

Bellefonte Area Middle School

*Inspiring and Preparing Today's Learners to
Embrace Tomorrow's Challenges*



Faculty Handbook 2026-2027

Revised 7/26
www.basd.net



Bellefonte Area Middle School
Faculty Handbook
2026-2027
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WELCOME

Inspiring and Preparing Today's Learners to Embrace Tomorrow's Challenges

Bellefonte Area Middle School

100 North School Street

Bellefonte, PA 16823

Telephone: (814) 355-5466 Fax (814) 353-5350

Principal: Dr. Sommer Garman

Vice-Principal: Mr. Ethan Runk

Welcome to the 2026-2027 school year at Bellefonte Area Middle School. We hope you had a great summer, and that you are ready to embrace the challenges of a new year! Beginning a new school year is always exciting, and you are a critical component in your student's success.

The Faculty handbook is a document designed to assist you. It contains a great deal of important information regarding BAMS this year, including the schedule, key policies regarding your role, and other pertinent information. Please make sure you read through this handbook and get to know it. You can use this handbook as a resource throughout the year.

You undoubtedly have many professional aspirations, and BAMS is a place where you can explore those professional aspirations, whether your goal is to increase student performance on assessments, increase the positive impact you make on your students' lives, or to pursue an educational goal that is relevant to your role. Please do not hesitate to collaborate with your colleagues or to contact administration if you need assistance. This is a learning community for students as well as for professionals.

In addition to pursuing professional aspirations related to your role, please also consider ways to contribute to BAMS and the BAMS community. There are many opportunities to do so. For example, our School-Wide Positive Behavior Support program is a vital program at the school. Whether you are heavily involved in the program or quietly supportive, any participation and support is a positive contribution. In addition, the more you are involved the more rewarding your experience will be and the more your students will benefit. It is a win-win situation.

If you have any questions please do not hesitate to ask. We are all here for each other. Have a great year.

Dr. Sommer Garman, Principal

Mr. Ethan Runk, Vice-Principal

Non-Discrimination Notice

Bellefonte Area School District complies with applicable Federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, disability, or sex. Bellefonte Area School District does not exclude people or treat them differently because of race, color, national origin, age, disability, or sex.

Bellefonte Area School District:

- Provides free aids and services to people with disabilities to communicate effectively with us, such as:
 - Qualified sign language interpreters
 - Written information in other formats (large print, audio, accessible electronic formats, other formats)
- Provides free language services to people whose primary language is not English, such as:
 - Qualified interpreters
 - Information written in other languages.

If you need these services, contact Kenneth G. Bean, Jr., Civil Rights Coordinator.

If you believe that Bellefonte Area School District has failed to provide these services or discriminated in another way on the basis of race, color, national origin, age, disability, or sex, you can file a grievance with: Kenneth G. Bean, Jr., Civil Rights Coordinator, 318 North Allegheny Street, Bellefonte, PA 16823, [814-355-4814](tel:814-355-4814), kbean@basd.net. You can file a grievance in person or by mail, fax, or email. If you need help filing a grievance, Kenneth G. Bean, Jr., Civil Rights Coordinator, is available to help you.

You can also file a civil rights complaint with the U.S. Department of Health and Human Services, Office for Civil Rights, electronically through the Office for Civil Rights Complaint Portal, available at <https://ocrportal.hhs.gov/ocr/portal/lobby.jsf>, or by mail or phone at: U.S. Department of Health and Human Services 200 Independence Avenue, SW Room 509F, HHH Building Washington, D.C. 20201 [1-800-368-1019](tel:1-800-368-1019), [800-537-7697](tel:800-537-7697) (TDD) Complaint forms are available at <http://www.hhs.gov/ocr/office/file/index.html>.

Equity, Inclusivity, and Belonging in Bellefonte Area School District

What does Equity mean to us at BASD?

Equity is providing support and resources unique to each person in our school community. It is both the action of addressing systemic inequities and the understanding that some students may need more than others to fully access a high quality education and grow academically, socially and emotionally.

Vision:

The members of the Bellefonte Area School District envision

- Promoting a collaborative culture which allows all stakeholders to challenge each other in an effort to continually improve the way we meet the diverse needs of our students, staff and community.
- Viewing all District processes through the lens of equity and identifying and addressing systemic inequities.
- Providing an educational environment where all students feel safe and valued and are able to access a quality education without barriers.
- Cultivating a collective and constantly evolving awareness of societal and cultural issues with a focus on how we as an educational institution can respond and be proactive.

More information about these topics can be found on the Bellefonte Area School District website by clicking on “Inclusiveness, Diversity and Equity” under “School News” on the front page.

The Bellefonte Area School Board of Directors has also passed a Board Resolution, affirming their commitment to providing a quality and equitable experience for all individuals regardless of race, gender, ethnicity, intellectual or physical disability, sexual orientation or identity, religion or socio-economic standing. This resolution can also be found under the “Inclusiveness, Diversity and Equity section of the District Website.

SECTION ONE ~ FACULTY EXPECTATIONS/INFORMATION

Six-Day Cycle

Classes at the Middle School follow a six-day cycle rather than a five-day, Monday through Friday cycle. On the six-day cycle, the first day of school will be day "1" followed by days 2, 3, 4, 5, and 6. The cycle will always be followed in this order. For example, if school is canceled due to weather on a Day 2, then the next day of school will resume as Day 2. Each day of the six-day cycle includes an eight-period day.

Schedules/Calendar

BAMS BELL SCHEDULE

2026-2027

	6 th Grade	7 th Grade	8 th Grade
HR	8:00 – 8:05 Homeroom	8:00 – 8:05 Homeroom	8:00 – 8:05 Homeroom
1	8:08 – 8:57 Core Class	8:08 – 8:57 Core Class	8:08 – 8:57 Specials
2	9:00 – 9:49 Specials	9:00 – 9:49 Core Class	9:00 – 9:49 Core Class
3	9:52 – 10:41 Core Class	9:52 – 10:41 Specials	9:52 – 10:41 Core Class
4	10:43 – 11:32 Core Class	10:43 – 11:18 Lunch	10:43 – 11:32 Specials
5	11:33 – 12:08 Lunch	11:20 – 11:55 Skills / Advisory	11:34 – 12:09 Skills / Advisory
6	12:11 – 12:46 Skills / Advisory	11:57 – 12:46 Core Class	12:11 – 12:46 Lunch
7	12:48 – 1:37 Specials	12:48 – 1:37 Core Class	12:48 – 1:37 Core Class
8	1:40 – 2:29 Core Class	1:40 – 2:29 Specials	1:40 – 2:29 Core Class
9	2:32 – 3:15 Tutorial Activity/Choir/Band/Orchestra	2:32 – 3:15 Tutorial Activity/Choir/Band/Orchestra	2:32 – 3:15 Tutorial Activity/Choir/Band/Orchestra

2026-2027 School Calendar Description

Marking Periods

1st – November 3, 2026

2nd – January 22, 2027

3rd – April 1, 2027

4th – June 7, 2027

Calendar Description

August 11-13 – New Teacher Orientation

August 17 – Staff Opening Day (ALL Support Staff must attend – no school for students)

August 18 – Act 80 Day (no school for students)

August 19 – Teacher Clerical Day (no school for students)

August 31 – Professional Learning Day (no school for students)

September 1 – First Student Day

September 4 – Vacation Day (no school for students)

September 4 – 12-Month Support Staff Work Day

September 7 – Holiday (Labor Day - no school for students)

October 16 – Act 80 Day (no school for students)

November 13 – Staff Professional Learning – Parent/Teacher Conferences (no school for students)

November 25 – November 30 – Thanksgiving Vacation (no school for students)

December 24 – January 1 – Winter Vacation (no school for students)

January 18 – Professional Learning Day (no school for students)

January 25 – Teacher Clerical Day (no school for students)

February 12 – Act 80 Day (no school for students)

February 15 – Snow Makeup Day (no school for students)

February 15 – 12-Month Support Staff Work Day

March 25 - Act 80 Day (no school for students)

March 26 – Spring Vacation (no school for students)

March 29 – Snow Makeup Day (no school for students)

March 29– 12-Month Support Staff Work Day

May 28 – Staff Professional Learning (no school for students)

May 31 – Holiday (Memorial Day – no school for students)

June 7 – Last Student Day

June 8 – Teacher Clerical Day (no school for students)

Two-Hour Delay Schedule

Insert New Schedule

Three-Hour Delay Schedule

Insert New Schedule

Teacher Work Day

As per the teacher's contract, it is expected that all teachers will be in their classrooms or assigned areas no later than 8:00 AM and remain on duty, with the exception of a duty-free lunch, until their contracted daily dismissal time of 3:15 PM. The following dates have been contractually designated as extended work days for secondary schools (3:15-4:00):

September 2, 2025	October 7, 2025	November 11, 2025
December 2, 2025	January 6, 2026	February 3, 2026
March 3, 2025	April 7, 2026	May 5, 2026

Teacher Absence Procedures

When taking time off work, teachers must adhere to the following procedure:

- Submit your absence via Frontline (the online reporting system) as soon as possible or prior to 6:45 a.m. on the day of the absence.
- If you have arranged with a substitute to cover your absence be sure to assign that substitute to your absence. It is important that you make prior arrangements with the substitute before assigning them to your absence!
- If submitting an absence after 6:45 a.m. on the same day, you must contact your building secretary and principal to alert them of your absence. You must also contact Jeffrey Baker at jbaker@basd.net or 814-355-4814, ext 3054.
- Organize and provide substitute plans.
- Teachers are only permitted to take a full or half day absence.

If attending or requesting a conference, all the above must be completed including a conference request form and a conference report upon your return.

Bellefonte Area School District Absence Guide for Support Staff

BALANCES: Balances are tracked in Frontline and your Employee Portal. Absences are scheduled in [Frontline](#). After the absence, it is exported to your [Employee Portal](#) every July and January.

SCHEDULING: Hourly employees must enter absence in 15 minute increments only. Example, 8:00am-11:30am is correct; 8:00am-11:20am is not correct. Only include regular hours assigned, not additional assignments (bus, door, etc). Personal time allotted each year is based on regular hours. Including additional hours on an absence will take away more time than you earned.

ATTENDANCE AND PUNCTUALITY:

While a 7-minute grace period is built into the Frontline system for clocking in and out, it is the employee's responsibility to arrive on time and work their full scheduled hours. Regular punctuality reflects reliability and demonstrates respect for both the employer and fellow colleagues. Habitual tardiness or early departures—regardless of the grace period—may result in progressive disciplinary action, up to and including termination.

ABSENCE REASONS: Summarized for more efficient absence entries. Please use the following list below to assist in selecting absence reasons:

- **Assoc/PSEA-** When attending a union meeting.
- **Bereavement-** For the death of a family member. Please enter the relation in notes.
- **Coaching-** For paid coaches to attend events.
- **Comp Time-** Support For support staff using Comp Time earned during overtime hours.
- **Coverage-** When covering for another position.
- **District Mtg-** For Assessments, Child Study Team, Curriculum Writing, Grade Level Mtgs, Non-IEP Special Ed Mtgs, Student Scheduling.
- **Field Trip/StudAct-** When required to attend Field Trips or Student Activities such as Day of Caring.
- **Health Screenings-** When conducting student health screenings such as hearing.
- **IEP-** For attending IEP meetings as a district employee.
- **Jury Duty-** To attend Jury Duty; summons must be sent to HR.
- **Kndg Registration-** For those required to work Kindergarten Registration.
- **Shadow/Transition-** Used for long-term leaves to assign a substitute prior to the start of the leave to shadow and after the leave to transition back
- **Personal-** For personal time.
- **Professional Dev-** When attending approved training on or off-site.
- **Sick_Family Illness-** For a family member's medical appointment or illness.
- **Sick-** For an employee's medical appointment or illness.
- **Dock Time/Uncomp Leave-HR Use Only-** For use when out of paid time (personal, sick, or vacation).
 - **You will enter your absence as DOCK Time to get the absence into the system.**
 - **You MUST contact Human Resources to complete the Uncompensated Leave Request Form.**
- **Vacation-** For employees that earn vacation time.

Absence Procedures for Support Staff

When taking time off work, staff must adhere to the following procedure:

- Submit your absence via Frontline (the online reporting system) as soon as possible or prior to 6:45 a.m. on the day of the absence.
 - Support staff are able to enter absences in 15 minute increments
 - You are able to submit a same day absence if entered 1 hour before your absence start time, but be sure to contact your administration and secretary.
 - If you need an absence under 1 hour, you will have to contact Jeffrey Baker.
- If you have arranged with a substitute to cover your absence, please contact Jeffrey Baker to assign the substitute to the requested absence.
- If submitting an absence after 6:45 a.m. on the same day, you **must** contact your building secretary and principal to alert them of your absence. **You must also contact Jeffrey Baker** at jbaker@basd.net or 814-355-4814, ext 3054.

LEAVING THE BUILDING

The administration recognizes the legitimate need for staff members to leave the school building, from time to time, for both personal and professional reasons. Please note, however, that **ANY TIME YOU LEAVE THE BUILDING YOU MUST SIGN OUT**. The following procedures should be adhered to as much as possible:

- Whenever leaving the building you must sign in/sign out indicating the date, times of departure and return, as well as the reason for leaving or the destination. (NOTE: Your time of return should not be recorded until your actual arrival back in the building).
- Whenever leaving the building for various **non-school related business**, permission must be obtained from the Principal prior to departure. Before leaving the building, clock in/clock out and sign in/sign out indicating the date as well as time of departure and return.
- Notify the secretary of your plans to leave.

Lesson Plans

Weekly lesson plans must be submitted to the Google folder by all teachers by 8:00 AM. on Monday of each week. Questions regarding this procedure can be directed to Ms. Fisher, building secretary. Lesson plans are to include information for all periods in which you are assigned students, including Skills and Tutorial.

Lesson plans may vary in format, but they should include the following components:

- Learning Targets

- Intent/Goal
- Lesson Sequence/Activities
- Assessment Methods

For additional information regarding lesson plan expectations, please review the [BAMS Learning Plan](#).

Lesson plans should be written/organized in a manner so that in the case of an emergency, anyone can go into your class and provide instruction if needed.

Lesson plans are reviewed by administration.

Maintaining Professional Adult/Student Boundaries

All adults shall be expected to maintain professional, moral and ethical relationships with district students that are conducive to an effective, safe learning environment. For more information, see Board Policy 824.

Substitute Procedures

A useful and well-organized substitute folder is an invaluable tool while you are away from your classroom. All sub folders at BAMS must include the following:

- seating chart
- attendance rosters
- notes on students who have special considerations (IEP, medical issues, etc.) Label this information CONFIDENTIAL.
- class syllabus
- emergency procedures in event of a drill, evacuation, or real emergency
- lesson plans
- emergency lesson plans (these cover activities that could be easily implemented at any time throughout the year)
- letter from you to the sub explaining your classroom and what they can expect
- discipline procedures
- notes regarding students on hallway restriction
- instructions to complete online student attendance via PowerSchool

Syllabus

Prior to the end of September, teachers at BAMS are required, as per board policy, to create and submit to the main office a syllabus for each course they teach. The syllabus should be submitted electronically to the 2026-2027 Lesson Plan Folder in Google. The syllabus is meant as a tool for the students to better understand the focus of the course as well as the expectations. The syllabus should include, but should not be limited to the following:

- course name and other pertinent information
- teacher expectations
- student expectations
- classroom procedures

- class objectives
- grading
- discipline philosophy
- teacher contact information
- PA standards addressed

Educator Effectiveness Model

The ultimate goal of the Bellefonte Area School District Professional Employee Supervision/Evaluation Plan is to provide a framework to support the development of professional employee skills and knowledge that will result in increased achievement for all students, in accordance with the Pennsylvania Department of Education's new Teacher Effectiveness Model. The district's vision includes developing a learning community where all educators employ effective "best" practices and nurture a culture conducive to student learning and continuous professional growth.

The Evaluation aspect of the Educator Effectiveness Model is designed to be an objective assessment of a teacher's effectiveness. This is done by assessing the Four Domains of Effectiveness via a pre-observation, observation, and post-observation process.

For the 2026-2027 school year, all teachers will be required to create and complete the SPM (Student Performance Measure) process. Information regarding the SPM process can be found on the BAMS Google Website. The SPM is directly linked to the final yearly evaluation as per the Department of Education and Educator Effectiveness Model.

Additional information based upon individual teacher's professional growth area will be provided throughout the year by the administration.

Attendance: Period by Period

Period attendance must be completed in Power School within ten (10) minutes of the beginning of the period. Power School can be accessed by using any computer in the building with Internet access. If you are covering another teacher's class, you will be responsible for taking attendance per the SUB attendance instructions in the SUB folder.

An attendance instruction sheet will be provided for you to include in your SUB folder. This should be used in cases of BAMS teachers covering your classes, as they are considered a sub for that class. Please make sure your SUB folder is readily accessible for those that may need it in your absence.

Any corrections or updates to a class's attendance must be completed by the end of that period.

Students are not permitted to take attendance for teachers. Classroom teachers are responsible for the whereabouts of their students during that period. It is imperative, not just for instructional purposes but also for student safety, that accurate student attendance is taken each period.

Professional Learning

Opportunities for professional learning will be ongoing throughout the school year. Professional learning at BAMS is tied to the goals of the school, district, board and state. Attendance at these offerings is crucial to the success of our school. Please do not use these days as opportunities to miss work; these days are just as important as the days we serve our students.

Dress Code

As professional educators, you will be expected to dress accordingly. Fridays can be reserved for more casual dress, more of school spirit attire, such as jeans and school related T-shirt. Sweats, shorts, and anything that may be disruptive to the school atmosphere should not be worn to school. In addition, please align your dress decisions to the student dress code. Remember, the students look to us as role models.

See Appendix I for more information regarding faculty dress code.

Cell Phones and Cell Phone Use

School phones are for school business and personal use should be kept to a minimum. All long distance school-related calls must be approved in advance by the administration.

Teachers should use cell phones only during lunch and prep periods or before or after school or in the teacher lounge. Do not use your cell phone during instructional time, while supervising students in any capacity or in front of students in any other way, this includes all duties. Students are not permitted to use their cell phones and it is important to model the expectation of no cell phones. Furthermore, we cannot ensure that our attention is on the students and that we are being proactive in monitoring them if adults are on their cell phones during that time.

Parent/Guardian Communication

Parent/guardian communication is a vital component to the success of our school. Teachers are expected to contact parents with good reports, as well as when they have concerns about their child's behavior or academic progress. Parent/guardian communication can take on various forms, such as emails, phone calls, journals/logs, letters, meetings etc. Please document these communications including the date, time, and brief description of communication. If a teacher or team would like to request a parent meeting, it is the responsibility of the teacher and/or team to set up the parent meeting. If you receive an email or phone call from a parent/guardian, it is expected that contact with the parent will be returned within 72 hours.

Websites (Individual Teacher Sites)

Each teacher is required to have an active web page on the BAMS web page under Teacher Pages. The webpage is expected to have up-to-date contact information (name, grade, content taught, phone number, email address) for the corresponding teacher as well as a syllabus for each course taught. Other information that is strongly encouraged to be included: homework, assignments, upcoming tests, upcoming events, additional course material or resources, supplies needed for the class, etc. All information on the teacher webpage must be applicable for the current school year.

Teachers should continue to utilize Google Classroom on a regular basis. It should be reflective of your agenda and assignments. Students should be able to access your Google Classroom if they are absent. Google Classroom will also be used for Flexible Instruction Days.

Tobacco-Free Environment

In accordance with state regulations and school district policy, the use of tobacco/vaping is not permitted in school buildings, on school grounds, or at school sponsored events. Refer to Board policy #323 for more information about tobacco and vaping.

Assemblies

All teachers will attend all assemblies to sit/stand with and supervise students. When the entire school is attending an assembly, eighth grade students should sit in the middle of the auditorium, 7th grade students should sit on the right side (when entering from the back) and 6th grade students should sit on the left side (when entering from the back). When dismissing students from the auditorium, dismissal should begin from the back row first. Teachers should be spread out around the auditorium, either sitting with the students or standing along the walls near their students.

Duties and Coverage

As part of a teacher's daily schedule, various duties may/will be assigned by the administration. When going to your duty or covering classes it is crucial that you are on time, because other faculty members may be awaiting your arrival. In addition, when assigned to an admin. duty, the teacher is considered available for coverage and must respond immediately to an administrative request to fulfill the duty.

Lunch Free Time Weather Guidelines

Teachers who are on lunch/free time duty should not send students outside if there is precipitation falling during the time they would be outside. Regarding temperature, students are permitted to go outside as long as both the actual temperature and the "real feel" temperature are above 20 degrees fahrenheit. If there is no precipitation but the grass is muddy or covered in snow, teachers should limit the students to stay on the paved area and not permit them to go on to the grass. Lunch monitors should take extra caution and urge students to do the same when the floor may be wet from students returning to the building.

Keys

Teachers will receive a key to their classrooms for their use. Do not give keys to students or anyone else. Teachers must immediately report any lost keys to the office.

Mailroom and Mailboxes

Mailboxes are provided for each teacher in the room located next to the main office. Teachers should check these boxes throughout the day.

Please note that students are not permitted in the mailroom.

Copy Machine

Teachers are responsible for making their own copies for their students. Teachers will use their identification badges to log in to the copy machines prior to their use. The district is keeping track of all copies made by individuals employed by the district.

Laminating

Teachers can laminate materials using the building's laminating machine. Please ask office staff if you have any questions on operating the laminating machine. Be sure to always turn the laminating machine off after use.

Drug and Substance Abuse

Unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the employee's workplace. An infraction of this policy may be grounds for disciplinary action and/or termination. Please see Board Policy 451.

Teachers Leaving the Building

Teachers may leave the building during their duty-free lunch. Please sign in and out at the main office.

Field Trip Procedures

Board policy states that the curriculum shall be enriched by involving teachers, other adults, and pupils in field trips, cultural exhibits, and special programs as related to the courses of study and student interest. Field trips are intended to allow students experiences that provide them with insight, information, or knowledge that cannot be adequately developed through regular classroom instruction. Field trips, therefore, become an integral part of the curriculum and are as essential to the instructional process as textbooks, equipment, and other instructional devices, and teaching/learning strategies. They allow students to learn what might not be learned within the classroom. As it is widely acknowledged that not all students learn in the same way, field trips allow students the opportunity to expand their intelligence in ways different from those typically available inside the classroom. While most field trips are directly related to specific, academic curricula, they may also address the need for intra- and inter-personal growth in students, and this may be designed to promote social and emotional development and to provide for the development of the "whole" child.

A field trip shall be defined as any journey by pupils away from the school premises, under the supervision of a teacher/advisor/coach/faculty and/or staff member, which is an integral part of an approved course of study, and conducted for the purpose of affording a first-hand educational experience that enhances the curriculum, fosters morale, emphasizes team building, and promotes an appreciation of diversity, and is not typically available within the school program.

It shall be the responsibility of the planning teacher/sponsor to make a formal written request to the principal four (4) weeks prior to the contemplated trip.

Field trips must remain within the available budgeted resources for each building. The supervising principal shall have recommending authority to assign building resources to field trips that meet district guidelines.

It shall be the responsibility of the teacher-sponsor to develop an instructional plan for each field trip and submit it to the principal.

The district has developed a field trip handbook that is a supplement to this Board policy.

At BAMS, one field trip per grade is permitted each year, if it goes beyond the scheduled class period. To further avoid coverage issues, parents may be used as chaperones. Parent chaperones are subject to BASD's volunteer requirements.

Wellness Policy

Bellefonte Area School District recognizes that student wellness and proper nutrition is related to students' physical well-being, growth, development, and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

Snacks not permitted:

- Candy (composed primarily of sugar and artificial flavoring)
- Candy-coated popcorn
- Cotton Candy
- Jellies (gum drops, gummy bears, etc)
- Licorice
- Marshmallows
- Mints
- Popsicles

Sweet treats permitted during classroom celebrations/parties:

- One piece of cake
- One cupcake
- One brownie
- One piece of pie
- One cookie
- One small piece of chocolate candy
- One ice cream treat
- One jello treat

Acceptable Daily Snack Foods for the Classroom:

● Vanilla Wafers ● Fruit (fresh, canned, cups) ● Animal Crackers ● Goldfish Crackers ● Cheese and Crackers ● Graham Crackers ● Gingersnaps ● Snack mixes made w/ popcorn/whole grain cereal ● Fig Bars ● Raisins ● Flavored Rice Cakes ● Granola Bars ● Whole Grain Cereal ● Pretzels ● Yogurt ● Muffins (fruit or grain, low fat)	● Bagels ● Peanut Butter on whole grain bread ● Applesauce ● Pudding ● Carrot Sticks ● Small Raw Vegetables ● Fruit and Grain Bars ● Triscuits ● Low Fat Wheat Thins ● Cheez-Its ● Chex Mix ● 100% Juice ● Water ● Low Fat or Nonfat Milk ● Frozen Fruit Bars ● Popcorn ● Low Fat String Cheese
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Diabetes Management

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.

For more information, please contact your school nurse or refer to School Board Policy 209.2.

Education for Homeless Youth

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.

1. 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;
2. 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;

3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. “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/guardian(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 parent/guardians or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and,
5. "Unaccompanied homeless youth" including any child who is "not in the physical custody of a Parent/Guardian." This includes youth who have run away from home, been thrown out of their home, been abandoned by parents/guardians or guardians, or separated from their parents/guardians for any other reason.

Title I, Part A Services

BASD ensures that children and youth experiencing homelessness are eligible for Title I, Part A Services by:

- a. Assessing all students and offering academic services to meet their needs.
 - b. Homeless Students are automatically eligible for Title I services.
 - i. Items of clothing, particularly if necessary to meet a school’s dress code or uniform requirement.
 - ii. Clothing and shoes necessary to participate in physical education classes.
 - iii. Student fees that are necessary to participate in the general education program.
 - iv. Personal school supplies such as backpacks and notebooks.
 - v. Food
 - vi. Please contact Mr. Dan Park for additional student needs.
 - c. Services are provided in all schools.
2. The Title I, Part A reservation for students experiencing homelessness is determined by the Homeless Liaison and the Director of Federal Programs. The set-aside amount is based on the prior year’s usage.
 3. Title IA homeless set-aside funds can be used for the following:
 - a. Clothing items
 - b. Food items
 - c. Gift cards
 - d. Academic services and supports

- e. Hygiene items
 - f. School supplies/backpacks
 - g. Transportation
 - h. Wifi/hotspots for students
 - i. Please contact Mr. Dan Park for additional student needs that may be covered with Title I, Part A funds.
4. Any unspent Title IA homeless set-aside funds divert to the Title I budget.
 5. The Homeless Liaison and the Director of Federal Programs meet to ensure the coordination between Title 1A and ECYEH services in order to meet the needs of students experiencing homelessness.
 6. BASD provides basic supports for students experiencing homelessness in the following ways:
 - a. Clothing closets in schools.
 - b. Community donations
 - c. Local Food Bank
 - d. Supplies provided by the Regional Office
 - e. School staff fundraisers/donations

Rights of Homeless Children and Youth

Students identified as McKinney Vento Scholars are afforded certain rights. These rights include:

1. Continuing their education at their current school, and providing transportation to that school, (if feasible)
2. Immediate enrollment in the school district where they are temporarily housed
3. Assistance with obtaining school records
4. Participation in all applicable school programs, including supplementary instructional programs, field trips, and other enrichment activities, as well as after school recreational programs, etc.
5. Assistance with school-related expenses, such as supplies, clothing, uniforms, meals, etc.

Family Engagement/Involvement:

Parental and family involvement shall be defined as an ongoing process that assists parents/guardians and families to meet their basic obligation as a child's first educator, promotes clear two-way dialogue between home and school, and supports parents/guardians as leaders and decision-makers concerning the education of their children at all levels. (Policy 917, Parent/Family Involvement)

Families are a valued member of our community and an essential part of a child's success. Opportunities for participation in school and building sponsored events are communicated in a variety of ways throughout the school year. If you need assistance to participate, please contact your respective building principal.

Centre County Community Partnerships:

www.findingyourwayinpa.com - Resources for children and youth experiencing homelessness.

This resource is also available through Google Play and the App Store as a phone app.

www.211.org - Resource for paying bills or mental health.

Click [here](#) to visit the Centre County PA Official Website for local information and important updates.

<u>Food</u>		
Centre Hall-Potter Township Food Pantry.	Operating under normal hours 3rd Tuesday of each month 12:30-4:00pm	(814) 531-6151 <i>Grace United Methodist Church 127 S. Pennsylvania Ave. Centre Hall PA 16828</i>
FaithCentre Food Bank	Bellefonte - human and pet food available. Wednesdays 10:00am-2:00pm and Thursdays 1:00pm-4:00pm. Temporarily waiving territory restrictions.	(814) 355-0880 or (814) 355-4400 (FC) <i>131 S. Allegheny St. Bellefonte PA 16823</i>
Food Bank of State College	Mondays 1:00pm-4:30pm; Wednesdays and Fridays 1:00pm-3:30pm.	(814) 234-2310 <i>1321 S. Atherton St. State College PA 16801</i>
Penns Valley Family Service Center	Tuesdays 8:00am-12:00pm BY APPOINTMENT ONLY.	(814) 349-5850 <i>337 E. Aaron Sq. Aaronsburg PA 16820</i>
Penns Valley Area School District	Monday through Friday the PVASD is providing a breakfast and a lunch bag service that is available to any child 18 or younger as long as one child in the home attends PVASD. It is delivery only, no pick up. The delivery occurs between approximately 9:00am and 12:00pm (time of day is dependent on location).	Directions and the form for signing up are found on the PVASD website .
State College Area School District	Meals are provided each Wednesday for all children under the age of 18 while schools are closed.	Click here for details.
Snow Shoe/Mountaintop Food Pantry	2nd Thursday of each month from 4:00pm-6:00pm.	(814) 387-6230 <i>Snow Shoe United Methodist Church - 501 S. Moshannon Ave. Snow Shoe PA 16874</i>

YMCA Lunch Programs -	Centre Hall is providing food 12:00pm -1:00pm every weekday and providing backpacks of food for weekends. Bellefonte Area grab and go meals are served at the following locations Monday through Friday 12:00pm - 1:00pm: Bald Eagle area grab and go meals are served at the following locations Monday through Friday 12:00pm - 1:00pm:	https://www.ymcaofcentrecounty.org/programs/youth-development/feeding-our-children/ <i>YMCA in Bellefonte</i> <i>Logan Fire Company</i> <i>Beaver Farms</i> <i>Governor's Gates Apt buildings</i> <i>Pleasant Gap Elementary School</i> <i>Continental Courts (playground pavilion)</i> <i>Marion-Walker Elementary School</i> <i>Citizen's Fire Company</i> <i>Pine Glen Fire Company</i> <i>Snow Shoe EMS</i> <i>Wingate Elementary</i>
YMCA Soup Drive-Through for Seniors and Veterans	Bald Eagle Valley Community United Methodist Church every Monday from 12:00pm to 1:00pm Trinity United Methodist Church every Monday from 12:00pm to 1:00pm	
<u>Safety & Mental Health</u>	If you or someone you know is in immediate danger, please call 911	
988 Suicide and Crisis Lifeline.	Available 24 hours. Languages: English and Spanish	
Center for Community Resources	(Walk-In, Phone, and Mobile services remain unchanged) Open 24/7	Call: 1-800-643-5432 Text: 63288 2100 E. College Ave. State College PA 16801
National Domestic Violence Hotline	Available 24/7	Call: 1-800-799-7233 or 1-800-799-7233 for TTY Web: https://www.thehotline.org/
National Helpline - Substance Abuse and Mental Health Services Administration	Available 24/7	Call: 1-800-662-HELP (4357)
Centre Safe, formerly Women's Resource Center	(counseling, advocacy, shelter, and other support related to domestic violence or assault) Available 24/7	Call: 814-234-5050 Web: www.centresafe.org

Centre Helps	(24 hour hotline and basic needs case management) Available 24/7	Call: (814)-237-5855 Web: https://www.centrehelps.org/
<u>Childcare</u>		
• YMCA of Centre County (Available for children of essential employees)	Bellefonte and Moshannon Valley Branches	If you are an essential employee and are interested in utilizing this type of service or would like more information about it, please contact Liz Toukonen at ltoukonen@ymcaocc.org. In your message, please specify the age(s) of the child(ren) in need of care and when you would need care to begin.
<u>Housing & Utility Assistance</u>	Due to COVID-19, the Federal Government has instituted the CARES Act, which includes a temporary moratorium on eviction filings. See the HUD COVID-19 FAQs for Public Housing Agencies or the CARES Act itself for direct information.	
Centre Safe, formerly Women's Resource Center	(counseling, advocacy, shelter, and other support related to domestic violence or assault) Available 24/7	Call: 814-234-5050 Web: www.centresafe.org
Centre House Homeless Shelter		Call: 814-237-5508 <i>217 E Nittany Ave, State College, PA 16801</i>
Housing Transitions		Call: 814-237-5508 <i>217 E Nittany Ave, State College, PA 16801</i>
Out Of The Cold	Provides shelter to individuals and families	Call: 814-852-8864 Web: http://www.ootc3.org/
Centre County Youth		Call: 814-237-5731 Web: https://ccysb.com/services/ <i>325 West Aaron Drive State College, Pennsylvania 16803</i>
Centre County Adult Services	WRAP or housing and rental assistance is first-come, first-served.	Please call: 814-355-6768 and press option 1 to leave a message with your name, contact information, and housing need details.
Salvation Army	Continuing to assist Centre County residents with utility and rental assistance.	Call 814-861-1785 and leave a message for Social Service

		Coordinator, Elin. The message should include name, contact information, and need details (e.g. which utility is needed). Check “The Salvation Army State College” Facebook page for up-to-date information.
Penns Valley Hope Fund	Applications are online and an individual and/or family can ask for funding for most things related to maintaining a home and family. Helping fund food for Grange and YMCA.	http://pennsvalleyhopefund.com/
<u>Transportation</u>	Click here for CATA Bus Schedules	

Student Dress Code

The students at BAMS are expected to adhere to a dress code that limits disruptions to the educational environment. If you are uncomfortable addressing a concern with dress code, please contact the main office

It is recommended that students be checked during homeroom for dress code violations. If you encounter students who are out of dress code, please email the principal, vice principal, or school counselor for them to discuss your concerns. please discuss your concerns with the student and have him/her change his/her attire. If the student doesn't follow your expectations or if you are uncomfortable addressing the student, please send him/her to the main office. Be as discreet about it as possible.

Electronic Device Policy and Enforcement

Consistency is key when enforcing policies in regards to student expectations and behavior. Cell phone usage is a policy where it is of the utmost importance that we are all on the same page. Students are expected to lock their cell phone in their lockers, turned off, for the duration of the instructional day. If a student is not following this expectation, please talk with the student, confiscate the phone and bring the phone to the main office.

Use of Facilities

When planning a school related function where you will utilize part of BAMS' facilities, please contact Ms. Fisher in the main office. Reasons for submission of this request include meetings that occur outside of the school day, dances, assemblies, drama productions, concerts, or practices. If a teacher would like to use a specific area of the building during the school day, they are responsible for submitting their request to Ms. Fisher.

Professional Learning Communities

A PLC is an ongoing process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts. At BAMS, teachers will have the opportunity to participate in a PLC composed of their colleagues and administration. PLC's will meet once per six day cycle and be a part of the teacher's individual schedules. PLC's at BAMS will focus on specific building needs, areas of interest, and district/building professional development to promote educator growth in collaborative teams that focus on improving student learning.

SECTION TWO ~ INSTRUCTIONAL/CLASSROOM EXPECTATIONS AND INFORMATION

Grade Book

All grade books are kept on PowerSchool. However, you are strongly encouraged, but not required, to keep a paper copy of your grade book as backup.

Weekly Grade Submissions

All teachers are required to enter weekly grades via PowerSchool by 11:59 PM Thursday evening of each week (see Eligibility and Grades).

Assessments: Formative and Summative

Summative assessments are given periodically to determine what students know and do not know at a particular point in time. Many associate summative assessments only with standardized tests such as state assessments, but they are also used at and are an important part of district and classroom programs. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process.

Examples of Summative Assessments:

- State Assessments
- District Benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability for schools (AYP) and students (report card grades)

Formative assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame. Although formative assessment strategies appear in a variety of formats, most can be completed throughout the period to provide immediate feedback and data.

Examples of Formative Assessments:

- Criteria and goal setting
- Observations
- Questioning Strategies/Discussion
- Self and Peer Assessment
- Student Record Keeping

Differentiated Instruction

Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning where students have multiple options for taking in information and making sense of ideas.

The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group, and individual instruction. Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms.

To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

Classroom Management

Teaching is a tough, but rewarding job. The administration is here to help you when you need help, but you will be expected to handle routine problems yourself. The following suggestions are those that have been very successful at managing classroom behavior and routine:

- Craft complete and meaningful lesson plans where class activities last the entire period.
- Taking the time needed to establish a meaningful rapport with your students based upon mutual respect is an invaluable tool that will create a positive climate within your classroom.
- Remember that positive measures are always preferred. Your disciplinary measures and strategies should focus on changing the behavior while keeping the student and teacher rapport intact.
- A student should not be out of the classroom except with the expressed permission of the classroom teacher and with a properly completed hall pass. Failure to bring books, paper, pencils, pens, assignments, etc. is not sufficient reason for the student to be "kicked out of class" where they are allowed in the hallway or sent to the office. Students should not be missing instruction for these reasons.
- Parent/Guardian communication is key. Be sure to contact parents/guardians with good reports, not just your concerns. Communication should be documented when contact is made with the student's family. This should be done especially for phone calls.

- On the occasion a student needs to be sent to the office for disruptive behavior, you must call Katie Fisher, Justine Bercel, Ethan Runk or Sommer Garman. You may email this information as well, but all of the previously named people should be included in the email, which can be done by emailing msoffice@basd.net.

Discipline Referral Process

A teacher should perform classroom level interventions before submitting a discipline referral to the main office. Parent/guardian contact, discussions with the student, meeting with the student and administration, meeting with counseling, meeting with the student and parent/guardian are a few examples of ways to try to handle discipline issues prior to a formal referral. Document these efforts on your referral when submitted.

- Prior to submission of a disciplinary referral, parent/guardian contact is mandatory. This contact can be via phone or email. Please document this contact on the referral.
- Referrals need to be written in clear, concise, and observable behaviors, not teacher opinion. Feel free to contact administration if you want to discuss opinions and more details than written on the referral.
- Do not include the names of any other students involved in an incident; separate referrals must be written.
- Keep in mind that all referrals go home to parents/guardians so take your time and create a thoughtful document.
- Remember, once a referral is turned into the office, administration decides the consequences, not the teacher.
- Please keep in mind that emergencies and serious concerns should be reported to the office immediately (fights, threats, drugs, abusive language to faculty/staff, etc.)

Student Supervision

Because we can be liable, it is imperative that students are supervised at all times. Teachers must be in classrooms when students are arriving in the morning. If you must step away from your room while your students are present, please notify another teacher/aide to supervise your classroom. Classroom teachers should be located near the classroom doors when students are arriving/dismissing to assist with hall supervision as students are traveling to/from their classrooms. Itinerant teachers also should be located in the hallway to assist with supervision during transition times. Each building has specific guidelines for student supervision in addition to these guidelines. Teachers are reminded to be punctual with students during all transitions. More information may be presented by your building principal.

If you end up in a situation where you are one-on-one with a student, please relocate to a common area such as the library. Please do not put yourself in a situation where you are alone with a student.

Suspended Students

All teachers are required to provide class work to students who are suspended in-school or out-of-school. A suspended student has the legal right to make up any missed work. Afford her/him the number of days of the suspension for makeup. This is mandated by the Pennsylvania Department of Education.

Student Agendas

Students receive their first agenda free, so all teachers should use the agendas as communication devices, make-up work organizers, etc. It is encouraged that the teachers incorporate the use of the agendas into their instruction.

Tech Trainers/Coordinator

All faculty will be assigned Tech Trainers to assist with needs related to technology in the classroom. Assignments will be provided at the beginning of the school year.

If you are having difficulties with technology, submit a request through FMX. The request is then forwarded on to the MIS department and tech trainers to be resolved.

Learning Media Center

The Learning Media Center is open each day for teacher and student use from 8:00 AM until 3:15 PM. If the faculty needs library materials for use in their classroom or reserved for in-library usage, please give a day's notice to get the materials selected and scanned out. Please remember that, when items are signed out to a classroom, it is the responsibility of the teacher to be sure that all materials remain in the classroom until they are returned.

The Learning Media Center includes a classroom area, with a multimedia projector and screen. This may also be accessed by classes when not already in use by another class/teacher.

If audio-visual equipment or non-print media is needed, please let the librarian know through an email or personal visit, and allow a day's notice to gather all needed items. The AV equipment provided includes: carts, bulbs, CD players, digital cameras, batteries, and so on.

The entire materials collection is on the BAMS Card Catalog, and the icon on the computer will lead you to this electronic catalog very easily. If the icon can't be located or if help is needed in any other way, please email the librarian or stop by.

Technical assistance for borrowed equipment should be requested through your Tech Trainer.

If a bibliography of a certain genre of materials is needed for a classroom, please let the staff know. The staff may print a complete list for the teachers and students to use.

Educational Movies

When showing educational movies during class time, be sure that the ratings are either G or PG and are suitable for middle school viewers. If a movie is shown with any other rating, please get the advice of the principal or vice-principal before proceeding. There are movie permission

forms located on the BAMS Google Site to obtain written parental permission before showing a questionable form of educational media to your classes. In most cases, a video-clip is sufficient to make your instructional point. Justification for showing a full length movie should be included in your lesson plans.

Music Lessons and Rehearsals

As part of the band and orchestra curriculum, students will have pull-out lessons six (6) times each marking period. The period from which the students will be pulled will be done on a rotation basis. Faculty will be required to allow the students to attend the lessons at the time scheduled by the music teacher without penalty from class work, tests, quizzes, etc. Students will be required to make-up all missed work from the subject that he/she misses. Lessons are part of the student's music grade and make-ups are only permitted when a student is excused from school. An email will be sent by the Band/Orchestra teacher on day 6 to the faculty detailing the lesson schedule for the upcoming 6 day cycle.

Band/Orchestra/Ensemble rehearsals (which occur during 9th period) are part of the course curriculum and are part of the student's grade. Faculty should not sign passes or request students to be pulled from one of these rehearsal periods.

Raider Cards

In an effort to recognize our students' outstanding efforts in their school community, the students at BAMS will be rewarded with Raider Cards. As members of the faculty, you may give a student a card any time that you see him/her following the school wide rules, making good choices, showing improvement, reaching high levels of success, etc. These rewards are turned into the main office by the student for drawings for student prizes or redeemed at the student store.

Raider Revolution

School-Wide Positive Intervention and Behavior Support (SWPBIS)

As an extension of our School Wide Positive Behavior Intervention and Support (SWPBIS) initiative, students have come together to form a team that will lead students to be part of the "Raider Revolution." The "Raider Revolution" is designed to motivate students to follow the school wide rules which will create a better school community by bringing fun and excitement that creates an effective learning environment and positive attitudes. These rules include: Be Respectful, Be Kind, Be Safe, and Be Here and Ready.

Since May of 2012, BAMS has been recognized by the state as a "Banner School" for exemplary implementation of this program.

Family Educational Rights and Privacy Acts (FERPA)

Family Educational Rights and Privacy Act (FERPA) affords parents certain privacy rights with respect to their minor children's education records. FERPA defines "educational records" as: those records, files, documents and other materials, which (i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution or by a person acting

for such agency or institution.

20 U.S.C. § 1232g(a)(4)(A); 34 CFR § 99.e. This term is broadly defined to include virtually all records which contain information that is directly related to a student and maintained by an educational agency or institution, or a party acting for such agency or institution. The term “record” means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche. Thus, the location or manner in which an education record is maintained, such as whether or not it is placed in the student’s cumulative file or printed out from a computer file, does not affect its status as an education record. Moreover, whether or not an educational agency or institution has a formal policy of maintaining particular types of records, such as a “daily diary” of a school official, any record which contains information that is directly related to a student is an “education record” under FERPA for the time period that it is in the possession of the educational agency or institution.

Exempted from the definition of education records are those records that are “sole possession records.” As defined in 34 CFR § 99.3, sole possession records are those records which are kept in the sole possession of the maker of the records, and are not accessible or revealed to any other person except a temporary substitute for the maker of the records. When determining whether records are “education records” or “sole possession records” under FERPA, the intent in creating and maintaining the records must be considered, as well as whether such intent has been modified since the records were created. FERPA, a privacy statute, generally prohibits the nonconsensual disclosure of education records, or personally identifiable information contained in education records. Thus, once a teacher or other school official decides to make his or her “sole possession” records available to a party other than a temporary substitute, those records should be treated as education records for the purposes of any disclosures which may occur.

FERPA prohibits the consensual disclosure of personally identifiable information from education records. 10 U.S.C. § 1232g(b); 34 CFR § 99.30. There are certain specified exceptions to the general prohibition on disclosure without consent, such as when the disclosure is to school officials who have been determined to have legitimate educational interests. 34 CFR § 99.31. Generally, schools may designate school board members as school officials with legitimate educational interests.

SECTION THREE ~ SAFETY

Mandated Reporting

If a student reports abuse to a staff or faculty member, state law requires that the staff or faculty member who initially received the report is responsible for making the report to ChildLine. Once learning of any alleged abuse, the staff or faculty member should contact a School Counselor or building administration immediately. Staff and Faculty members should not interrogate the student or otherwise pursue additional information.

To make the report, the staff or faculty member who received the initial report from the student must call the counseling or main office immediately. It is appropriate in this situation to use the

emergency extension for your building or counseling office when making the report. A Pennsylvania ChildLine report can be made online by visiting the following website: <http://www.dhs.pa.gov/provider/childwelfareservices/childlineandabuseregistry/index.htm>

You will have to either have an account created to use this Website or create one upon arriving at the site. A report can also be made by phone by calling Pennsylvania Childline at 1-800-932-0313. Be sure that if you make a report by phone, you document the call and note the name and employee number of the employee taking your call.

Staff or faculty coverage will be sent so that the staff or faculty member who received the initial report can make the report to ChildLine/CYS to share all details of the initial report. Building administration and/or School Counselors will make themselves available to assist faculty or staff members making a report. If a situation arises in which a faculty or staff member is not able to contact a School Counselor or Principal, they are still responsible for making the report and should follow up with the building principal after the report has been made. Remember, we are all Mandated Reporters 24 hours a day, 7 days a week, 365 days a year. If you are ever in doubt and unable to get in contact with administration or a counselor, your safest bet is to make the report. Please refer to the “Mandated Reporter” section of our BAMS Google Site for additional information: <https://sites.google.com/basd.net/bams/mandated-reporting>

Classroom Doors

Classroom Doors must remain closed and locked when students are in the room. Students should not be permitted to open the classroom door unless the teacher sees and knows the person that is knocking on the classroom door. Students should remain in class, and should not be working in the hallway, for the duration of the class period.

Crisis Response Team

Safety and a sense of security are key elements of a positive learning environment. The BAMS CRT was created to address safety and security concerns and prepare for an emergency or crisis situation.

The Crisis Response Team (CRT) is a team developed to prepare for and respond to a crisis situation at the Bellefonte Middle School. Team members are assigned roles during an emergency situation. In order to best prepare for emergency situations the CRT follows the four phases of safety planning:

- Prevention/Mitigation
- Preparedness
- Response
- Recovery

If you are interested in becoming a part of the CRT, please contact administration.

Student Assistance Program (SAP)

The Pennsylvania Department of Education mandates the establishment and operation of a Student Assistance Program (SAP) in Pennsylvania's public schools. At the Bellefonte Area Middle School, the SAP is made up of teachers, school counselors, and building administrators. SAP provides an integrated framework that mobilizes school resource to remove non-academic barriers to a students' success. The role of the specially trained members of the SAP team is to provide support and resources to students beyond Tier I level for certain behaviors, mental health or drug and alcohol abuse. A referral to SAP may be made by school personnel, parents/guardians, and/or students, when they are concerned about a student's behavior. Students are encouraged to refer a classmate who seems seriously worried, cannot sleep, uses drugs, tobacco, or alcohol, has eating problems, is always angry or crying, threatens to run away, or talks about bringing harm to others or to themselves. Students can also self refer to this team. Additionally, there is an electronic form that can be accessed by visiting the Counseling section of the BAMS Website. The processing of referrals and the SAP process is handled with the utmost confidentiality.

School Resource Officer

The Bellefonte Area School District contracts with Bellefonte Borough Police Department to provide two School Resource Officers (SRO's) for our schools. Officer Shawn Luse and Officer Mike Lyons are certified School Resource Officers by the National Association of School Resource Officers (NASRO). Their primary focus is to build positive relationships with students and families while offering an added layer of protection for our schools. At the elementary level, our SRO's teach classes to students about internet safety. Officer Lyons has an office at Bellefonte Area High School. Officer Luse has an office at Bellefonte Area Middle School. Both officers pride themselves on connecting with our students and their families and being proactive in helping students learn and grow into productive citizens.

Email addresses for our SRO's are listed below:

Officer Shawn Luse: sluse@basd.net

Officer Mike Lyons: mylons@basd.net

Emergency Phone Numbers

Emergency Only	5555
Dr. Garman	5003
Mr. Runk	5004
Main Office	5002
Attendance	5001
Counseling	5006
Nurse	5005

Officer Luse
Officer Lyons

5706
8105

Threat Assessment Team

The district has a threat assessment team and the purpose of this team is the assessment and intervention of any threats or risks to students, staff, and the community.

Evacuation Drills

Fire drills, severe weather drills, and evacuation drills will be held throughout the school year. Teachers will be responsible to turn off lights, take the evacuation bag, and close doors and windows. Once students have exited the building, they are to report to their homeroom teachers where attendance will be taken and submitted. Students return to the school and go directly back to the class they left. An announcement will be made over the loudspeaker for students and staff ending the drill.

Should a designated exit be blocked, either by fire or other obstruction, teachers will have their students exit by the nearest unobstructed exit.

Teachers must post fire exit directions/map near all classroom exits.

School Cancellations and Delays

School delays or cancellations due to inclement weather will be announced via the Thrillshare notification system as well as local TV and radio stations.

Unlawful Harassment

In recognition of its responsibility to establish and maintain an educational climate and working environment free from unsolicited and unwelcome sexual harassment and intimidation of students or employees, the Bellefonte Area Board of Education adopted policies to identify and report unlawful harassment.

The term harassment includes but is not limited to repeated, unwelcome and offensive slurs, jokes, or other verbal or graphic or physical conduct relating to an individual's race, color, religion, ancestry, gender, sexual orientation; national origin, age or handicap/disability that create an intimidating, hostile, or offensive educational environment.

Ethnic harassment includes the repeated, unwelcome and offensive use of any derogatory word, phrase or action characterizing a given racial or ethnic group that creates an intimidating, hostile, or offensive education or working environment.

Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when:

- Submission in such conduct is made explicitly or implicitly a term of condition of a student's academic status/or a staff member's employment.

- Submission to or rejection of such conduct is used as the basis for academic or employment decisions.
- Such conduct deprives a student/staff member of educational/employment and benefits, services or treatment.
- Such conduct has the purpose or effect of substantially interfering with school/work performance or creating an intimidating, hostile or offensive educational/working environment.

Examples of sexual harassment include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes, pin-ups, calendars, objects, graffiti, vulgar statements, abusive language, innuendo, references to sexual activities, overt sexual conduct, or any conduct that has the effect of unreasonably interfering with a student's or employee's ability to learn or work or which creates an intimidating, hostile or offensive learning or working environment.

Each staff member shall be responsible to maintain an educational/working environment free from all forms of unlawful harassment. Each employee shall also be responsible to respect the rights of students and district staff and to ensure an atmosphere free from all forms of unlawful harassment.

All employees who receive a harassment complaint from a student shall report such to the building principal.

The building principal shall be designated to receive harassment complaints. If the building principal is the subject of the complaint, the complainant shall report the complaint directly to the Superintendent or designated administrator.

Guidelines

When a student or any employee believes that s/he is being harassed, the student or employee should immediately inform the harasser that his/her behavior is unwelcome, offensive or inappropriate. If the unwelcome, offensive or inappropriate behavior continues, the student or employee shall follow the established complaint procedures.

- A student or employee shall report a complaint of harassment, orally or in writing, to the building principal or a designated employee, who shall inform the student or employee of his/her rights and of the complaint process.
- The building principal immediately shall notify the Superintendent or other designated administrator and shall conduct an impartial, thorough and confidential investigation of the alleged harassment. In determining whether alleged conduct constitutes harassment, the totality of the circumstance, nature of the conduct, and context in which the alleged conduct occurred shall be investigated.

- The building principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Copies of the report shall be provided to the complainant, the accused, the Superintendent and others directly involved, as appropriate.
- If the investigation results in a substantial charge of harassment, the district shall take prompt corrective action to ensure the harassment ceases and will not recur.

A substantiated charge against a district staff member shall subject such staff member to disciplinary action, including discharge.

A substantiated charge against a district student shall subject such student to disciplinary action, consistent with the student discipline code, and may include educational activities and/or counseling services related to unlawful harassment.

If it is concluded that a student or an employee has made false accusations, such student or employee shall be subject to disciplinary action, consistent with the student discipline code.

Appeal Procedure:

If the complainant or accused is not satisfied with the principal's decision, s/he may file a written appeal to the district's compliance officer. The district's compliance officer shall review the initial investigation and report and may also conduct a reasonable investigation. S/he shall prepare a written response to the appeal. Copies of the response shall be provided to the complainant, the accused, building principal and others directly involved, as appropriate.

Advisory

Students will meet in small groups to do activities and have discussions on many topics. The groups will improve communication and help students to learn how to solve problems and work out conflicts. Teachers will also meet with students to discuss the progress of their academics.

Advisory will cover many different topics; there will be time to discuss school and how to be successful at school. This success involves both academic and social areas.

Advisory will include many different activities such as group discussions, activities, games, videos, and community building activities.

Classroom meetings are also considered a middle school best practice to foster teacher/student relationships and an adult advocate for every child.

Pesticide Information

The Bellefonte School District uses an Integrated Pest Management (IPM) approach for the management of insects, rodents and weeds. Our IPM approach focuses on making the school building and grounds an unfavorable habitat for these pests by removing food and water sources and eliminating their hiding and breeding places. We accomplish this through routine cleaning and maintenance. We routinely monitor the school building and grounds to detect any pests that

are present. The pest monitoring team consists of our building maintenance, office, and teaching staff and includes our students. Pest sightings are reported to our IPM coordinator who evaluates the “pest problem” and determines the appropriate pest management techniques to use to address the problem. The techniques can include increased sanitation, modifying storage practices, sealing entry points, physically removing the pests, etc.

From time to time, it may be necessary to use chemicals to control a pest problem. Chemicals will only be used when necessary, and will not be routinely applied. When chemicals are used, the school will try to use the least toxic products when possible. Applications will be made only when unauthorized persons do not have access to the area(s) being treated. Applications are always made after 4:00 p.m. on weekdays and on weekends only. Notices will be posted in these areas 72 hours prior to application and for two days following the application.

Parents/guardians of students enrolled in the school may request prior notification of specific pesticide applications made at the school. To receive notification, you must be placed on the school’s notification registry, a form will be sent home with each student for parent/guardian signature.

If a chemical application must be made to control an emergency pest problem, notice will be provided by telephone to any parent/guardian who has requested such notification. Exemptions to this notification include disinfectants and antimicrobial products; self-containerized baits placed in areas not accessible to students, and gel type baits placed in cracks, crevices or voids; and swimming pool maintenance chemicals.

Each year the district will prepare a new notification registry. If you have any questions, please contact Tom Lannen, IPM Coordinator, at (814) 355-5466, extension 3006.

SECTION FOUR ~ ACADEMIC INFORMATION

Grading Procedures

It is important for students to be made aware of the system you will be using for grading and of their academic standing in your class. BAMS will use the following grading system:

A=90-100	D=60-69
B=80-89	F=59 and below
C=70-79	

Students are to be graded upon their academic achievement and not classroom behavior.

The following items should be considered when determining grades:

- Class discussion
- Projects
- Quizzes, tests and exams

All teachers are expected to provide their students with their grading procedures and criteria and any classroom expectations they have of their students. A copy of the above should be turned in to the office via your course syllabus.

Eligibility and Grades

Students' eligibility to participate in sports or extracurricular activities is determined every Friday morning. Teachers must have grades entered into their Gradebook in PowerSchool by 11:59 PM Thursday evening. It is likely that teachers will not have any grades to input for the first week or so of each quarter. In this case, it is recommended that an "eligibility" assignment be created for each class, with a grade of 100% given.

Mid-Quarter Grades

At the midpoint of each quarter, parents/guardians should be alerted if their child has a grade of 69% or lower. This information can be communicated by phone calls or other forms of documented communication, including emails.

Progress reports or parent notification is also required if a student's grade drops below 70% from mid-quarter until the end of the quarter.

Report Cards

When a marking period ends, the faculty will be given a period of time to finalize and input all grades into their grade book. When grades have been completed, contact the counseling secretary, who will print out a Grade Verification Report. This is a listing of students in each of the teacher's classes, their grade, percent, and any comments that will appear on the report card. Review this report for any irregularities or mistakes. For example, the grade and percent should be the same, any grade below a 50% should be changed to a 50%, and any grade over 100% should be changed to a 100%. Grades lower than 50% will need administration verification to be placed on the report card. When all grades are correct, sign the report and return it to the Counseling Office. Please see the counseling secretary for more detailed instructions on how to override grades.

Incomplete Grade Procedures

This grade may be given only if coursework has not been completed due to legal excuses approved by the administration and must be approved by the Principal. These individuals will be allowed to make up work for their classes for 5 days into the next quarter after report cards have been issued. Exceptions can only be granted by the Principal. Pending incomplete grades should be discussed with the Principal in advance.

Teacher-Counseling Communication

If a teacher is concerned about a student's behavior or academic progress on a routine basis, the first contact with a parent should be made by a teacher. If the behavior does not change and academic concerns continue and teachers would like a school counselor and/or school

psychologist to attend a parent-teacher meeting, please contact the appropriate counselor and/or psychologist. When you make the contact, please include information about the reason for the meeting as well as what interventions may have been tried with the students prior to the meeting.

In meetings and other communication with parents, teachers should make sure they report observable behaviors and refrain from comments about medication and diagnoses. However, if teachers are concerned about a student's medication or if they have questions about a student's behavior that may warrant a particular diagnosis (e.g. depression, ADHD, anxiety, etc.) please contact a school counselor or school psychologist with the concerns.

If a teacher is concerned about the safety or well-being of a student or concerned about the possible ramifications of a student's actions, immediately notify someone in the counseling department or the main office.

Equal Opportunity

Bellefonte Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex and handicap in its activities, programs or employment practices as required by Title IV, Title IX, and Section 504.

For information regarding civil rights or grievance procedures, services, activities and facilities accessible to and useable by handicapped persons, contact the district's Title IX Coordinator/Civil Rights Compliance Officer:

Director of Human Resources, 318 North Allegheny Street, Bellefonte, PA 16823-1679
(814) 355-4814

APPENDIX

Dress and Grooming Guidelines

Employees covered by this dress and grooming guidelines are administrators, professional and temporary professional staff members, support staff, school nurses, substitute teachers, student teachers, and adults approved by an Administrator to observe classroom activities (TSS workers, mobile therapists, behavioral shaping consultants).

Guidelines

1. All staff members shall be physically clean, neat, and well groomed.
2. All staff members shall dress in a manner reflecting their professional assignment.
3. All staff members must wear their identification badges at all times during the workday.

4. All male employees shall be required to wear a dress shirt, dress pants (Chinos, corduroys, slacks, trousers), and dress shoes. Alternatives include the following:
 - A crew neck dress sweater or sweater over collared shirt
 - Shirt and tie
 - A turtleneck/mock turtleneck
 - A collarless long-sleeved or short sleeved dress shirt
5. All female employees shall be required to wear a dress, dress shirt or sweater, or a skirt or pants (an appropriate coordinated outfit), and dress shoes.
 - All skirts and dresses should be moderate in length and not more than three (3) inches above the knee
 - Sleeveless tops or dresses with 2 ½ inch straps or wider are permitted
 - No shorts are permitted
 - No midriff skin should be exposed
 - No spaghetti strap tops
 - Undergarments may not be visible
6. Jeans will be acceptable for:
 - Fridays – **Only** Fridays. In order to wear jeans on Fridays, employees must pay a per week or one-time fee that will be paid to a building approved charity.
 - Shirt must be of professional attire (T-shirts/Hoodies permitted only as part of an administrator approved event)
 - Field days (pants and shorts must be at or below the knee)
 - Clerical days (pants and shorts must be at or below the knee)
 - During other administrator approved events
7. Business casual attire must be worn on student field trips. Jeans are appropriate for certain field trips. Employees must get approval from the building administrator prior to the field trip.
8. Business casual attire must be worn on inservice days.
9. Proper foot attire must be worn. Casual shoes and/or sneakers may be worn with jeans.
10. Contractual uniform requirements remain in effect. Uniforms must be worn neatly with shirts tucked into pants.
11. Excessively short and/or tight fitting clothing is prohibited.
12. No plunging necklines are permitted.

Consistent enforcement for the employees covered by the dress code will be the responsibility of the immediate supervisor, Superintendent of Schools, or his/her designee in accordance with established Board policy pertaining to employee disciplinary procedures. Infractions will be handled on an individual basis. Disciplinary actions may include, but are not limited to, formal

discussions with the immediate supervisor, Superintendent of Schools, or his/her designee, verbal or written warning(s), suspension without pay, and/or termination. Additionally, an unsatisfactory employee rating may be issued.

Pennsylvania's Code of Professional Practice and Conduct for Educators

§ 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.

1. 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)).
2. 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.
3. 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.
4. 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.

1. The primary professional obligation of educators is to the students they serve.
2. 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:
 14. the nature, purpose, timing and amount/extent of the communication;
 15. the subject matter of the communication; and
 16. 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 a 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.