately in writing when the student is suspended.
3. When the suspension exceeds three (3) school days, the student and parent(s)/guardian(s) shall be given the opportunity to participate in an **informal hearing**. The purpose of the informal hearing is to enable the student and/or parent(s)/guardian(s) to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parent(s)/guardian(s) and school officials to discuss ways by which future offenses might be avoided. The student has the following due process rights in regard to the informal hearing:
    a. Notification of the reasons for the suspension shall be given in writing to the parent(s)/guardian(s) and to the student.
    b. Sufficient notice of the time and place of the informal hearing shall be given.
    c. A student has the right to question any witnesses present at the hearing.
    d. A student has the right to speak and produce witnesses on his or her own behalf.
    e. The District shall offer to hold the informal hearing within the first five (5) days of the suspension.

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

1. Students referred to the Board of Directors for expulsion are entitled to a **formal hearing**.
2. Formal hearings may be held before the entire Board of Directors, or before a committee of the Board. A majority vote of the entire Board is required to expel a student.

The following due process requirements shall be observed with regard to formal hearings:

1. Notification of the charges shall be sent to the student's parent(s)/guardian(s) by certified mail.
2. At least three days' notice of the time and place of the hearing must be given. A copy of the expulsion policy, notice that legal counsel may represent the student, and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
3. The hearing shall be held in private unless the student or parent(s)/guardian(s) request a public hearing.
4. The student has the right to be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
5. The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
6. The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined.
7. The student has the right to testify and present witnesses on his own behalf.
8. A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
9. The hearing shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible: (1) Laboratory reports are needed from law enforcement agencies; (2) Evaluations or other court administrative proceedings are pending due to a student invoking his rights under the Individuals with Disabilities Education Act; (3) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

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

SCHOOL/PLAYGROUND RULES

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

1. Respect yourself, others, and the school property.
2. The use of electronic devices must follow district policy.
3. Students are to show respect to the adult on duty at all times. Students shall not use obscene, vulgar or profane language or gestures.
4. Running is not permitted when entering or leaving the building.
5. All items brought from home must be checked with classroom teachers before they are allowed on the playground.
6. The throwing of stones, snowballs, dirt, etc. is never permitted.
7. There is to be no fighting or rough games that include tackling, pushing or shoving.
8. Swings and slides are used only in a safe manner. No standing up, lying down or doubling up is permitted.
9. Students are not to retrieve balls or other items that go outside the playground.
10. Students are not to run through or otherwise disrupt someone else's game.
11. Jumping from the playground equipment is never permitted.
12. Students are never to re-enter the building or leave the playground without the permission of the person on duty.

GUIDANCE AND PUPIL SERVICES

PROGRESS REPORTS AND GRADING PERIODS

Progress reports shall be issued to all students (grades 1-5) at the midpoint of each marking period. For students in grades 3-5 the progress reports will be available online through the Sapphire Community Portal and a hard copy may be issued by parent request.

Quarter	Progress Reports Issued
1st Quarter	September 28th
2nd Quarter	December 7th
3rd Quarter	February 22nd
4th Quarter	May 3rd

Each grading period is 9 weeks long, after which reports cards will be sent home.

Grading Period Ends	Report Cards Sent Home
October 29th	November 2nd
January 15th	January 21st
March 23rd	March 31st
June 3rd	June 4th (mailed)

PERFORMANCE LEVELS

Kindergarten through second grade will use a performance scale 1-3 to show the student's understanding and application of skills taught.

Performance Level	Explanation
3 - Consistently Demonstrating	The student is independently applying and integrating skills that have been taught. On a regular basis, the student shows continued understanding of the concept.
2 - Developing	The student is in the process of learning and applying skills that have been taught. The student is making steady growth toward understanding the concept.
1 - Needs Improvement	The student is having difficulty in applying the skills that have been taught. The student needs more practice to develop an understanding of the concept.

Grades 3-5 will use percentages to show the student's understanding and application of skills taught.

Percentage	Explanation
100% - 95%	Indicates an in-depth understanding and exemplary display of the skills
94% - 80%	Indicates a solid understand 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

ASSIGNMENT/HOMEWORK 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.

The following general guidelines apply to all assignments/homework:

- All assignments are to be relevant to in-class activities.
- Assignments/Homework will be evaluated/reviewed in a timely and appropriate manner.
- 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.
- Homework is not a dominant component of a student's grade.

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).

HOMEWORK AGENDAS

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

child with assignments. Initialing the agenda each day lets your child's teacher know you have viewed the assignments and they are complete.

COMMUNITY WEB PORTAL

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

SPECIAL EDUCATION – CASD POLICY 113

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

Early Intervention	An ongoing system to locate, identify, and evaluate young children, ages three through kindergarten-eligible age, with special needs likely to interfere with learning and development
Learning Support	For students with a disability whose primary identified need is academic learning
Emotional Support	For students with emotional and behavioral disorders
Deaf & Hearing-Impaired Support	For students with the disability of visual impairment including blindness
Physical Support	For students with disabilities of orthopedic or other physical health impairments
Autistic Support	For students with the disability of Autism
Life Skills Support	For students who require instruction in functional independent living skills
Multiple Disabilities Support	For students with multiple disabilities and require multiple services
Speech/Language Support	For students with a disability of speech and language impairment

ANNUAL PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES & PROGRAMS, SERVICES FOR GIFTED STUDENTS, & SERVICES FOR PROTECTED HANDICAPPED STUDENTS 2026-2027

Notice to Parents

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts, intermediate units and charter schools are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedure in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout Corry Area School District of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit and charter school shall publish written information in the handbook and on the website. Children ages 3-21 can be eligible for special education programs and services. The district has a responsibility to locate, identify and evaluate all children residing in Corry Area School District with disabilities who are enrolled by their parents in private (including religious) schools, elementary schools and secondary schools located in the school district.

If parents believe that their school age child may be eligible for special education, the parent should contact the school where the child attends or the Director of Special Education for the Corry Area School District at the end of this public notice.

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

Evaluation Process

Corry Area School District has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school which your child attends or the Director of Special Education for the Corry Area School District at the end of this public notice.

Parents of preschool age children, age three through five, may request an evaluation in writing by addressing a letter to the Early Intervention Supervisor, NW Tri-County Intermediate Unit #5, 252 Waterford St., Edinboro, PA 16412 or call 1-800-677-8461.

Consent

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

Program Development
Once the evaluation process is completed, a determination of eligibility is made. If the child is eligible, the individualized education program (IEP) team, including the parents, meets and develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, the school district will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

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

For additional information related to student records, the parent can refer to the FERPA at the following URL: http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html. This notice is only a summary of the special education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a school aged child, public or private, contact:

Ms. Leslie Bloomgren
Director of Special Education
Corry Area School District
540 E. Pleasant Street
Corry, PA 16407
(814) 664-4677

GIFTED SUPPORT – CASD POLICY 114
The Corry Area School District hereby notifies parents/guardians that opportunities are available through the district's Gifted Support Program for students who may be mentally gifted. Chapter 16 of the Pennsylvania School Code governs parental rights to these programs. If parents feel that their child may be gifted, they should contact the principal of the school that their child attends to initiate the evaluation process.

CHAPTER 15/SECTION 504 – CASD POLICY 103.1
In accordance with applicable state and federal laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), the District shall provide each protected student with a disability, without discrimination and at no cost to the student or the student's family, the related aids, services, and accommodations necessary to ensure equal access to and participation in the District's educational programs, services, and extracurricular activities. Such aids, services, and accommodations shall be provided to the maximum extent appropriate to the student's individual needs and abilities.

A protected student with a disability under Section 504 is a student of school age who has a physical or mental impairment that substantially limits one or more major life activities, including access to or participation in an aspect of the school program. Eligibility for Section 504 protections, as well as the determination of appropriate accommodations and services, shall be made

through the District's evaluation and decision-making procedures in accordance with applicable legal requirements.

The protections and services provided to students eligible under Section 504 are separate and distinct from those provided to students who qualify for special education and related services under the Individuals with Disabilities Education Act (IDEA).

TITLE I
Title I is a federally funded program designed to help students become more capable as learners in the regular classroom setting. CASD operates a "school-wide program" where all students are eligible to receive support as needed, in the content areas of Reading and Writing. All Title I faculty are highly qualified.

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM FOR ENGLISH LEARNERS– CASD POLICY 138

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

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

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

Assessment
The district shall annually administer required assessments to EL students to measure students' English Language proficiency and progress in reading, writing, speaking and listening/understanding. Assessment results shall be maintained in the student's education records. Parents/Guardians may not opt students out of English language proficiency assessments.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For more information, please contact:

Mr. Nicholas Krasa
nkrasa@corrysd.net
Director of Career and Technical Center and English Learners
Corry Area School District
540 E. Pleasant Street
Corry, PA 16407
(814) 664-4677

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

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

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

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

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

How does ESAP work?
The process involves three steps:

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

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

The ESAP process in elementary schools represents a system of problem solving driven by student's needs. At the core of the process is the belief that all students can learn and that all students matter. ESAP maximizes the teaching resources within schools by incorporating the best of general and special education in a systematic search for what works to support success for the student.

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

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

PARENT INVOLVEMENT SERVICES
All schools have parent-school connection services, including parent and student lending materials. Please contact Mr. Corey Gibson at 664-4677 extension 5000 for Corry Area Primary School or extension 6000 for Corry Area Intermediate School for more information.

SNACK POLICY
The Corry Area School District encourages a "No Edible Birthday Treat" policy. This means that any type of edible treat being sent into school for birthday celebrations is highly discouraged. However, should a food item be sent into school for distribution, **any item that is not individually, commercially wrapped will be held in the school office and sent home with**

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

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

Alternative Birthday Celebration Ideas:

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

HEALTH SERVICES

HEALTH ROOM (NURSE)

General Health Guidelines

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

HEALTH EXAMS AND SCREENINGS – CASD POLICY 209

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

FOOD ALLERGY MANAGEMENT – CASD POLICY 209.1

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

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

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

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

D. Section 504 Service Agreement - a medical plan of care which references development and implementation of an IHP and ECP as well as other accommodations, educational aids and services a student with a documented severe or life-threatening food allergy requires in order to have equal access to educational programs, non-academic services and extracurricular activities as students without food allergies.

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

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

Medical plans of care should include both preventative measures to help avoid accidental exposure to allergens and emergency measures in case of exposure, including administration of emergency medication. A complete set of a student's current medical plans of care related to food allergies shall be maintained by the school nurse. Information or copies of the different components of a student's medical plans of care shall be provided to appropriate personnel who may be involved in implementation of the medical plans of care.

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

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

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

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

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

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

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

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

Delegation of Responsibility
The Superintendent or designee, in coordination with the school nurse, school nutrition services staff, and other pertinent staff, shall develop administrative regulations to implement this policy or adopt as administrative regulations the suggested guidelines developed by the Pennsylvania Departments of Education and Health and National School Boards Association (NSBA) guidance on managing severe or life-threatening food allergies in district schools, including all

classrooms and instructional areas, school cafeterias, outdoor activity areas, on school buses, during field trips, and during school activities held before the school day and after the school day.

Administrative regulations should address the following components:

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

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

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 she/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.

MEDICATIONS - CASD POLICY 210
All medications and/or use of medical technology shall be administered by the Certified School Nurse, or in the absence of the Certified School Nurse, by other licensed school health staff (RN, LPN), except as otherwise noted in this policy.

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

Medication should be recorded and logged in with the date, name of student, name of medication, amount of medication, and signatures of the parent/guardian or designated adult delivering the medication and the school health personnel receiving the medication.
Nonprescription medication must be delivered in its original packaging and labeled with the student’s name.

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

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

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

Asthma inhalers - Students who follow appropriate procedures may carry their own inhaler or epinephrine injector.
In the event of an emergency, a district employee may administer asthma inhalers/epinephrine injectors when he or she believes, in good faith, that a student needs emergency care.

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

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

1. A written request from the parent/guardian that the school complies with the order of the licensed physician, certified registered nurse practitioner or physician assistant.
2. A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.
3. A written statement from the licensed physician, certified registered nurse practitioner or physician assistant that states:

    a. Name of the drug.
    b. Prescribed dosage.
    c. Times medication is to be taken.
    d. Length of time medication is prescribed.
    e. Diagnosis or reason medication is needed, unless confidential.
    f. Potential serious reaction or side-effects of medication.
    g. Emergency response.
    h. If the child is qualified and able to self-administer the medication.

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

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.

REGULATIONS

ACADEMIC DISHONESTY
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 may 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.

ACCIDENTS
Every accident in the school building, on school grounds, at practice sessions, or any athletic event sponsored by the school must be reported immediately to the person in charge, administrator, or school nurse.
Student Accident Protection – www.BollingerSchools.com – 866-267-0092

THIS IS PRIVATE INSURANCE – DO NOT CALL THE SCHOOL

With the increasing trend of high deductible health insurance plans, and more of the cost-share shifting to the individual, Student Accident Coverage has become an even greater tool to bridge the coverage gaps that are inherent in most insurance plans.

The student accident insurance coverage provided by the Corry Area School District protects EVERY student on an **EXCESS** basis during school, any school event, or any school-sponsored activity. This coverage is **EXCESS** accidental bodily injury insurance. It covers accidental bodily injury such as broken bones, stitches, strains, and sprains. Illnesses such as measles, sore throats, etc…., are not covered by this policy.

Your personal or family health insurance is still PRIMARY coverage. Under the Corry plan, the first $100 of covered charges are paid without regard to any other applicable coverage that may be in effect. After the first $100 in covered charges are paid, expenses which are **NOT** covered by your other **PRIMARY** personal or group insurance are eligible for coverage under this plan up to the policy limit. These "out-of-pocket" expenses could include deductibles, co-payments, co-insurance, and other out-of-pocket expenses (see policy for details and restrictions). **Corry Area School District has purchased the ALL STUDENT Coverage Plan** for every school-sponsored activity.

AI USE IN THE CLASSROOM
Teachers are responsible for clearly communicating expectations regarding the appropriate and ethical use of artificial intelligence (AI) tools within their courses. Each teacher should define when AI is permitted, restricted, or prohibited based on instructional objectives and ensure students understand that all submitted work must reflect the established classroom expectations. Misuse of AI in violation of teacher guidelines may be considered academic dishonesty and addressed in accordance with district procedures.

BREAKFAST AND LUNCH
The Corry Area School District offers students a nutritional breakfast and lunch each day of school. All elementary students in grades Pre-K to 5 will receive free breakfast and lunch during the 2026-2027 school year. However, you will have the option of packing lunch for your child if you choose.

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

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

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

- Students are to take their turn in the cafeteria line. Be courteous and polite to each other as well as to the cafeteria staff. "Line-hopping" is prohibited.
- Students need to use care in getting food to the table. If anything is dropped, please pick it up.

- Remain in the same seat for the lunch period.
- Near the end of the lunch period you will be asked to clear the area surrounding the table where you have been seated. A request to pick up paper or crumbs is not an accusation that you are responsible. It is a request to assist in keeping the school neat and clean.
- Students are not to congregate at the cafeteria doors at the end of lunch periods.
- Any disorderly conduct, which includes but is not limited to, throwing food or paper products will result in disciplinary action in accordance with District policy, including being assigned a lunch detention in a separate area and/or re-teaching of expected behaviors.

CELL-PHONE-FREE LEARNING ENVIRONMENT/ELECTRONIC DEVICES – CASD POLICY 237
For both elementary schools, cell phones will be turned off or silenced and in student bookbags/cubbies during school hours from 7:40am-2:30pm. They are prohibited from being in their possession in the classroom, including in pockets. Students may use their cell phones before and after school, on district transportation, and during school-sponsored activities outside the school day.

These changes will:
- promote a positive learning environment by reducing distractions.
- will support social interactions by increasing face-to-face communications.
- decrease student behavior issues related to social media and texting.
- create consistent expectations for all students district-wide.

Offenses for cell phone use:
- First Offense – verbal warning and student can pick up device in the appropriate office at the end of the day
- Second Offense – student will receive after-school detention, parent/guardian will need to pick up the device
- Third Offense – student will receive an extended detention, parent/guardian will need to pick up device
- Beyond Third Offense/Refusal to Turn in Phone –there will be a disciplinary hearing scheduled and student will no longer be able to have device in school

The Board prohibits the use of electronic devices in locker rooms, bathrooms, health suites, and other changing areas.

Electronic Images and Photographs
The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing. Because such violations may constitute a crime under state and/or federal law, the district may report such conduct to state and/or federal law enforcement agencies.

Disclaimer:
The Corry Area School District is not responsible for lost, damaged, or stolen electronic devices. Parents are encouraged to consider the necessity of sending such items with their children to school.

DRESS AND GROOMING - CASD POLICY 221
The CASD dress code is focused on fostering a safe, secure, and positive school environment. Students should remember that specific styles of dress are not appropriate for school. Students and parents/guardians are expected to exercise careful judgment in the selection of appropriate attire for school. Reasonable attempts will be made to provide available clothing, but in the case a student refuses to change or clothing is not available, the student will be placed in the in-school suspension location until appropriate clothing is being worn. **In all cases, school administrators reserve the right to prohibit dress that is disruptive to the educational environment or presents a health and safety concern.**

The following are examples of dress that should not be worn in the school environment:
- Coats, jackets, blankets, or garments designed for protection from the outside weather; hats, caps, hoods, bandeaus, bandanas, skull caps, gloves, sunglasses, and visors that can conceal items and/or pose a safety hazard; and stuffed animals are not permitted. Students DO have the right to wear protective hairstyles, such as braids, locs, puffs, afros, twists, wigs, including styles, with elements, such as headbands, head wraps, bonnets, barrettes, or beads.
- Excessive bare backs and midriffs are not permitted. Examples include spaghetti straps, crop tops, see-through blouses or shirts, are inappropriate.
- Pants, shorts, and skorts must be secured and worn no lower than the hip. Shorts, skirts, skorts and slits in skirts should not expose undergarments or the front and/or backside of any student sitting, standing and/or moving.
- Clothing, patches, buttons, pins, and jewelry are not permitted if they:

a. Have sexually suggestive writing/pictures
b. Advocate violence
c. Advertise or promote the use of tobacco, alcohol, or drugs
d. Use obscene language

- Appropriate footwear must be worn at all times for activities. Wheeled shoes are not permitted.
- Spiked jewelry, chains, chains with wallets, or any jewelry that could cause injury or constitute a hazard are not permitted.
- Any apparel judged unhealthy or unsanitary (e.g., clothing that is dirty/gives off a foul odor) is not permitted.

The Board directs compliance with Board policy and law prohibiting discrimination, including but not limited to protections addressing:

1. Protective hairstyles, including but not limited to hairstyles such as locs, braids, twists, coils, Bantu knots, afros and extensions.
2. Religious creed including head covering and hairstyles historically associated with religious creeds.

EXTRA-CURRICULAR CONDUCT

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

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

HOMELESS EDUCATION ACT – CASD POLICY 251

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

If you become aware of a student that may qualify or would like more information, please contact your school counselor or Homeless Liaison, at 665-8297, ext.

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 (42U.S.C. 11433(d)) for individuals who are homeless; or conducting daily living activities; or o 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

RECESS

House Bill 1505, included in Pennsylvania's 2026-2027 state budget, requires public schools to provide at least 30 minutes of daily recess for students in kindergarten through 5th grade. Barring inclement weather, recess will take place outside. We strongly encourage families to send appropriate outdoor clothing, including gloves, hat, boots, snowpants, and winter coat.

REVIEW OF INSTRUCTIONAL MATERIALS BY PARENTS/GUARDIANS AND STUDENTS – CASD POLICY 105.1

Instructional material means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). For purposes of this policy, the term does not include academic tests or academic assessments.

Upon request by a parent/guardian or student, the district will make available existing information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.

The following conditions shall apply to any request:

1. To assist the school district in providing the correct records to meet the needs of the requesting party, the request must be in writing, setting forth the specific material being sought for review.
2. The written request will be sent to the building principal.
3. The district will respond in writing to the parent/guardian or student within ten (10) school days by designating the time and location for the review.
4. The district may take necessary action to protect its materials from loss, damage, or alteration and to ensure the integrity of the files, including the provision of a designated employee to monitor the review of the materials.
5. No parent/guardian or student shall be permitted to remove the material provided for review or photocopy the contents of such file. The taking of notes by parents/guardians and students is permitted.

Under federal law, the rights provided to parents/guardians to inspect any instructional materials used as part of the student's educational curriculum transfer to the student when the student turns eighteen (18) years old or is an emancipated minor. These rights do not transfer under state law; therefore, parents/guardians retain their rights to access information about the curriculum and to review instructional materials.

SCHOOL CLOSINGS

In the event that it is necessary to close schools, a message will be sent through the district's mass communication system to the listed contact information on the emergency card, which should be kept up-to-date. In addition, radio, television, and social media announcements will be made. ***Please do not call the schools to check on school closing.*** When schools are closed, all school-related extracurricular activities will also be canceled.

SCHOOL VISITORS – CASD POLICY 907

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

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

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

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

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

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

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

SEARCHES - CASD POLICY 226

School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic

devices, purses, backpacks, clothing, and other possessions, without a warrant, when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.

The district has a compelling interest in protecting and preserving the health, safety and welfare of the school population, which under certain circumstances may warrant general or random searches of students and their lockers, vehicles or other belongings without individualized suspicion, for the purpose of finding or preventing entry onto school property of controlled substances, weapons or other dangerous materials.
The Board authorizes the administration to conduct searches of students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions in accordance with the standards set forth in this policy.

1. **Individualized Suspicion Searches**
   Students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, may be searched without a warrant when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules.
2. **Random or General Searches Without Individualized Suspicion**
   Under certain circumstances, random or general searches of students and their belongings, including student lockers or vehicles parked on school property, may be conducted during the school day or upon entry into school buildings or school activities, in the absence of suspicion focused on a particular student or students, for the purpose of finding or preventing entry onto school property or activities of controlled substances, weapons or other dangerous materials.
3. **Searches Upon Consent**
   Searches may be conducted at any time, with or without reasonable suspicion, if the student has given knowing and voluntary consent specific to the place to be searched.
4. **Searches by or at the Request of Law Enforcement Officials**
   When searches of students, student belongings, vehicles or lockers are conducted by or at the request of law enforcement officials, with or without the involvement of school staff, the law enforcement officials are solely responsible for ensuring that a warrant has been issued or that the circumstances otherwise permit the search to be lawfully conducted in accordance with the standards applicable to law enforcement actions.
5. **Locker Inspections and Searches**
   Prior to an individual locker search or inspection, the student to whom the locker is assigned shall be notified and be given a reasonable opportunity to be present. However, when there is a reasonable suspicion that a locker contains materials which pose a threat to the health, welfare or safety of the school population, student lockers may be searched without prior notice to the student.

STUDENT EXPRESSION/DISTRIBUTION AND POSTING OF MATERIALS – CASD POLICY 220

Limitations on Student Expression
Students have the right to express themselves unless such expression is likely to or does materially and substantially disrupt or interfere with the educational process, including school activities, school work, discipline, safety and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights. Student expression is prohibited to the extent that it:

1. Violates federal, state or local laws, Board policy or district rules or procedures;
2. Is defamatory, obscene, lewd, vulgar or profane;
3. Advocates the use or advertises the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students, such as tobacco/vaping products, alcohol or illegal drugs;
4. Incites violence, advocates use of force or threatens serious harm to the school or community;
5. Materially and substantially disrupts or interferes with the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions;
6. Interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs; or
7. Violates written district procedures on time, place and manner for dissemination of otherwise protected expression.

Student expression that occurs on school property or at school-sponsored events, or occurs at any time or place when created or communicated using district-provided equipment, email, websites or other technological resources, is subject to this policy. The limitations, prohibitions and requirements of this policy shall apply to expression that occurs outside the foregoing circumstances only when and to the extent that the out-of-school expression:

1. Incites violence, advocates use of force or otherwise threatens serious harm directed at students, staff or the school environment;
2. Materially and substantially disrupts or interferes with the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions; or
3. Interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs.

Dissemination of Non-school Materials
The Board requires that dissemination of non-school materials shall occur only at the places and during the times set forth in written procedures. Such procedures shall be written to permit the safe and orderly operation of schools, while recognizing the rights of students to engage in protected expression.

The Board requires that students who wish to disseminate non-school materials on school property shall obtain approval by submitting them at least one (1) school day in advance to the building principal or designee, who shall forward a copy to the Superintendent.

If the non-school materials include matters prohibited by this policy, the building principal or designee shall promptly notify the students of the nature of the violation and that they may not disseminate the materials until the violation is corrected and the materials are resubmitted for approval.

If notice of disapproval is not given during the period between submission and the time for the planned dissemination, students may consider the request approved and proceed with dissemination as requested, subject to all other established procedures and requirements relating to time, place and manner of dissemination. Students may nonetheless be directed to cease or suspend dissemination if it is later determined that the materials or the dissemination of them are in violation of this policy or implementing rules and procedures.

Students who disseminate printed non-school materials shall be responsible for clearing any litter that results from their activity and shall schedule the event so that they do not miss instructional time themselves.

Printed non-school materials displayed in a fixed location of a school building shall bear the date when placed in each location. The district may remove the materials within ten (10) days of the posting or other reasonable time as stated in applicable procedures.

Review of Student Expression
Review of non-school materials proposed for dissemination shall be conducted promptly so as to avoid unreasonable delay in dissemination.

School officials shall not censor or restrict non-school materials or other student expression for the sole reason that it is critical of the school or its administration, or because the views espoused are unpopular or may make people uncomfortable.

Student-initiated religious expression is permissible, and apart from regarding time, place and manner, shall not be restricted unless the expression violates some other aspect of this policy, e.g., because it is independently determined to be in violation of this policy for reasons other than the religious nature of the content.

Appeal of the reviewer's decision may be made to the Superintendent and then to the Board, in accordance with Board policy and district procedures.

Delegation of Responsibility
The Superintendent shall assist the building principal in determining the designation of the places and times non-school materials may be disseminated in each school building. Such designations may take into account maintenance of the flow of student traffic throughout the school and shall limit dissemination of non-school materials to non-instructional times.

When student dissemination of non-school materials or other student expression violates this policy, the building principal may determine what if any disciplinary or other consequences should be imposed. Disciplinary actions shall be in accordance with

applicable Board policy and the Code of Student Conduct.

The Superintendent shall ensure that building principals and other staff involved in reviewing non-school materials proposed for dissemination and evaluating whether violations of this policy have occurred receive training regarding applicable standards and procedures. Special emphasis shall be given to understanding the limitations on school officials' authority to regulate off-campus student expression, as well as the need to articulate in detail the nature and extent of disruption to or interference with the school environment thought to be caused by on or off-campus student expression and the specific manner by which the student expression involved is thought to have caused it.

This Board policy and any procedures written to implement this policy shall be referenced in student handbooks so that students can access them for further information.

STUDENT/PARENT COMMUNICATION

If parents/guardians need to contact their child(ren), they must contact the appropriate office. Messages will be delivered as necessary.

SURVEYS – CASD POLICY 235.1

Surveys may be administered throughout the school year. Parents/guardians will receive prior notification in order to review the scope of the survey. Parents can then opt students out.

Purpose

This policy sets forth guidelines regarding the conduct of surveys and collection and use of information for marketing purposes, consistent with law and regulations.

Definitions

Personal information means individually identifiable information, including a student's or parent's/guardian's first and last name; home or physical address, including street name and the name of the city or town; telephone number; or social security number.

For purposes of this policy, protected information, as addressed by the Protection of Pupil Rights Amendment (PPRA), includes:

1. Political affiliations or beliefs of the student or student's parent/guardian.
2. Mental or psychological problems of the student or student's family.
3. Sex behavior or attitudes.
4. Illegal, anti-social, self-incriminating or demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or student's parent/guardian.
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

TECHNOLOGY EQUIPMENT PROCEDURES

All students and parents/guardians must have read the Corry Area School District Acceptable Use of Internet Policy (Board Policy 815), the related "Acceptable Use and Internet Safety Policy,") and have a signed Student User Agreement on file with the building administration. Students are responsible for knowing and complying with the requirements set forth in these documents. Copies of each document are provided to students at the start of each school year and are also available in the building principal's office.

- Students are not permitted to use the computers without faculty supervision.
- No food, drink, or gum is permitted while working on computers or chromebooks.
- Games are not permitted unless approved by teacher and technology coordinator and are curriculum related.
- Use of applications not assigned by the teacher is prohibited.
- Abuse and/or rough handling of equipment will not be tolerated.
- Printing of non-educational content is prohibited.
- Any student violating rules, damaging equipment, or tampering with files or programs will be referred to the office.
- Students are responsible for proper care and maintenance of computer equipment and peripherals. Students are also responsible for immediately reporting any problems with the equipment.
- Rules may be revised or new rules implemented at any time.
- Students may be responsible for the cost of any damage to School District technology equipment.

TEXTBOOKS/EDUCATIONAL MATERIALS
Students are responsible for all textbooks and educational materials, including chromebooks, issued to them by the School District for use during the school year. If such materials are lost or damaged, the student is financially responsible for them.

TRANSPORTATION – CASD POLICY 810.2
School bus means a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of pre-primary, primary, or secondary school students to or from public, private or parochial schools or events related to such schools or school-related activities.

School vehicle means a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of pre-primary, primary, or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group, and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children.

The Board authorizes the use of video and audio recording on school buses and school vehicles for disciplinary and security purposes.

The Board prohibits the use of audio recording on any school bus or school vehicle that is not being used for a school-related purpose.

Delegation of Responsibility
The Board directs the Superintendent or designee to ensure that:
1. Each school bus and school vehicle that is equipped with video and audio recording equipment contains a clearly posted notice informing drivers and passengers of the potential for video and audio recording.
2. This policy is posted on the district's publicly accessible website.

Each school year, this policy is included in the student handbook and in any other district publication that sets forth the comprehensive rules, procedures, and standards of conduct.

VIDEO/AUDIO RECORDING

School Buildings and Property
Video cameras are used throughout the school buildings and property. The cameras are intended to discourage misconduct and investigate incidents.

Guidelines
The district shall comply with the provisions of federal and state laws and regulations regarding student record requirements as applicable to the district's use and disclosure of recordings. Recordings considered part of a student's educational record shall be maintained in accordance with established student record procedures governing access, review and disclosure of student records.

WATER BOTTLES/OPEN CONTAINERS
Glass water bottles are prohibited. Bottles must have a secure, leak-proof cap/lid to prevent spills. For hygiene purposes, do not share water bottles. Open cans, containers, bottles, etc., are prohibited in classrooms containing carpet.

APPENDIX

BULLYING/CYBERBULLYING – CASD POLICY 249

Purpose

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Definitions

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

1. Substantially interfering with a student's education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

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

Authority

The Board prohibits all forms of bullying by district students. Students who believe they or others have been bullied are to promptly report such incidents to the building principal or designee.

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

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

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.

Title IX Sexual Harassment and Other Discrimination

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.

Confidentiality

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

Retaliation
Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

Delegation of Responsibility
Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.
The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.
District administration shall annually provide the following information with the Safe School Report:

1. Board's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

Guidelines
The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.

Education
The district shall develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

Consequences for Violations
A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

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

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.

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.

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.

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

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

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 to be 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.

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. (Also refer to Attachment 3 on how to proceed if/when the complainant refuses to sign a Title IX formal complaint and is requesting that a formal complaint under Title IX not be filed by the Title IX Coordinator.) If the reported circumstances, 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
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.

If possible, the district will refrain from pursuing disciplinary action pursuant to the Student Code of Conduct until such time 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 (ex: 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.

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. 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.

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
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.

1. Testifying, assisting, participating or refusing to participate in a related investigation, process or other proceeding or hearing.
2. Acting in opposition to practices the person reasonably believes to be discriminatory.

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

Definitions
Complainant shall mean an individual who is alleged to be the victim.
Respondent shall mean an individual alleged to be the perpetrator of the discriminatory conduct.

Discrimination

Discrimination shall mean to treat individuals differently, or to harass or victimize based on a protected classification including but not necessarily limited to race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.

Harassment is a form of discrimination based on the protected classifications listed in this policy consisting of unwelcome conduct, such as graphic, written, electronic, verbal, or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

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

Definitions Related to Title IX Sexual Harassment

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

Supportive measures shall mean 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:

1. Counseling.
2. Extensions of deadlines or other course-related adjustments.
3. Modifications of work or class schedules.
4. Campus escort services.
5. Mutual restrictions on contact between the parties.
6. Changes in work or housing locations.
7. Leaves of absence.
8. Increased security.
9. Monitoring of certain areas of the campus.
10. Assistance from domestic violence or rape crisis programs.
11. Assistance from community health resources, including counseling resources.

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.

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

1. A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as quid pro quo sexual harassment.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.
3. Sexual assault, dating violence, domestic violence or stalking.
    a. *Dating violence* means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:
        i. Length of relationship.

ii. Type of relationship.
iii. Frequency of interaction between the persons involved in the relationship.

b. *Domestic violence* includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is co-habitating with or has co-habitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

c. *Sexual assault* means a sexual offense under state or federal law that is classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

d. *Stalking*, under Title IX, means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:
i. Fear for their safety or the safety of others.
ii. Suffer substantial emotional distress.

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

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 non-discrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's non-discrimination 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 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

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:

1. Loss of school privileges.
2. Temporary or permanent transfer to another school building, classroom or school bus.
3. Exclusion from school-sponsored activities.
4. Detention.
5. Suspension.
6. Expulsion.
7. Referral to law enforcement officials.

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

Reports of Discrimination

Any reports of discrimination that are reviewed by the Title IX Coordinator and do not meet the definition of Title IX sexual harassment but are based on race, color, age, creed, religion, sex, sexual orientation, ancestry, 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.

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

CORRY AREA SCHOOL DISTRICT

Absence/Tardy/Early Release Form

Please use this form as the written verification of your child's absence/tardiness or early release from school.
*(The school is required by law to maintain your **written, signed** note explaining each absence/tardiness.*
The note is due upon your child's return to school after the absence/tardiness.)

Student Name: _____ **Grade:** _____

(Print first, middle and last name)

Date(s) Absent/Tardy: _____

Reason for Absence/Tardiness/Early Release: _____
(Please state briefly, such as "flu", "cold", "fever".)

_____

_____

_____ _____ _____
(Print Parent/Guardian's Name) ***(Parent/Guardian's Signature)*** ***(Date)***

****Note: Please attach doctor's excuse if applicable.***

CORRY AREA SCHOOL DISTRICT

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Date(s) Absent/Tardy: _____

Reason for Absence/Tardiness/Early Release: _____
(Please state briefly, such as "flu", "cold", "fever".)

_____

_____

_____ _____ _____
(Print Parent/Guardian's Name) ***(Parent/Guardian's Signature)*** ***(Date)***

****Note: Please attach doctor's excuse if applicable.***

It is understood that, as the parent/guardian of my student, I hereby consent to the use of photographs/videotape, image and work taken during the course of the school year for publicity, promotional and/or educational purposes (including publications, presentation or broadcast via newspaper, internet or other media sources). I do this with full knowledge and consent and waive all claims for compensation for use or for damages. I understand that if I **do not want my student's picture to be used** in the above capacity, I must complete this and return it to the Middle High School Office.

_____ I **do not** give permission for my student's photo to be used for the 2024-2025 school year. **THIS INCLUDES PHOTOS IN THE YEARBOOK, SUCH AS THE STUDENT PICTURE, CANDIDS, CLUBS, ETC.**

_____ I **only give** permission for my student's photo to be used in the Yearbook. I do not consent to all other forms of photographic platforms used by the Corry Area School District.

Name of Student (Printed): _____

Grade Level:_____

Parent/Guardian Name (Printed): _____

Parent Signature: _____

Date: _____

Corry Area School District

Student Bicycle Use Permission Form

I,_____ acknowledge that my child _____

Parent/Guardian Printed Name Child's Printed Name

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

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

The school is not responsible for the safety and security of the bicycle during the school day. It would be advisable to secure your bicycle with a lock to the bike rack during the school day.

- Only students in grades 3, 4, and 5 are allowed to ride a bicycle to school.
- He/She MUST abide by the Bicycle Riding Policy in the Code of Student Conduct Manual.
- Violations to the rules stated above may result in privileges being revoked.

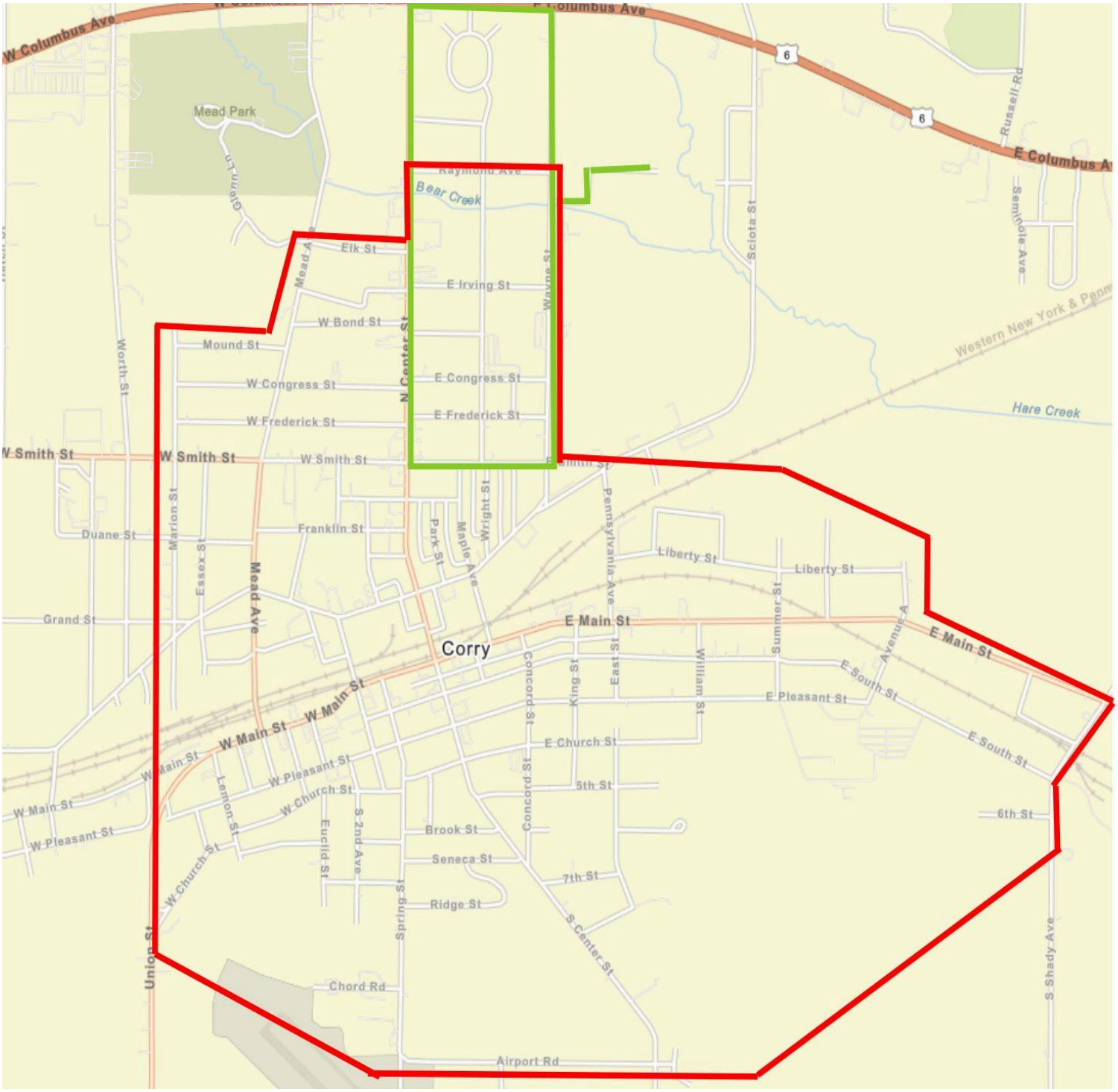
My child and I have read and understand these rules and regulations for the privilege of riding his/her bicycle to school.

_____ _____

Parent Signature Date

_____ _____

Student Signature Date

Walking Area for Grades 6 to 12

Walking Area for Grades Pre-K to 5