FACULTY HANDBOOK

CORRY AREA MIDDLE-HIGH SCHOOL

2026-2027

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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, 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, **Ms. 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.

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.

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.

ACADEMIC RECOGNITION GUIDELINES

Quarterly Academic Recognition

All students will be recognized every nine weeks based on their quarterly unweighted QPA.
Academic Recognition - 88% - 92%
Academic Honors - 93% and above

Annual Academic Recognition

Underclassmen (6-11) will be recognized at the end of the year based on their cumulative unweighted QPA.
Academic Recognition - 88% - 92%
Academic Honors - 93% and above

Graduation Academic Recognition

Seniors will be recognized at graduation based on their cumulative weighted QPA throughout high school as outlined:
Summa Cum Laude – 100.995% or above
Magna Cum Laude – 98.995% to 100.994%
Cum Laude – 94.995% to 98.994%
Academic Recognition - 87.50% – 94.994%

General Academic Guidelines

- High School students who fail a required course have to re-take the course.
- If a student receives an incomplete for the grading period, the student will submit all required assignments within a designated time frame.

ACADEMIC STANDARDS – CASD POLICY 102

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

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

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

ACCIDENT REPORTING PROCEDURES

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

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.

ASSEMBLY PROCEDURES

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

ATTENDANCE AND TARDINESS

Daily 1st Period Attendance

- Attendance must be taken by the teacher, not a student.
- Attendance should be sent to the office by 8:35 AM.
- Student excuses for absences and tardies should be collected and placed in the yellow envelope and hung on the door.
- If a student arrives after attendance is submitted without a Smartpass, teachers should send the student to the main office to sign in.
- When a student signs in late for school, he/she will receive a Smartpas- designated excused tardy or unexcused tardy.

Classroom Attendance

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

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

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

BUILDING/ROOM SECURITY/KEYS

- Teachers are encouraged to lock classroom doors at all times.
- All keys are the property of the District and must be available for return at the end of each school year.
- Keys must not be duplicated.
- Do not let students use keys under any circumstances.
- For security reasons, outside doors are not to be left open, propped, or unlocked.

BULLYING POLICY – CASD POLICY 249

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

CELL PHONES

Cell phones are to be placed on silent or off entirely upon student arrival, and they should never be in sight and/or used in front of students unless it is business/work-related or for safety-related protocols.

Employees may seek permission exclusively from building administration to request an exemption, if needed, for personal matters. Acceptable times for employees to use cell phones include plan times and/or lunch (when not supervising students).

CHANGING LOCATION OF A CLASS

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

CHAPERONE GUIDELINES

For any organization or club planning an activity that requires chaperones, the advisor is responsible for recruiting and supplying the appropriate number of chaperones. Chaperones must be employed by the School District or comply with CASD Policy 916, Volunteers.

CHILDLINE GUIDELINES

Mandate to Report

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

Reporting Procedures - CASD Policy 806

Duty to Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CLASSROOM FURNITURE GUIDELINES

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

File cabinets, bookcases, etc., will be purchased by the School District. Do not bring any furniture from home for classroom use. Contact an Administrator if additional storage is needed. Do not store any items on top of cabinets.

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

CLASSROOM MANAGEMENT GUIDELINES

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

The most effective classroom is one in which teachers manage their students' behavior. Establish a classroom management plan to let students know what behaviors are expected in the classroom at all times. The plan should be clearly communicated to students and consistently applied.

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

Teacher Expectations

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

- Teachers will set a positive example by modeling the behaviors expected of students.
- Teachers will prepare a list of classroom rules, procedures and offenses, communicate these to the students, and post the rules and procedures in their classroom.
- Teachers should attempt to privately address student misbehavior without publicly ridiculing students. A student should be respected while addressing the misbehavior.
- Teachers will communicate with parents while attempting to resolve classroom behavior problems.
- Teachers will be consistent when enforcing classroom discipline.
- Teachers will not withhold physical activity from students. CASD Policy 246
- Teachers will not use physical activity as a form of consequence - CASD Policy 246

Teachers will manage the Level 1 infractions in the classroom setting. The Administrators are available to assist with classroom management, but are not to be used as primary disciplinarians. Teachers are to document all actions taken to correct a student's behavior as an incident in Sapphire. Action taken by the Administration regarding any discipline referral is dependent upon proper documentation. Level 2, 3, and 4 infractions will be submitted through an office discipline referral. **For examples of infractions and actions, refer to the Appendix.**

Dealing With Student Fights

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

COMPUTER EQUIPMENT AND INTERNET USAGE

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

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

Computer Usage Guidelines:

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

Prohibited Usage:

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

Internet Usage Guidelines:

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

CONDUCT AND DISCIPLINARY PROCEDURES – CASD POLICY 317

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

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

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

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

COPY MACHINES

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

COPYRIGHT MATERIAL - CASD POLICY 814

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

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

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

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

CROWDFUNDING - CASD POLICY 702.1

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

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

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

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

Approval of Crowdfunding Sites

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

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

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

Approval of the Crowdfunding Request

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

The crowdfunding request shall include:

1. The name and job title of the individual requester or, if the applicant is an eligible organization, the names of two (2) members of the eligible organization, and their position within the eligible organization, who shall be responsible for overseeing the crowdfunding campaign.
2. The crowdfunding site to be used.
3. The requested item(s) and/or the amount of funds targeted to be raised in order to purchase the item(s).
4. The school, classroom, program, and/or activity to be benefited.
5. The exact language, as well as any graphics, that will be included in the post on the crowdfunding site.
6. The projected start and end dates of the post on the crowdfunding site.
7. A list and description of any social media platforms and/or accounts that will be used to promote the crowdfunding campaign, including the identification of the individuals/organizations to whom such accounts belong.
8. A description of any other methods/channels that will be used to promote/market the crowdfunding campaign.

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

1. The crowdfunding request does not conflict with other district fundraising efforts.

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

Use of Crowdfunding

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

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

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

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

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

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

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

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

Prohibitions

Crowdfunding campaigns may not:

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

Be used for the personal gain of any individual.

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

Contain language that suggests, infers or states that:

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

- The school does not have enough resources.
- Individuals may not keep resources for personal use.
- Individuals who are not employees of the district or authorized as part of an eligible organization may not engage in crowdfunding on behalf of the district.

CURRENT EVENTS – CASD POLICY 119

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

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

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

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

Authority

The Board declares it to be the policy of this district to provide to all persons equal access to all categories of employment in this district, regardless of race, color, age, religious creed, religion, sex, sexual orientation, ancestry, national origin, marital status, genetic information, handicap/disability or pregnancy, childbirth or pregnancy-related medical conditions. The district shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, as well as pregnancy, childbirth and pregnancy-related conditions, consistent with the requirements of federal and state laws and regulations.

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

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.

he 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 employees, applicants 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 Title IX Coordinator. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

An employee serving in a supervisory position who suspects or is notified that a district employee may have been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Title IX Coordinator.

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

If the Title IX Coordinator is the subject of a complaint, the complainant or building principal shall direct the report of the incident to the Superintendent or designee.

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 conduct is most appropriately addressed through the Discrimination Complaint Procedures prescribed in Attachment 2 to this policy, or if the reported conduct meets the definition of Title IX sexual harassment and is 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.

Administrative Leave
When an employee, based on an individualized safety and risk analysis, poses an immediate threat to the health or safety of any student or other individual, the employee may be removed on an emergency basis.

An accused, nonstudent district employee may be placed on administrative leave during the pendency of the grievance process for formal complaints, consistent with all rights under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, and in accordance with state law and regulations, Board policy and an applicable collective bargaining agreement or individual contract.

Confidentiality
Confidentiality of all parties, witnesses, the allegations, the filing of a report, and the investigation related to any form of discrimination or retaliation, including Title IX sexual harassment, shall be handled in accordance with applicable law, regulations, Board 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 conduct that may constitute discrimination or retaliation, including Title IX sexual harassment.

Testifying, assisting, participating in any manner or refusing to participate in a related investigation, process or other proceeding or hearing.

Acting in opposition to practices the person reasonably believes to be discriminatory.

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

Definitions
Complainant shall mean an individual who is alleged to be the victim.
Pregnancy, childbirth and pregnancy-related medical conditions, as defined in federal law, refers to the pregnancy or childbirth of the specific employee and includes, but is not limited to, current pregnancy; past pregnancy or recovery; termination of pregnancy; potential or intended pregnancy (which can include infertility,

fertility treatment and the use of contraception); labor; childbirth; and lactation. Related medical conditions are medical conditions relating to the pregnancy, termination of pregnancy, childbirth or lactation of the specific employee.
Pregnancy, as defined in state regulation, shall include 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.
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, genetic information, ancestry, national origin, marital status, pregnancy or handicap/disability.

Harassment is a form of discrimination based on the protected classifications listed in this policy, or association with an individual who has a protected classification, consisting of objectively and subjectively hostile conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes or comments, slurs, stereotypes, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, ostracism, or other conduct that affects a term, condition or privilege of employment, and may be harmful or humiliating or interfere with a person's school or school-related work performance, including when:

Submission to such conduct is made explicitly or implicitly a term or condition of an employee's status; or

Submission to or rejection of such conduct is used as the basis for employment-related decisions affecting an employee; or

Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance at work or otherwise creates an intimidating, hostile, or offensive working environment such that it alters the complainant's working conditions.

Examples of harassment based on race, color, ancestry or national origin may include but not be limited to harassment regarding traits or characteristics related to an individual's name, cultural dress or diet, accent, linguistic characteristics or manner of speech, or physical characteristics, such as hairstyles or hair texture.

Harassment based on religion, religious creed, sex, pregnancy or related conditions, or handicap/disability may include harassment based on a request for or receipt of a reasonable accommodation.

Discrimination or harassment based on handicap/disability may also include harassment based on how an individual speaks, looks or moves, as well as discrimination or harassment because an individual is regarded as having an impairment, even if the individual does not have an actual disability; has a record or history of a disability, even if the individual does not currently have a disability; or is associated with an individual who has a disability.

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

Definitions Related to Title IX Sexual Harassment

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

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

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

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

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

1. A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as quid pro quo sexual harassment.
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. Review - Review of personnel practices and actions for discriminatory bias and compliance with laws against discrimination to include monitoring and recommending corrective measures when appropriate to written position qualifications, job descriptions and essential job functions; recruitment materials and practices; procedures for screening applicants; application and interviewing practices for hiring and promotions; district designed performance evaluations; review of planned employee demotions, non-renewal of contracts, and proposed employee disciplinary actions up to and including termination.
2. Training - Provide training for supervisors and staff to prevent, identify and alleviate problems of employment discrimination.
3. Resources - Maintain and provide information to staff on resources available to alleged victims in addition to the school complaint procedure or Title IX procedures, such as making reports to the police, and available supportive measures such as assistance from domestic violence or rape crisis programs, and community health resources including counseling resources.
4. Reports/Formal Complaints - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

<u>Guidelines</u>

Title IX Sexual Harassment Training Requirements

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

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

All training materials shall promote impartial investigations and adjudications of formal complaints of Title IX sexual harassment without relying on sex stereotypes. All training materials shall be posted on the district's website.

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

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

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

DRESS AND GROOMING - CASD POLICY 325

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

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

Acceptable:
- Sensible flats
- Sandals, open-toe and open-heel shoes
- Professional oxfords
- Small wedges

Acceptable:
Athletic shoes are appropriate for:
- Field trips
- Physical education
- Playground duties
- As appropriate in the classroom

Unacceptable:
- Beach shoes, slippers
- Spiked heels
- Platform shoes greater than 1"
- Molded "gummy" plastic shoes
- Bare feet
- Sock feet

Athletic shoes, if porous, are inappropriate for:
- Maintenance personnel
- Custodial staff
- All Tech Ed and CTC shops
- Kitchen staff

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

DRUG-FREE WORKPLACE – CASD POLICY 351

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

E-MAIL

Teachers are responsible for checking their e-mail on a daily basis. Teachers will respond within two work days (48 hours) to parent and Administrator communications.

EMERGENCIES

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

Classroom Teacher Responsibilities

- Lock classroom door (CTC/Technology teachers, secure outside entrance).
- Contact office if any outsiders attempt to enter the classroom.
- Document all students who are currently out of class and their location.
- Disregard all bells including emergency warnings, fire alarms, unless directed by Administration otherwise.
- If assistance is needed in the classroom, contact the office.
- Emergency Status will remain in effect until communication over the PA system.
- Responsibilities of Teachers Not Assigned to a Class - Listen to announcements for instructions.

EMERGENCY SCHOOL CLOSING

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

EXTRA-CURRICULAR ELIGIBILITY

Student's eligibility will be monitored on a weekly basis by each of their teachers, who will have the opportunity to submit the student as having a failing grade every Friday. Prior to submitting a student, teachers are responsible for contacting parents and guardians. Students submitted for having a failing grade(s) will be subject to the criteria as described below, with the weekly eligibility period beginning on Monday and ending on Sunday. All students are encouraged to get extra support when they are having difficulty in any of their classes.

Academic Probation:
This probation period lasts for one week with the intent that the student will have opportunities to improve their grade by the end of that week.

Academic Suspension (one of two ways):

1. When a student is re-submitted by their teacher for a continuously failing grade on Friday of their probation week, that student will be placed on Academic Suspension on the following Monday.
2. When a student is submitted by their teachers as having a failing grade in two or more classes at one time, that student is automatically placed on Academic Suspension on the following Monday.

During suspension, that student may, **at the discretion of the coach**, participate in practices but not in competitions, and ***will not be excused early from school to attend away competitions***. That student will remain on Academic Suspension until the teacher submits that student's passing grade. Final approval to participate in competitions will be made by the principal or designee with notification to the head coach. At the conclusion of the second consecutive week of suspension, that student will no longer participate in practices. When a teacher submits a student for a failing grade, he or she is responsible to keep the student's grade up-to-date (current).

FACULTY MEETINGS

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

FACULTY/STAFF IDENTIFICATION SECURITY ACCESS CARDS

All faculty and staff are required to wear a District-issued identification card, which should be visible at all times. The security access card is not to be lent to anyone. Report lost or broken cards immediately.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The District is committed to protecting the privacy of student education records in accordance with the Family Educational Rights and Privacy Act (FERPA), applicable Pennsylvania law, and Board policy. All employees are responsible for maintaining the confidentiality of student information obtained through the course of their employment.

Employees shall:

1. Access student records only when there is a legitimate educational interest related to their assigned responsibilities.
2. Protect confidential student information from unauthorized disclosure.
3. Refrain from discussing student information with individuals who do not have a legitimate educational interest.
4. Secure paper and electronic records to prevent unauthorized access.
5. Follow District procedures regarding the use of student information in email, digital platforms, and other electronic communications.
6. Immediately report any actual or suspected unauthorized disclosure of student information to their supervisor or the District's designated FERPA compliance official.

Examples of confidential information include, but are not limited to:

- Academic records and grades
- Section 504 records
- Attendance records
- Health records maintained by the District
- Discipline records
- Student identification numbers
- Special education records and IEPs
- Personally identifiable information (PII)

Employees should exercise caution when discussing student matters in hallways, classrooms, public areas, on social media, or through electronic communications.

Questions regarding the release of student records or requests for student information should be referred to their building principal or other district administrator before any information is disclosed.

FIELD TRIP PROCEDURES - CASD POLICY 121

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

- Students should not be notified about the field trip until the activity has been approved.
- Requests must include an alphabetized list by last name of all students.
- All field trip teachers/advisors are required to take attendance and turn in a list to either the Middle or High School office prior to departure.
- All field trips must be approved by the Principal *and* the Superintendent.
- All field trips 100 miles or more or out of state must be approved by the Board of Education.
- Trip sponsors must have an appropriate number of chaperones. Chaperones must be employed by the School District or comply with CASD Policy 916, Volunteers.

- Parental permission forms shall be completed for every student participating.
- Permission forms shall be submitted directly to the teacher responsible for the field trip or activity. Teachers will take permission forms with them on the field trip.
- Organizers must plan appropriately for the management of student medical needs.
- All students must continue to participate and travel with the group until the field trip or activity is completed and shall use the designated transportation back to their original location.
- Permission will not be given for students to travel one way with the group except in case of emergency.
- The principal must be notified after returning from the field trip or activity when any incident occurred that involved the safety of a student.
- Private cars are not to be used to transport students.
- Teachers should require students to dress according to the type of excursion being conducted.
- Field trips for building-level students are not permitted when state assessments are administered to them.

FIRE/WEATHER/SECURITY DRILLS

Fire Drill procedures are to be posted on the bulletin board in all classrooms. Fire drills are held at least once a month. Teachers are required to review the fire drill procedure with every class and be aware of the fire exit for their classroom. Doors should be closed and left unlocked and all lights turned off. Students should be instructed which exit to use in case of fire and an alternative exit in case their primary exit is blocked. All teachers must have their class roster with them at all times during a fire drill. If teachers are concerned they are missing a student, notify an administrator immediately. As you exit your classroom, windows must be closed, lights off, door shut and locked.

In the event of a weather emergency (tornado, etc.) the teacher is to take his/her class to the hallway. As you exit your classroom, windows must be closed, lights off, door shut and locked. This hallway area must be clear of any outside windows or doors. The students are to kneel with their heads facing towards the wall. When directed by supervising staff members, the students are to place textbook, notebook, or other solid item over their heads to protect from any flying debris. The student should remain in this protective position until directed by staff members to remove protective shield. All staff will be notified that the Security drills will be scheduled throughout the year. A security drill will not occur without prior notification. School Administration when the weather emergency has ended. All employees are responsible for the safety and welfare of our students and staff during school hours and activities. Also, if there are any safety concerns or issues, please contact a building Administrator, custodial/maintenance personnel, or any member of the Safety and Security Committee.

GIFTS – CASD POLICY 322

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

GRADES

District Percentage/Grade Equivalent

93 – 100%	A	68 – 74%	D
85 – 92%	B	67% and Below	F
75 – 84%	C		

GRADING PRACTICES

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

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

Lateness of Assignments

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

HEALTH SERVICES - CASD POLICY 209

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

A. DIABETES MANAGEMENT - CASD POLICY 209.2

Purpose

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

1. The immediate safety of students with diabetes.
2. The long-term health of students with diabetes.
3. Ensure that students with diabetes are ready to learn and participate fully in school activities.
4. Minimize the possibility that diabetes-related emergencies will disrupt classroom activities.

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.[6]

Trained Diabetes Personnel means nonlicensed 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, that includes at a minimum:

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

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

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

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

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

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

Student Possession and Use of Diabetes Medication and Monitoring Equipment
Prior to student possession or use of diabetes medication and monitoring equipment, the Board shall require the following:

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

4. A written acknowledgement from the student that s/he has received instruction from the student's health care practitioner on proper safety precautions for the handling and disposal of the medications and monitoring equipment, including acknowledgement that the student will not allow other students to have access to the medication and monitoring equipment and that s/he understands appropriate safeguards.

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

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

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

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

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

The Superintendent or designee shall annually distribute to all staff, students and parents/guardians this policy along with the Code of Student Conduct. In addition, the district must make the Type 1 Diabetes Fact Sheet developed by the PA Department of Health available to parents/guardians when their child is first enrolled in elementary school and again upon their child's entry into grade six. The Diabetes Fact Sheet must be made available in writing, electronically or on the school district's publicly accessible Internet website.

B. MEDICATIONS - CASD POLICY 210

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

C. ASTHMA INHALERS/EPINEPHRINE INJECTORS - CASD POLICY 210.1

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

Indemnification
The school district shall indemnify and hold harmless any employee who administers an epinephrine auto-injector in good faith to a student experiencing anaphylaxis, if all of these conditions apply:
1. The employee did not act with the intent to harm or with reckless indifference to a substantial risk or harm in administering the epinephrine auto-injector to the student.

2. The employee promptly sought additional medical assistance before or immediately after administering the epinephrine auto-injector.
3. The employee administered the epinephrine auto-injector pursuant to this policy, and the student's individualized plan, if applicable.

D. PEDICULOSIS (LICE) - CASD POLICY 209.3

Procedural Process

1. Identified students with live lice will be sent home from school until treatment.
    a. Siblings will be checked.
    b. The school nurse will provide information for appropriate treatments.
    c. The student infected with lice may return to school the following day if treatment has been completed.
    d. When the student returns, he or she will be examined by the school nurse. If live lice are found at that time, the parent/guardian will be called again.
2. A student found to have only nits:
    a. Will be sent home at the end of the school day per their usual mode of transportation. Parent/Guardian will be notified by phone and instructed about treatment and removal.
    b. Student may return to school the following day and will be checked for signs of nits. If they are still present, (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.

E. 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. Once treated, the clothing will be returned to the student.
4. Information pertaining to infestation will be sent home to parents.

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

HOMELESS EDUCATION ACT

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

The term "homeless children and youth":

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

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

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:
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:

1. 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
2. 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

HOMEWORK GUIDELINES - CASD POLICY 130

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

These guidelines shall apply to all homework:

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

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

LEAVING THE BUILDING

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

LESSON PLANS – CASD POLICY 111

Objectives of daily lessons and daily agendas are to be presented in the classroom for student review. Evidence of plans will be available upon request. Evidence of planning will include daily objectives, standards covered, and instructional strategies being used.

MAILBOXES

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

MAINTAINING PROFESSIONAL ADULT/STUDENT BOUNDARIES –CASD POLICY 824

Authority

This policy applies to district employees, volunteers, student teachers, and independent contractors and their employees who interact with students or are present on school grounds. For purposes of this policy, such individuals are referred to collectively as adults. The term adults as used in this policy, does not include district students who perform services on a volunteer or compensated basis.

All adults shall be expected to maintain professional, moral and ethical relationships with district students that are conducive to an effective, safe learning environment. This policy addresses a range of behaviors that include not only obviously unlawful or improper interactions with students, but also precursor grooming and other boundary-blurring behaviors that can lead to more egregious misconduct.

The Board directs that all adults shall be informed of conduct that is prohibited and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.

This policy is not intended to interfere with appropriate pre-existing personal relationships between adults and

students and their families that exist independently of the district or to interfere with participation in civic, religious or other outside organizations that include district students.

Definition
For purposes of this policy, **legitimate educational reasons** include matters or communications related to teaching, counseling, athletics, extracurricular activities, treatment of a student's physical injury or other medical needs, school administration or other purposes within the scope of the adult's assigned job duties.

Delegation of Responsibility
The Superintendent or designee shall annually inform students, parents/guardians, and all adults regarding the contents of this Board policy through employee and student handbooks, posting on the district website, and by other appropriate methods.
The building principal or designee shall be available to answer questions about behaviors or activities that may violate professional boundaries as defined in this policy.

Independent contractors doing business with the district shall ensure that their employees who have interaction with students or are present on school grounds are informed of the provisions of this policy.

Guidelines
Adults shall establish and maintain appropriate personal boundaries with students and not engage in any behavior that is prohibited by this policy or that creates the appearance of prohibited behavior.

Prohibited Conduct
Romantic or Sexual Relationships
Adults shall be prohibited from dating, courting, or entering into or attempting to form a romantic or sexual relationship with any student enrolled in the district, regardless of the student's age. Students of any age are not legally capable of consenting to romantic or sexual interactions with adults.

Prohibited romantic or sexual interaction involving students includes, but is not limited to:
1. Sexual physical contact. Romantic flirtation, propositions, or sexual remarks.
2. Sexual slurs, leering, epithets, sexual or derogatory comments.
3. Personal comments about a student's body.
4. Sexual jokes, notes, stories, drawings, gestures or pictures.
5. Spreading sexual or romantic rumors.
6. Touching a student's body or clothes in a sexual or intimate way.
7. Accepting massages, or offering or giving massages other than in the course of injury care administered by an athletic trainer, coach, or health care provider.
8. Restricting a student's freedom of movement in a sexually intimidating or provocative manner.
9. Displaying or transmitting sexual objects, pictures, or depictions.

Social Interactions
In order to maintain professional boundaries, adults shall ensure that their interactions with students are appropriate.

Examples of prohibited conduct that violates professional boundaries include, but are not limited to:
1. Disclosing personal, sexual, family, employment concerns or other private matters to one or more students.
2. Exchanging notes, emails or other communications of a personal nature with a student.
3. Giving personal gifts, cards or letters to a student without written approval from the building principal.
4. Touching students without a legitimate educational reason. (Reasons could include the need for assistance when injured, a kindergartner having a toileting accident and requiring assistance, appropriate coaching instruction, or appropriate music instruction).
5. Singling out a particular student or students for personal attention or friendship beyond the ordinary professional adult-student relationship.

6. Taking a student out of class without a legitimate educational reason.
7. Being alone with a student behind closed doors without a legitimate educational reason.
8. Initiating or extending contact with a student beyond the school day or outside of class times without a legitimate educational reason.
9. Sending or accompanying a student on personal errands.
10. Inviting a student to the adult's home.
11. Going to a student's home without a legitimate educational reason.
12. Taking a student on outings without prior notification to and approval from both the parent/guardian and the building principal.
13. Giving a student a ride alone in a vehicle in a nonemergency situation without prior notification to and approval from both the parent/guardian and the building principal.
14. Addressing students or permitting students to address adults with personalized terms of endearment, pet names, or otherwise in an overly familiar manner.
15. Telling a student personal secrets or sharing personal secrets with a student.
16. For adults who are not guidance/counseling staff, psychologists, social workers or other adults with designated responsibilities to counsel students, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, the student should be referred to the appropriate school resource.
17. Furnishing alcohol, drugs or tobacco to a student or being present where any student is consuming these substances.
18. Engaging in harassing or discriminatory conduct prohibited by other district policies or by state or federal law and regulations.

Electronic Communications
For purposes of this policy, **electronic communication** shall mean a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant or pager. Electronic communications include, but are not limited to, emails, instant messages and communications made by means of an Internet website, including social media and other networking websites.

As with other forms of communication, when communicating electronically, adults shall maintain professional boundaries with students.

Electronic communication with students shall be for legitimate educational reasons only.

When available, district-provided email or other district-provided communication devices or platforms shall be used when communicating electronically with students. The use of district-provided email or other district-provided communication devices or platforms shall be in accordance with district policies and procedures.

All electronic communications from coaches and advisors to team or club members shall be sent in a single communication to all participating team or club members, except for communications concerning an individual student's medical or academic privacy matters, in which case the communications will be copied to the building principal. In the case of sports teams under the direction of the Athletic Director, such medical or academic communications shall also be copied to the Athletic Director.

Adults shall not follow or accept requests for current students to be friends or connections on personal social networking sites and shall not create any networking site for communication with students other than those provided by the district for this purpose, without the prior written approval of the building principal.

Exceptions
An emergency situation or a legitimate educational reason may justify deviation from the rules regarding communication or methods for maintaining professional boundaries set out in this policy. The adult shall be

prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that s/he has maintained an appropriate relationship with the student.

Under no circumstance will an educational or other reason justify deviation from the "Romantic and Sexual Relationships" section of this policy.

There will be circumstances where personal relationships develop between an adult and a student's family, e.g. when their children become friends. This policy is not intended to interfere with such relationships or to limit activities that are normally consistent with such relationships. Adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity.

It is understood that many adults are involved in various other roles in the community through non-district-related civic, religious, athletic, scouting or other organizations and programs whose participants may include district students. Such community involvement is commendable, and this policy is not intended to interfere with or restrict an adult's ability to serve in those roles; however, adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity with regard to all youth with whom they interact in the course of their community involvement.

Reporting Inappropriate or Suspicious Conduct
Any person, including a student, who has concerns about or is uncomfortable with a relationship or interaction between an adult and a student, shall promptly notify the building principal or Title IX Coordinator. Reports may be made using the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form or by making a general report verbally or in writing. Upon receipt of a report, school staff shall promptly notify the building principal.

All district employees, independent contractors and volunteers who have reasonable cause to suspect that a child is the victim of child abuse, shall immediately report the suspected abuse, in accordance with applicable law, regulations and Board policy.

An educator who knows of any action, inaction or conduct which constitutes sexual abuse or exploitation or sexual misconduct under the Educator Discipline Act shall report such misconduct to the Pennsylvania Department of Education on the required form, and shall report such misconduct to the Superintendent, Title IX Coordinator and his/her immediate supervisor, promptly, but not later than fifteen (15) days following discovery of such misconduct.

If the Superintendent or designee reasonably suspects that conduct being reported involves an incident required to be reported under the Child Protective Services Law, the Educator Discipline Act or the Safe Schools Act, the Superintendent or designee shall make a report, in accordance with applicable law, regulations and Board policy.

It is a violation of Board policy to retaliate against any person for reporting any action pursuant to this policy or for participating as a witness in any related investigation or hearing.

Investigation
The Title IX Coordinator shall promptly assess and address allegations of inappropriate conduct in accordance with the procedures for reports of discrimination or Title IX sexual harassment.

It is understood that some reports made pursuant to this policy will be based on rumors or misunderstandings; the mere fact that the reported adult is cleared of any wrongdoing shall not result in disciplinary action against the person making the report or any witnesses. If as the result of an investigation any individual, including the reported adult, the person making the report, or a witness is found to have knowingly provided false information in making the report or during the investigation or hearings related to the report, or if any individual intentionally obstructs the investigation or hearings, this may be addressed as a violation of this policy and other applicable laws, regulations and Board policies. Obstruction includes, but is not limited to, violation of "no contact" orders given to the reported adult, attempting to alter or influence witness testimony, and destruction of or hiding evidence.

Disciplinary Action
A district employee who violates this policy may be subject to disciplinary action, up to and including termination, in accordance with all applicable district disciplinary policies and procedures.

A volunteer, student teacher, or independent contractor or an employee of an independent contractor who violates this policy may be prohibited from working or serving in district schools for an appropriate period of time or permanently, as determined by the Superintendent or designee.

Training
The district shall provide training with respect to the provisions of this policy to current and new district employees, volunteers and student teachers subject to this policy.

The district, at its sole discretion, may require independent contractors and their employees who interact with students or are present on school grounds to receive training on this policy and related procedures.

MAINTAINING A SAFE AND ORGANIZED CLASSROOM

Classroom and laboratory safety are fundamental responsibilities of every teacher and must be embedded into daily instruction. Teachers are expected to provide explicit safety instruction, demonstrate the proper use of all equipment, assess student competency through written and performance-based safety tests before students operate machinery, and maintain documentation of student training. Students must be actively supervised at all times, and classrooms, labs, and storage areas must remain secure whenever staff are not present. Teachers are responsible for conducting routine equipment inspections, reporting hazards and accidents immediately, maintaining accurate accident records, and enforcing all safety procedures consistently. In addition, learning spaces should remain clean, organized, and tour-ready, with clearly marked safety equipment, efficient workspace layouts, and established student responsibilities that promote pride, accountability, and a safe learning environment.

NON-INSTRUCTIONAL DUTIES

All teachers are to supervise the hallways from 8:15 am until the start of first period and between each class change. Teachers are expected to promptly report to all duties.

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

Lunch Duty
Teachers will supervise outside and inside the cafeteria, including Smartpass supervision.

Resource Room
Teachers will report directly to the IMC to cover the Resource Room.

Coverage
Teachers may be assigned to cover classes as needed.

Hall Monitors
Teachers will monitor SmartPass with students, moderate amounts of students in hallways, etc.

PARENT CONTACT

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

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

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

POLITICAL ACTIVITY – CASD POLICY 321
District time, resources, property or equipment, paid for by taxpayers, may not be used for political purposes by district employees when performing assigned duties.

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

PROMPTNESS OF FACULTY – CASD POLICY 318
Punctual and reliable attendance by employees is essential for the operation of District schools.

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

QUARTERLY GRADE SUBMISSION
Accurate grades must be submitted by the established deadlines.

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

9-week grades have a minimum of 55%, except for the concluding 9-week grade of the course.

After each quarterly grade period, teachers will submit on a google form a list of failures to building Administrators.

RESPONSIBILITY FOR STUDENT WELFARE – CASD POLICY 340
- The Board adopts this policy to ensure appropriate oversight of and responsibility for student welfare by administrative, professional and support employees.
- District employees are responsible for the safety of students in their charge within school buildings and on district property.
- Each employee is responsible for supervision, control and protection of students, commensurate with assigned duties and directives.
- Each employee is responsible to ensure that students are supervised by a teacher or other staff member at all times while engaged in district activities.
- An employee should not voluntarily assume responsibility for duties the employee cannot reasonably perform. Voluntary assumption carries the same responsibilities as assigned duties.
- Teachers and designated staff shall provide proper instruction in and enforcement of safety rules and procedures included in the Board-approved health and safety plan and assigned curriculum.
- Each employee has the responsibility to report immediately to the building principal or designated staff an accident, safety hazard, unsafe or dangerous condition, or to immediately address observed violations of district safety rules.
- Employees may not send students on any personal errands.
- Employees may not transport students in a personal vehicle, except when specifically authorized by the building principal or designee.
- Employees shall not require a student to perform services that may be detrimental to the student's health.

SCHOOL EVENTS

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

SCHOOL VISITORS - CASD POLICY 907

Faculty members planning to have a classroom speaker, presenter, guest teacher, etc., need to submit a Guest Speaker google form.

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 regulations.

Classroom Visitations

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

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

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

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

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

Teachers bringing in non-school personnel to present to students must complete the Guest Speaker Form, which will then be reviewed for approval.

Military Personnel

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

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

SOCIAL MEDIA – CASD POLICY 816

Personal Social Media Accounts

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

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

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

SPECIAL EDUCATION - CASD POLICY 113

Teacher Responsibilities:

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

1. Identifying classroom students with IEPs and 504 Plans and reviewing the most current documents.
2. Working collaboratively with Special Education teachers/case managers.
3. Implementing as written all accommodations, modifications, behavior plans, and other supports included in an IEP or 504 Plan.
4. Participating in all IEP meetings when invited during the teacher work day.
5. Completing and returning *Teacher Input Forms* (IEP, Evaluation, and Reevaluation) as requested. Teacher input is critical to the development of thorough and appropriate special education programming.
6. Notifying parents and case managers in a timely manner when issues (including attendance, behavior, grades) arise.
7. All information for students with disabilities is confidential.
8. Additional information regarding special education can be referenced in the following:
   - CASD POLICY 113 Special Education
   - CASD POLICY 113.1 Non-discrimination-Qualification of Students with Disabilities
   - CASD POLICY 113.2 Behavior Support Plan
   - CASD POLICY 113.3 Screening and Evaluations for Students with Disabilities
   - CASD POLICY 113.4 Confidentiality of Special Education Student Information

*GIFTED EDUCATION - CASD POLICY 114

Teacher Responsibilities:

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

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

STATE ASSESSMENT-PSSA/KEYSTONE/NOCTI/NIMS

Students in Grades 6, 7, and 8 will participate annually in the PSSA Assessments. Students in Algebra 1, Biology, and Literature will participate in the Keystone Exams. Students in CTC Programs will participate in NOCTI and/or NIMS Assessments.

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

Act 158 of 2018 is a state-mandated pathway requirement for students to either pass all three Keystone tests or complete an alternative pathway for graduation, which means students may be required to test multiple times in order to graduate. Students may be required to test while enrolled in other classes besides Algebra 1, Biology, Literature (Honors English 9 and English 10).

STUDENT ASSISTANCE PROGRAM (SAP) - CASD POLICY 236

Student Assistance Program (SAP) - The Student Assistance Program is a systematic process using potential solutions that mobilize school resources to remove the barriers to learning. The SAP program provides the parent/guardian and student, with parental permission, information to access services within the community. Once issues are identified, a student is assigned a case manager to help assist with school support services, while providing a comfortable adult connection in the school environment. SAP referrals can be submitted by both parents and students, along with faculty, staff, and administration.

The Student Assistance Program (SAP) may provide assistance in identifying barriers to learning and/or academic achievement; informing the parent/guardian of a problem affecting learning and/or academic achievement; making recommendations to assist the student and the parent/guardian; providing information on community resources and options to resolve the problem; establishing links with resources to help resolve the problem; collaborating with the parent/guardian and agency during treatment through a community agency; and providing a plan for in-school support services for the student during and after treatment.

Teacher Responsibilities:

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

STUDENT ATTENDANCE - CASD POLICY 204

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

STUDENT FUNDRAISING - CASD POLICY 229

Any event that is organized through a student organization/school club in order to raise funds, including during the summer, must complete and return a fundraiser form, found on the school website under "Quick Links" and "Fundraisers," to the school (may be dropped off or emailed specifically to Susie Brown at sbrown@corrysd.net). This **must be approved thirty (30) days prior to the activity**. Please specify dates being used (not "Fall of 2025" or "January-February).

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

- According to School Board Wellness Policy #246, food fundraisers will not be permitted to be sold during the day. Students may sell only before and after school. Anything considered food items, including orders for subs, pizzas, fruit, etc., are not to be sold during the day.
- Organizations not affiliated with the school are not allowed to sell fundraisers in the school.
- Advisors are in charge of monies raised and appropriate paperwork. Cash should never be left in the room and must be placed in the high school safe by the close of school each day.

- A fundraiser may not exceed 45 days of sales time. If the design of the fundraiser requires more time, advisers must approve it through the Administrator in charge of fundraising.
- Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall be encouraged to meet or exceed the standards established by the district. CASD Policy 246

STUDENT SCHEDULE CHANGES

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

STUDENT SMARTPASSES AND RESTROOM USAGE

Students must ask for permission to leave the room. Students must create a Smartpass using their name only, and teachers should monitor students entering and exiting the classroom. Limit hall and restroom use, as students should not be consistently leaving the classroom. Best professional practice is to only send one student at a time, as students leaving in groups or leaving every day creates issues in and around the building.

STUDENT TEACHERS

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

SUBSTITUTE BINDER

Each teacher must complete substitute binders for use by a substitute teacher. The binder should be located on the teacher's desk in a visible location. Each classroom teacher is responsible for having the following items updated in their binders as necessary:

- Seating charts and rosters for all classes and classroom locations
- Usable, detailed instructional plans/activities a substitute can successfully complete until teacher returns
- Copy of teacher schedule
- Classroom rules, guidelines, and procedures
- Any other information deemed necessary for substitutes
- Other pertinent student information (Special Education student SDIs, 504 SDIs, Medical Accommodations)

SUICIDE AWARENESS, PREVENTION, AND RESPONSE - CASD POLICY 819

Any district employee who observes a student exhibiting a warning sign for suicide or has another indication that a student may be contemplating suicide, shall refer the student for suicide risk screening and/or assessment and intervention. Staff is responsible for immediately reporting students displaying signs of suicide to a school counselor or administrator either face-to-face or through a phone call. Emails and voicemails are not acceptable.

SYLLABI REQUIREMENTS

A well-designed syllabus serves as both an instructional guide and a communication tool for students and families. Please include the following components in your course syllabus:

1. **Course Information** – School year, course title, teacher name, and contact information (email, phone extension).
2. **Course Description** – A brief overview of what students will learn, major topics and units of study, timeline, and purpose and relevance of the course.
3. **Course Goals and Learning Outcomes** – Clearly identify knowledge, standards, and skills students are expected to master.
4. **Instructional Practices** – Describe how students will learn: Examples may include direct instruction, cooperative learning, laboratory experiences, project-based learning, discussions, technology integration, independent practice, etc.

5. **Materials and Supplies** – List required materials, recommended supplies, and textbooks and online resources.
6. **Grading and Assessment Procedures** – Include the grading scale, weighting of categories (Assessments, Projects, Classwork, Homework, Labs, etc.), and learning management systems (Google Classroom, Sapphire, etc.).
7. **Homework Expectations** – Clearly communicate: Purpose of homework, frequency, late work procedures, and make-up work expectations.
8. **Classroom Expectations and Behavioral Standards –** Outline classroom rules which should align in some aspects to the BVR expectations and define academic integrity expectations regarding cheating, plagiarism, consequences for academic dishonesty, and with the growth of AI tools, clearly address acceptable and unacceptable uses of artificial intelligence within your course.
9. **Safety Information (When applicable for Science, Career and Technical Education, Physical Education, Art, Technology Education, Family Consumer Science) –** Include safety procedures, required protective equipment, dress expectations, and student responsibilities.
10. **Parent/Student Acknowledgment** - Include a signature section to be returned that indicates students and parents have reviewed the syllabus.

TEACHER ABSENCE

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

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

Unless faced with an emergency/crisis situation, teachers planning to be absent from school **must contact ESS by no later than 6:00 am on the date of their intended absence.** If a teacher has not logged his or her absence into ESS prior to 6:00 am, he or she must contact the building administrator between 6:00 am and 7:00 am. After 7:00 am, contact Ashley Frisina in the main office. It is the responsibility of the employee to make contact, either verbally or through text messages.

Personal days may not be taken on more than four (4) consecutive work days. Personal days may not be taken on parent-teacher conference days, district-wide in-service days, and Act 80 days. Per the collective bargaining agreement "a medical report stating the need to be absent due to illness is required for all use of sick leave after ten (10) separate instances of absence due to illness in a school year; after 5 or more consecutive days of absence due to illness; or for the second instance of absence on an in-service day during any one school year due to illness."

TOBACCO-FREE ENVIRONMENT - CASD POLICY 323

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

THREAT ASSESSMENT - CASD POLICY 236.1

When dealing with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, or others, the threat assessment team will evaluate the threat and provide appropriate interventions. Staff is responsible for immediately reporting threats to an administrator either face-to-face or through a phone call. Emails and voicemails are not acceptable.

USE OF BUILDING/DISTRICT EQUIPMENT – CASD POLICY 710

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

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

On regular school days, the building is open from 6:00 am to 10:00 pm for faculty and staff. The building is open on Saturdays and Sundays between 8:00 am to 10:00 pm. All school personnel, other than maintenance staff, must be out of the building by 10:00 pm.

VIDEO USE GUIDELINES

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

VOICEMAIL

Teachers are responsible for checking their voicemail daily and responding within two work days (48 hours).

VOLUNTEERS - CASD POLICY 916

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

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

The two (2) classifications of volunteers are:

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

WELLNESS - CASD POLICY 246

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

WINDOW VISIBILITY (Classroom Doors)

Except during an emergency, over half of the classroom window should remain unobstructed and visible from the hallway.

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

PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

The Code of Professional Practice and
Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.5c.

All questions should be directed to the Professional Standards and
Practices Commission at (717) 787-6576.

§ 235.1. Mission.

The Professional Standards and Practices Commission (PSPC) is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession. § 235.2. Introduction.

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual educator. However, in this Commonwealth, the Professional Standards and Practices Commission (PSPC) is charged with the duty to adopt and maintain a code for professional practice and conduct that shall be applicable to any educator. See section 5(a)(10) of the Educator Discipline Act (act) (24 P.S. § 2070.5(a)(10)).

(b) In recognition of the magnitude of the responsibility inherent in the education process and by virtue of the desire to maintain the respect and confidence of their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession.

(c) Violations of any of the duties prescribed by this chapter may be used as supporting evidence in disciplinary proceedings conducted by or on behalf of the PSPC under the act. Violations of this chapter may also be an independent basis for a public or private reprimand. Discipline for conduct that constitutes both a basis for discipline under the act and an independent basis for discipline under this chapter shall not be limited to a public or private reprimand. Nothing in this chapter shall be construed to otherwise limit the Department of Education's authority to initiate an action under the act to suspend, revoke or otherwise discipline an educator's certificate or employment eligibility, or both.

(d) Nothing in this chapter shall be construed or interpreted to require an educator to violate any of the doctrines, tenets, policies, or practices of any religious or religiously affiliated school in which that educator is employed.

§ 235.3a. Definitions.

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

Act—The Educator Discipline Act (act) (24 P.S. §§ 2070.1a—2070.18c).

Boundaries—The verbal, physical, emotional and social distances between an educator and a student.

Educator—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Electronic communication—A communication transmitted by means of an electronic device such as a telephone, cellular telephone, computer, computer network, personal data assistant or pager, including e-mails, text messages, instant messages and communications made by means of an Internet web site, such as social media and social networking web sites, or mobile device applications.

Harm—The impairment of learning or any physical, emotional, psychological, sexual or intellectual damage to a student or a member of the school community.

School entity—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Sexual misconduct—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Unauthorized drugs—Any controlled substance or other drug possessed by a person not authorized by law to possess such controlled substance or other drug.

§ 235.5a. Commitment to students.

(a) The primary professional obligation of educators is to the students they serve.

(b) In fulfillment of the commitment to students, educators:

(1) Shall exercise their rights and powers in good faith and for the benefit of the student.

(2) Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.

(3) Shall not sexually harass students or engage in sexual misconduct.

(4) Shall exert reasonable effort to protect students from harm.

(5) Shall not intentionally expose a student to disparagement.

(6) Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.

(7) Shall not interfere with a student's exercise of political or civil rights and responsibilities.

(8) Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.

(9) Shall not knowingly or intentionally misrepresent subject matter or curriculum.

(10) Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.

(11) Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.

(12) Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.

(13) Shall refrain from inappropriate communication with a student or minor, including inappropriate communication achieved by electronic communication. Inappropriate communication includes communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:

(i) the nature, purpose, timing and amount/extent of the communication;

(ii) the subject matter of the communication; and

(iii) whether the communication was made openly or the educator attempted to conceal the communication.

§ 235.5b. Commitment to colleagues.

In fulfillment of the commitment to colleagues, educators:

(1) Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of professional right or privilege in being an educator.
(2) Shall not knowingly and intentionally distort evaluations of colleagues.
(3) Shall not sexually harass a colleague.
(4) Shall not unlawfully discriminate against colleagues.
(5) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
(6) Shall not use coercive means or promise special treatment to influence professional decisions of colleagues.
(7) Shall not threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.
(8) Shall respect a colleague's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning confidential health or personnel information.

§ 235.5c. Commitment to the profession.

In fulfillment of the commitment to the profession, educators:

(1) Shall comply with all Federal, State, and local laws and regulations and with written school entity policies.
(2) Shall apply for, accept or assign a position or a responsibility on the basis of professional qualifications and abilities.
(3) Shall not knowingly assist entry into or continuance in the education profession of an unqualified person or recommend for employment a person who is not certificated appropriately for the position.
(4) Shall not intentionally or knowingly falsify a document or intentionally or knowingly make a misrepresentation on a matter related to education, criminal history, certification, employment, employment evaluation or professional duties.
(5) Shall not falsify records or direct or coerce others to do so.
(6) Shall accurately report all information required by the local school board or governing board, State education agency, Federal agency or State or Federal law.
(7) Shall not knowingly or intentionally withhold evidence from the proper authorities and shall cooperate fully during official investigations and proceedings.
(8) Shall comply with all local, State or Federal procedures related to the security of standardized tests, test supplies or resources. Educators shall not intentionally or knowingly commit, and shall use reasonable efforts to prevent, any act that breaches test security or compromises the integrity of the assessment, including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, providing unauthorized assistance to students, unauthorized alteration of test responses, results or data, and violating local school board or State directions for the use of tests.
(9) Shall not accept or offer gratuities, gifts or favors that impair or appear to influence professional judgment, decisions, or actions or to obtain special advantage. This section shall not restrict the acceptance of de minimis gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
(10) Shall not exploit professional relationships with students, parents or colleagues for personal gain or advantage.
(11) Shall use school funds, property, facilities, and resources only in accordance with local policies and local, State and Federal laws.

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**
- **Tardy to school**
- **Threatening comments**

Level 1 Consequences (Examples)

Reteaching positive behavior
Student conference
Parent student conference
Lunch detention
AM detention (7:10 AM - 8:10 AM)
PM detention (3:00 PM - 4:00 PM)
Extended detention (3:00 PM - 5:30 PM)
Restitution of damages
Restorative - School or community service
Behavior contract

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)**
- **Possession, use/sale of tobacco/vaping materials**

Level 2 Consequences (Examples)

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

Level 3 and 4 Consequences (Examples)

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

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

CORRY AREA MIDDLE-HIGH SCHOOL

LEVELS OF INFRACTIONS

LEVEL 1

TEACHER-MANAGED (MINOR INFRACTIONS)

Examples

- Classroom Disruption
- Inappropriate Language
- Defiance/Non-Compliance
- Work refusal
- Disrespect
- Physical Contact
- Tardy to Class
- Technology Violation
- Plagiarism/Cheating

Teacher Responses

- Non-Verbal Redirection
- Proximity Control
- Verbal Warning
- Reteach Expected Behaviors
- Restorative Conversation
- Seat Change
- Parent Contact
- Document in Sapphire

LEVEL 2

ADMINSTRATIVELY MANAGED (MAJOR INFRACTIONS)

Examples

- Repeated Level 1 infractions
- Abusive Language
- Bus Misconduct
- Skipping Class
- Physical or Verbal Harassment
- Bullying/Cyberbullying
- Physical Aggression/Fighting
- Vandalism
- Harmful Threats

Administrative Responses

- Parent Conference
- No Contact Agreement
- Restitution
- Detention
- ISS/OSS
- Loss of Privleges
- Behavior Contract
- Law Enforcement Ref.

LEVEL 3

SEVERE INFRACTIONS (NEEDS REFERRED IMMEDIATELY)

Examples

- Possession, use, sale of tobacco/vaping materials
- Aggravated Assault
- Bullying/Harassment
- Disorderly Conduct
- Physical Assault
- Possession, Threat, or Use of a Weapon
- Serious Out-of-School Conduct Affecting School Safety
- Theft
- Possession, Use or Sale of a Controlled Substance and/or Paraphernalia

Administrative Responses

- Law Enforcement Ref.
- Threat Assessment
- Restitution
- Alternative Placement
- Suspension
- Immediate Removal
- Re-Entry Meeting

EXAMPLES OF RESTORATIVE PRACTICES

Examples

- Restorative Conversations
- Student Reflection Activities
- Problem-Solving Conferences
- Conflict Resolution
- Behavior Goal Setting
- Parent Collaboration
- Re-Entry Conference
- Community Service

ADMINISTRATIVE CONSIDERATIONS WHILE ASSIGNING ACTIONS

Discipline Decisions Will:

- Consider age & maturity
- Be progressive when appropriate
- Consider individual circumstances
- Include restorative interventions whenever possible
- Protect student & staff safety

SWANK K-12 STREAMING | FILM LIBRARY FOR EDUCATION

Welcome to Swank K-12 Streaming

The Swank K-12 Streaming library provides access to over 40,000 movies, documentaries and foreign language films for instructional support.

You now have access to a curated collection of top, educational films which are click-and-play ready in your streaming library. You are also able to search the entire library of films and request for new films be added.
These requests will either be approved or denied by your school's Swank Administrator:

Swank K-12 Streaming School Administrators: Mr. Daum and Mr. West

If you have any questions or challenges with the streaming platform, please contact the IT department and they will assist as needed.

To access the site, use the Swank Movies icon in your ClassLink LaunchPad.

Swank Movies

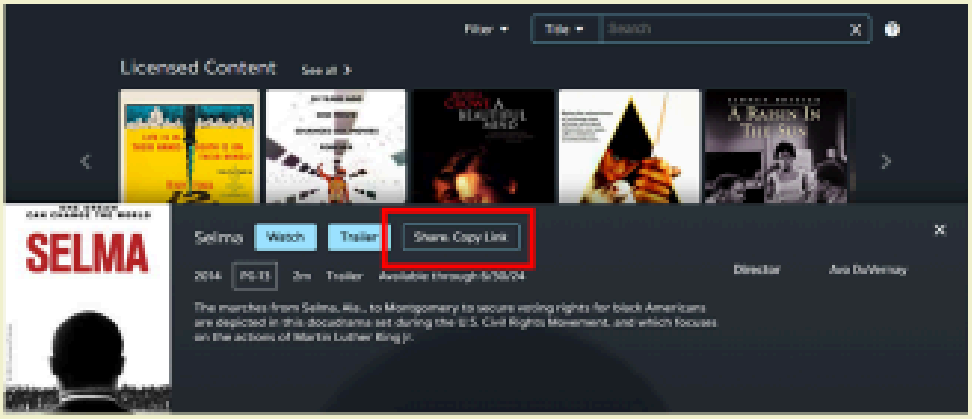
Assigning movies to students:

Step 1 **Identify the movie you want to assign to students.**

Step 2 **Ensure the movie is already available in your streaming library for viewing.**
When clicking a movie, if you see "Watch" and "Share: Copy Link" buttons, the film is available.

If you see a "Request" button, you will need to request access and wait for approval from your Swank Administrator prior to assigning the film.

Step 3 **Select "Share: Copy Link" on the movie page**
The website URL or any page URLs in the streaming platform should never be shared with students. They will receive an error message. Please only use the **Share: Copy Link** when enabling student access to movies.



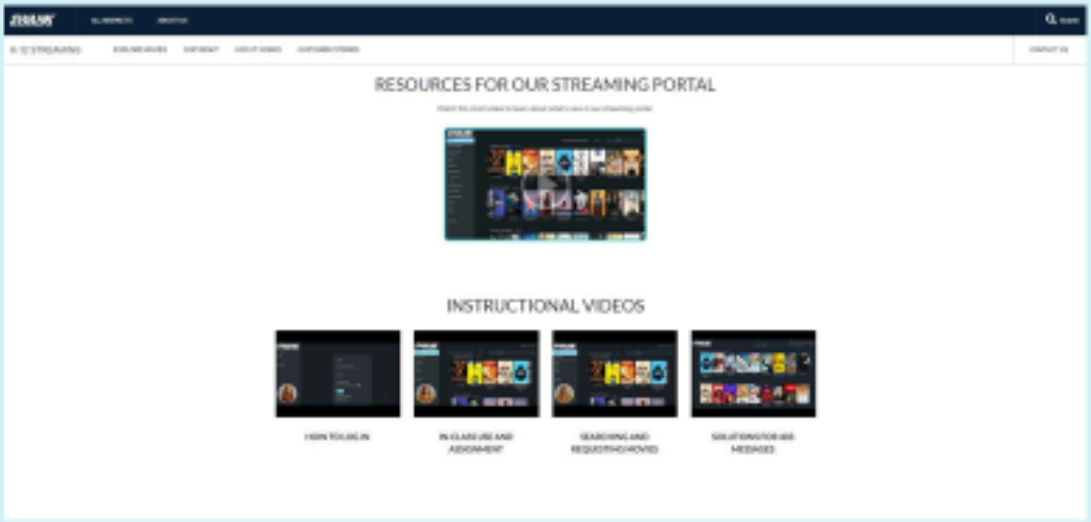
Step 4 **Paste the link into whatever platform you intend to share with students. Your school/district has single sign on enabled so students will simply log in using their existing school credentials.**

Teacher login information should never be shared with students as you have different permissions than they do.

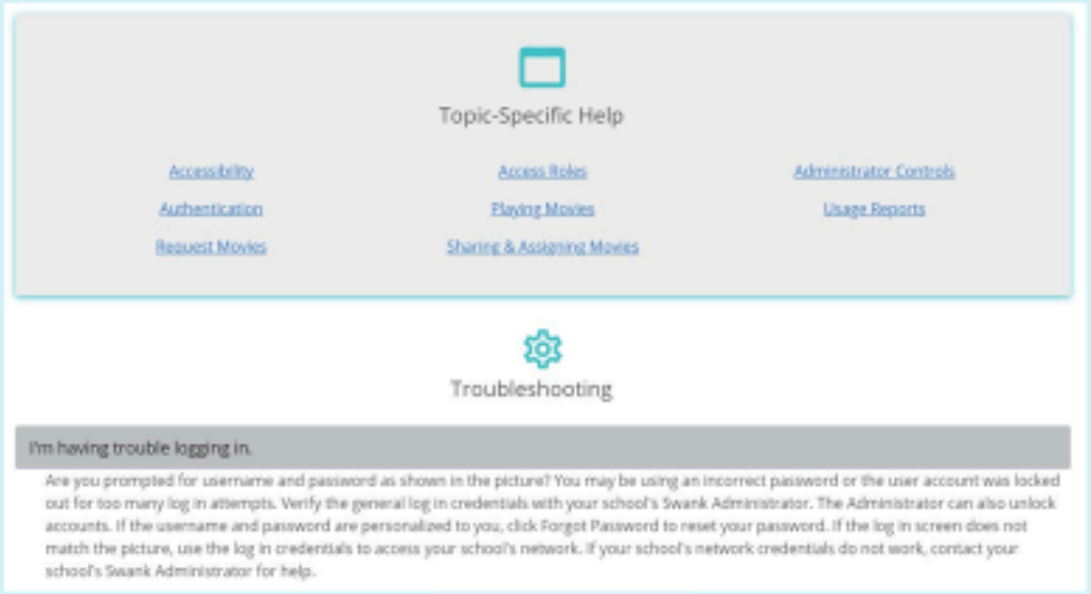
Helpful Resources:

To ensure you and your teachers have all of the information necessary to watch and assign films, a resource page is included below that includes short how-to videos on various portal functionality, and a teacher and admin guide with step- by-step instructions for navigating the streaming portal.

K12 Streaming Resources: swank.com/k-12-streaming/resources-landing-page/



Swank K12 Streaming Help Page: https://swankmp.clickhelp.co/articles/help-portal-k-12



talk about it

stress & anxiety
grief
children & adolescents
depression
family & relationships
co-dependency
abuse

2185 West 8th Street
Erie, PA 16505
Business Office:
814-878-3433
To get services:
814-456-0584

Info@NewOpportunitiesEAP.org

Stairways behavioral health
AN AFFILIATE OF JOURNEY HEALTH SYSTEM

Stairways Behavioral Health is a private nonprofit organization that assists persons with mental health care needs at any stage of life by providing comprehensive rehabilitation, treatment and support essential for living, working, learning and participating fully in the community.

Stairways Behavioral Health has earned The Joint Commission's Gold Seal of Approval.

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Stairways Behavioral Health

NEW OPPORTUNITIES

Employee Assistance Program

Assisting ***employees*** & members of their ***households***

New Opportunities: EAP

The New Opportunities Employee Assistance Program (EAP) is a benefit employers provide for employees and their household members to help them through difficult times. It is designed to help individuals access professional services quickly and confidentially. EAP also offers critical incident stress debriefing as well as training and education on a variety of work-related topics.

The program deals with a wide range of human problems which, if left untreated, can result in personal hardships at home and/or poor performance at work.

Who pays for this service?

The Employee Assistance Program is provided free to employees and household members of participating business clients. There is no cost for evaluations, referrals or brief counseling services. Anyone who is referred to another provider in the community for services will usually be able to use their health care benefit coverage.

Who provides counseling services?

Our EAP staff consists of licensed, experienced professional therapists with extensive backgrounds and specialties. Our professionals are skilled at providing services regarding family issues, eating disorders, addictions, stress management, recovery from loss, and difficulties that occur within interpersonal relationships. Our professionals will work with you on a one-on-one basis, with you and your identified partner, and/or with your entire family unit.

Is the service confidential?

Yes! The Employee Assistance Program is a strictly confidential service offered on-site or outside the work place.

How do I initiate services?

Employers may simply call 814-878-3433 to obtain additional information, business references, a personalized fee schedule and to set up an appointment with our New Opportunities director.

Employees of participating EAP businesses may call 814-456-0584 or toll-free 800-321-7988 to set up an appointment. Our therapists are flexible and will work with you to accommodate work and family commitments.

Let our experienced staff help. Call 24/7.

814.456.0584 or
1.800.321.7988

www.stairwaysbh.org