

BELLEFONTE AREA SCHOOL DISTRICT

Elementary Faculty/Staff Handbook 2026-2027



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

Welcome another school year at Bellefonte Area Elementary Schools!

This handbook is designed to be a guide to the faculty's and staff's responsibilities and expectations at the elementary level. Included in this handbook, you will find important information that will guide you through your days in the elementary schools.

Please note however, that this handbook is representative of normal school operations. As a result of the COVID-19 pandemic, many aspects of how our school and district function may be different. Please refer to the most recent BASD guidelines for operations, health and safety throughout the school year.

Building Administrators:

Bellefonte Elementary:

Mr. Mike Baughman, Principal
Mr. Daniel Park, Principal
Mr. Christopher Cipro, Dean of Students
Mrs. Brooke Knight, School Counselor
Mr. Patrick McDermott, School Counselor
Mrs. Michelle Pincus, Main Office Secretary
Mrs. Jessica Siegle, Main Office Secretary

Marion-Walker Elementary:

Mr. Steven White, Principal
Ms. Ashley Hamilton, School Counselor
Mrs. Jill Catalano, Main Office Secretary

Pleasant Gap Elementary:

Dr. Joseph Eckenroth, Principal
Mrs. Alexis DiDomenico-Ahearn, School Counselor
Mrs. Melissa Yarnell, Main Office Secretary

Note: In a situation where provisions of this handbook contradict school board policy, the school board policy shall prevail.

Equity, Inclusion 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 “Equity, Inclusion and Belonging” 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.

NON-DISCRIMINATION NOTICE

The Board declares it to be the policy of the Bellefonte Area School District to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools, including in admission and employment, without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability. The Board's policies are publicly available and located on Bellefonte Area School District's website, including how to submit reports and/or complaints of sex discrimination and the pertinent grievance procedures concerning same.

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

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

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

For information regarding non-discrimination policies, civil rights, or grievance procedures, contact the District's Title IX Coordinator:

Title IX District and Civil Rights District Compliance Officer -
Ms. Tracy Long, Director of Human Resources

SECTION 1: FACULTY/STAFF EXPECTATIONS/INFORMATION

FACULTY/STAFF WORK DAY

As per the teacher's contract, it is expected that all teachers will be in their classrooms or assigned areas at 8:00 am each school day. The building hours for each elementary school will be 8:00 am to 3:15 pm.

Extended Tuesdays are held once a month and are defined in the school calendar. The teacher work day will be extended 45 minutes on one Tuesday of each month except June, July, and August, as per the professional staff contract.

All Support Staff members have specific work day hours and are expected to follow those hours.

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.

All faculty/staff who travel between buildings during the day are expected to sign in and out of each building's main office for safety and security precautions.

TEACHERS LEAVING THE BUILDING

The administration recognizes the legitimate need for teachers and 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 during your duty-free lunch (i.e., a 30 minute time period) or for school related business, 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, sign in/sign out indicating the date as well as time of departure and return.
- Notify the secretary of your plans to leave and, if applicable, organize coverage of classes with the secretary, and call absence into Kelly Services.

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. For example, 8:00 am-11:30 am is correct; 8:00 am-11:20 am 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.
- **Kindergarten 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 am 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.

ELEMENTARY LEARNING PLANS

Weekly lesson plans must be submitted by all teachers by 8:00 am on Monday of each week and will be submitted via the Google Drive which is shared for each building. We will begin to use the new Learning Plan format.

General Lesson Plan Reminders:

1. Lesson planning is best practice; it is an integral part of our growth and instruction. It is also **required** by the state for auditing purposes.
2. Utilize the BASD Learning Plan Guidelines document for specifics in learning plan requirements. **[CLICK HERE](#)** to view the document.
3. Each teacher will also develop and maintain a Google Classroom for use by students. Lesson plans can also be posted in the teacher's Google Classroom.

Lesson plans are reviewed by administration and will be held for potential PDE state audits.

SUBSTITUTE PROCEDURES

A useful and well organized substitute folder is an invaluable tool while you are away from your classroom. A Substitute Teacher's Folder should be kept by all teachers. The following information should be included, but not limited to:

1. Seating chart or class list, if name tags are used
2. Daily schedule
3. Fire Drill procedures and Lockdown procedures
4. Schedule of special student activities, such as Title I, Instrumental Lessons, etc
5. Location of lesson plans
6. Special education passports

Please make sure that the folders are visible and readily accessible for substitute teachers. Some elementary schools have Emergency Procedures bags. The items listed here should also be included in each teacher's bag.

Please do not expect substitutes to make copies for you. Please have all necessary copies, handouts, resources, etc. with your colored binder in your classroom.

EMERGENCY LESSON PLANS

Teachers are required to submit Emergency Lesson plans to the main office for each course. Please include semester, quarter or mini-courses when submitting these plans.

These plans should be something that is implementable at any point during the year and with ease by a substitute with limited knowledge in your content. The format is at your discretion as long as it adheres to above expectations. Resources and materials for this emergency plan should be easily accessible in your classroom, the location shared with a neighbor colleague and included in the emergency plans left in the office. Emergency plans should be turned in within the first week of the school year to the main office.

DIFFERENTIATED SUPERVISION

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. 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 Bellefonte Area School District Supervision/Evaluation plan includes four professional growth areas which focus on the attainment of core competencies:

- Planning and Preparation
- Classroom Environment
- Instructional Delivery
- Professionalism Responsibilities

Supervision Groups:

Non-Tenured (Group 1)

FORMAL OBSERVATION #1

FORMAL OBSERVATION #2

INFORMAL OBSERVATION #1 (No Action Required by Teacher)

INFORMAL OBSERVATION #2 (No Action Required by Teacher)

Tenured; Instructional I (Group 2)

FORMAL OBSERVATION #1

FORMAL OBSERVATION #2

Tenured; Instructional II (Group 3)

FORMAL OBSERVATION #1

INFORMAL OBSERVATION #1 (No Action Required by Teacher)

When completing the self-assessment rubric as distinguished through the formal observation process you must provide specific evidence of why you deserve the distinguished designation. Evidence must be aligned with the distinguished category within the Danielson Framework rubric.

*Artifacts are not required by any supervision group. Evidence will be provided through the formal and informal observation process.

The plan also includes three modes which focus on the development and demonstration of proficient skills and content-area knowledge:

- Proficiency Attainment Mode for non-tenured professional employees
- Focused Assistance Mode for tenured professional employees
- Corrective Assistance Mode for tenured or non-tenured professional employees

Specific information based upon the individual teacher's professional growth area will be provided at the start of the school year by administration.

All teachers who are tenured but instructional I will be formally observed two times a year until they earn instructional II certification.

A formal observation consists of a pre-observation conference, where rationales, strategies, student specific information, etc. is discussed; the formal observation; a post-observation conference to reflect and assess.

An informal observation is an unannounced observation by administration that will last upwards of twenty minutes and provide meaningful feedback on instruction, student engagement and other areas dependent on the teacher's supervision cycle.

This plan may be modified throughout the school year in order to meet the expectations of the PDE Teacher Effectiveness Evaluation Model.

PDE's evaluation forms, the 13-1, will be completed in the fall of each school year in order to utilize the prior spring's student achievement data.

We will continue to use PA-ETEP to complete this process.

STUDENT PERFORMANCE MEASURES (SPM)

Student Performance Measure (SPM) is new with the changes in Act 13. SPMs will be required of all teachers as a part of the Teacher Effectiveness evaluation system. SPMs provide a system to show teacher effectiveness through student achievement based on objectives and standards. Our SPM focus is taking a risk in your content area and pushing for student growth and achievement. Specific

guidelines/requirements (PDE and LEA driven) will be given throughout the year. Please refer to the Supervision Checklist for more details.

ATTENDANCE PROCEDURES AND REGULATIONS FOR STUDENTS

Section 1327 of the PA Public School Code establishes a compulsory attendance law. Under this section, all students of compulsory age are required to attend school. Additionally, the NCLB legislation outlines attendance requirements for our schools. Student Attendance is addressed in BASD Policy #204. This policy was updated and revised during the summer and will be School Board approved in the Fall.. Please encourage regular attendance and punctuality of your students in reporting to school in the morning. The BASD Board considers the following conditions to constitute reasonable cause for absence from school:

- a. Illness
- b. Quarantine
- c. Recovery from an accident
- d. Death in the family
- e. Impassable roads and/or natural disasters
- f. Family emergencies
- g. Educational/Vacation Tours and Trips (per Board Policy)

The Board shall permit a student to be excused for participation in a project sponsored statewide or countywide 4-H, FFA, or combined 4-H and FFA group upon written request.

The Board will recognize other justifiable absences for part of the school day. These shall include medical or dental appointments that cannot be scheduled outside the school day, court appearances, family emergencies and other urgent reasons.

In addition, the guidelines for Perfect Attendance/Almost Perfect Attendance have been articulated in the Student/Parent/Guardian Handbook, as follows:

Perfect Attendance/Almost Perfect Attendance Definitions:

- Perfect Attendance: The student must have been present for every period of every day that school is in session with the exception of religious holidays.
- Almost perfect Attendance: The student must have been present for all but 32 periods.
 - Religious days or Court Mandated absences will not put a student over the amount of time for Almost Perfect Attendance.

Specific procedures for attendance violations are outlined in Policy #204. Additional information is also available from Mr. Kris Vancas, the Attendance Officer for the BASD (ext. 2202). Increasing student attendance continues to be an ongoing goal of the BASD.

Each morning teachers are required to record their classroom attendance utilizing PowerSchool. PowerSchool can be accessed by using any computer in the building with internet access.

FAMILY/EDUCATIONAL TRIPS

According to School Board Policy #204 on pupil attendance, children may be excused from school for trips or vacations for educational purposes. Parents/Guardians who are planning to take their children on an educational trip during the time that school is in session may request an excused absence for their children. Forms are available at the school offices. As outlined in the policy, certain conditions apply and approval

must be obtained from the school principal. Changes were made to this policy in the spring 2012, and the information is included in the Parent/Guardian/Student Handbook, as follows:

Approval of Educational Trips shall be requested, in writing, on forms provided by the district. Requests must be submitted one week before the date of departure and should be completed in detail.

There are ten (10) days available to be used for educational Trips. Trips will not be approved during the PSSA for students in grades 3-5.

PSSA Testing Window 2026-2027

Assessment	Dates	Grades
English Language Arts	April 26 - 30, 2027	Grades 3-8
Mathematics, Science and Make-ups	May 3 - May 7, 2027	Grades 3-8
PSSA Math, Science, Makeups	May 10 - 14, 2027	Grades 3-8

PROFESSIONAL LEARNING/IN-SERVICE

Opportunities for professional learning will be ongoing throughout the school year. BASD's professional learning is directly 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 take off; these days are just as important as the days we serve our students.

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. A crew neck dress sweater or sweater over collared shirt
 - b. Shirt and tie
 - c. A turtleneck/mock turtleneck
 - d. 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.
 - a. All skirts and dresses should be moderate in length and not more than three (3) inches above the knee
 - b. Sleeveless tops or dresses with 2 ½ inch straps or wider are permitted
 - c. No shorts are permitted
 - d. No midriff skin should be exposed
 - e. No spaghetti strap tops

- f. Undergarments may not be visible
- 6. Jeans will be acceptable for:
 - a. 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.
 - i. Shirt must be of professional attire (T-shirts/Hoodies permitted only as part of an administrator approved event)
 - b. Field days (pants and shorts must be at or below the knee)
 - c. Clerical days (pants and shorts must be at or below the knee)
 - d. 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 in-service 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.

The right of an employee to appeal any penalty imposed as a result of an alleged violation of these guidelines, via terms of the grievance procedure of the Collective Bargaining Agreement, will be retained.

Below is a revision to the Dress and Groom Guidelines. These revisions are only applicable to Benner and Bellefonte Elementary Schools. If you travel between schools, you are expected to follow the guidelines of all schools, which means you cannot wear shorts to the MS even if you work BES in the morning or a similar schedule. Please see the administration if this applies to you and you have any questions.

Dress Exceptions due to Heat:

Due to the excessive heat index and lack of air conditioning at the Bellefonte and Benner Elementary Schools, faculty and staff will be permitted to wear shorts during the months of April, May, June, August and September when the outdoor temperature is expected to rise above 80 degrees.

Shorts must be “dress shorts” to just above the knee or longer. No cargo shorts. Sandals or sneakers are permitted but may not be flip flops or beach-type. All other aspects of the dress policy are expected to be followed as stated.

VIDEOS, DOWNLOADS AND OTHER SUPPLEMENTAL MEDIA RESOURCES

The use of visual media in the classroom is another modality of introducing or reinforcing a concept within the curricular framework of teaching assignments. It is also a tool that can be overused to the extent that it detracts from other strategies that should be employed to make the most effective use of instructional time. Please use these guidelines when considering using visual media (video tapes, DVD’s, movies, video streaming, filmstrips, films, instructional television programs, etc.)

- Video media currently contained in the school libraries may be used as it pertains to supporting the defined curriculum in specific teaching assignments. It should not be used solely for its entertainment value.
- Video streaming is also a very effective tool to be used during the delivery of content area subjects. It can be used to enhance instruction, but should not be used for the purpose of filling time.
- Full-length movies that are made outside of the educational setting have some value in supporting literature and other discussions pertinent to the prescribed curriculum. These are not to be used solely for the purpose of entertaining students.
- Licensing for the showing of educational films of all types has been secured. More information can be obtained from the building principals.
- It is the teacher's responsibility to preview all media before use in the classroom. If the content is at all questionable, don't use it.
 - Movies with "R", "NR" or "NC-17" ratings are prohibited from use.
 - Movies with "G" and "PG" ratings shall be acceptable to show in the classroom. Parent permission must be obtained for movies and their clips for PG-13 and should be scrutinized carefully before use in the classroom.
 - TV programs with a rating of "Y", "Y7", "G", and "PG" shall be acceptable to show in the classroom with teacher preview for content before use.
 - TV programs with a rating of "TV14" should be scrutinized carefully for content and parent permission must be obtained before use in the classroom.
 - TV programs with a rating of "TV-MA" are prohibited from use.
- Any media on field trips (i.e. movies on charter buses) requires parent sign off for PG-13. This could be a teacher-altered version of this form or included in your permission slip.
- If a parent declines permission for usage of the media, an alternate assignment must be provided which covers the material you are trying to convey/supplement.

Be advised that the term "media" covers TV shows and must adhere to the above mentioned expectations.

Use the form located in the back of this handbook. This form may also be modified to cover media on field trips to ensure we are showing the appropriate content on long trips.

CARE OF ROOMS AND EQUIPMENT

The administration and teaching staff should exhibit genuine concern about equipment, textbooks, supplies, and property. As an initial step in cultivating respect for school property, we, ourselves, must assume some responsibility in communicating rules and regulations to students. Each teacher dispenses certain kinds of equipment, supplies, and books. When this is done, take a few moments to review student responsibilities regarding care of public property, and return to this conversation from time to time throughout the school year.

When students break a piece of equipment or damage school property, they should be held accountable. If it was an accident, use your discretion. If it wasn't an accident, notify administration.

CENTRAL COPYING

Please note that there is no longer a copy center for faculty to utilize. All copying will be completed within the buildings. Be mindful that the copiers will be much busier in the buildings. Please plan accordingly moving forward.

GOING GREEN

In order to be fiscally responsible and environmentally conscious, please consider a reduction to the amount of paper materials utilized in your courses. A few suggestions to “go green” could include:

1. Students sharing handouts as they work in cooperative learning groups.
2. Use of a document camera or projector instead of numerous copies of handouts or worksheets.
3. Electronic resources such as Google Classroom and/or use of the Google Suite. Remember, every little bit helps.

GOOGLE APPS FOR EDUCATION

BASD is a Google Apps for Education District. We fully implement all Google Platform Apps including, but not limited to, Google Mail, Calendar, Drive, Sites, Classroom, Groups, etc. Teachers are expected to utilize the Google Platform in their classrooms in ways that they seem fit and appropriate. Utilization of the Google Mail and Google Calendar features are expectations of all faculty members. Students should be encouraged to use Google Apps as much as possible.

BASD Google Workspace for Education:

Bellefonte Area School District students are provided with Google Workspace for Education accounts. In addition to providing secure access to Google Classroom and other Google tools, Google logins are used to access educational apps including but not limited to Canva, Clever, ExploreLearning, FigJam, and ST Math. Student Google Workspace accounts are configured to prevent file sharing outside of the BASD domain.

ACCEPTABLE USE/E-MAIL POLICIES and COMPUTERS

Information about the Acceptable Use Policy for Technology and E-mail is available in the Technology Reference Guide and on the BASD website. These policies were updated in the summer of 2014. Please refer to the policy found in the appendix. Violations of the Acceptable Use Policy may result in disciplinary action. Additional information can be obtained through Rick Knepp or through the technology trainers and specialists.

Please note that the computers, the peripheral supports, and available technology resources are properties of the district. Teachers are responsible for the care. Computer labs, printer areas and copy areas must be kept neat and orderly. Please be advised that printers and copiers are not to be used for personal printing or copying.

Parents/Guardians will be required to sign an Acceptable Use Policy for their children this year.

Elementary Chromebook Distribution and Procedures

1. All elementary students will be provided with a Chromebook to use at school beginning in August 2016.
2. Chromebooks will be kept at school and charged in classrooms.
3. Students will turn in the Chromebook at the end of the year or when they leave the district.
4. Students will be assigned the same Chromebook each year in elementary school.
5. Students who transfer to a different BASD building will take their Chromebook to the new building.
6. New Chromebooks will be provided to incoming kindergarten (2030) students (August 2016).
7. The older Samsung (silver) Chromebooks will be used by 5th grade students.(2016)
8. Teachers will record which Chromebook is used by which student and will collect Chromebooks when students leave the district and at the end of the year.

9. Vandalism and damage will be handled the same as damage to a textbook or other school property.
10. Instructional Technology Coordinators will maintain an inventory list for their building and will have access to a few loaners and spares.
11. Teachers determine when Chromebooks will be used and when they will not be used.
12. Students will carry their Chromebooks to specials, as directed by the teachers.

Elementary School Chromebook - Damages, Repair Costs and Replacement Costs

Personal responsibility on the part of the student is a goal and a key for the successful use of technology for learning. The Chromebook will be issued like a textbook and the student is responsible for its care. Vandalism and/or damage of a Chromebook will be handled the same as damage to a textbook or other school property.

General Precautions

- No food or drink should be used/placed/located next to devices.
- Cords, cables, and removable storage devices must be inserted carefully into the devices.
- The devices should not be utilized while plugged in; the cord may pose a tripping hazard.
- The devices must remain free of any writing, drawing, stickers, and labels.
- Heavy objects should never be placed on top of devices.
- The device should remain dry at all times.
- The device should be kept at a reasonable temperature. Do not leave the equipment outdoors or inside a car in extreme temperatures.
- When a device is in use or charging, ensure that proper airflow around the device is possible. Do not leave devices on soft/conforming surfaces.

Damages, Repairs and Replacement:

- Manufacturing defects or other items covered under the limited warranty will not be charged to the parent/guardian/student.
- If the student's equipment is lost or not returned to the District, either the student or parent/guardian will be charged the full replacement cost of the equipment.
- In the event of accidental, negligent, malicious, or willful damage to the equipment, either the student or parent/guardian will be responsible for the repair or replacement of the equipment at the costs listed below:

Equipment Repair Costs:

- Chromebook replacement fee: \$225.00
- Screen: \$100.00
- Touchpad: \$50.00
- Individual Key(s): \$5.00 per key
- Full Keyboard: \$50.00
- Charger: \$30.00
- Other Damages: Will be on a case by case basis.
- Negligent, malicious, or willful damage to equipment and/or theft of equipment may also subject the student to prosecution and punishment under law and/or discipline under the Code of Student Behavior.

Replacement Devices:

- When students bring a device in for repair, a replacement device will be issued to the student, when available.

Carrying Devices:

- Always transport devices with care. Failure to do so may result in disciplinary action.
- Never lift devices by the screen.
- Never carry devices with the screen open.

Screen Care:

The device screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure. For these reasons:

- Do not put pressure on the top of a device when it is closed.
- Do not store a device with the screen open.
- Do not place anything on the chromebook that will press against the cover.
- Make sure there is nothing on the keyboard before closing the lid (e.g. pens, pencils, or storage devices).
- Use only a clean, damp, lint-free cloth to clean the device's exterior. If you need to clean the screen, use only a clean, soft, damp lint-free cloth with water only. DO NOT spray liquid directly onto the screen. Avoid getting moisture in any openings.
-

PURCHASE ORDERS

Each teacher for whom material has been ordered will be supplied with a colored copy of the purchase order after it has been recorded. Before bills for this material can be paid by the district, the teacher is responsible for checking the delivered goods, filling in the required information and signing and returning a copy to the main office for record keeping. This should be done as promptly as possible.

ANYTHING WHICH IS TO BE PAID FOR BY THE SCHOOL DISTRICT MAY NOT BE ORDERED BY THE TEACHER DIRECTLY. Such orders should be placed on a requisition and have an invoice/bill attached and given to the office. Phoning in an order or purchasing some items and later completing a requisition results in duplicate orders. Buying items then doing a requisition for a check is unacceptable. If the teacher accepts the responsibility for paying for the goods out of his/her own pocket, s/he may order directly.

PLANNING PERIODS

Every attempt will be made to ensure that each teacher has sufficient planning time. The planning period, if on the schedule, is to be utilized for planning purposes and other school-related activities. When the planning period is used for business outside the contractual agreement, you should request permission from the Principal.

CONFERENCE AND WORKSHOP GUIDELINES

The following guidelines have been developed to clarify staff use of professional leave days for attending conferences/workshops:

1. A staff member should not miss more than a total of five school days per year for conference/workshop attendance.
2. Avoid conferences scheduled on Mondays or Fridays; you may request special permission from Principal and/or Central Office.
3. A maximum of two staff members from a department or grade level may be permitted to attend the same conference/workshop unless additional attendance can be justified.

Conference Guidelines (from BASD Board Policy)

1. Conference and meeting requests shall be submitted to the appropriate supervisor who shall recommend approval or disapproval and forward the request to the Superintendent. Any conference request must be submitted a minimum of ten days (10) in advance of the conference. Exceptions to this will need approval by the Superintendent.
2. Specific Board approval must be obtained for conferences exceeding (3) days and for any out-of-state conferences.
3. The rate of mileage reimbursement for use of an employee's/Board member's automobile will be the maximum amount allowable for income tax deduction purposes by the Internal Revenue Service.

Meals and Lodging (from BASD Board Policy)

1. Meals and lodging costs incurred in the process of doing routine business within the school district are not reimbursable. Reimbursement will be made for the costs of meals incurred within the district when the employee's attendance at a luncheon or dinner meeting is required.
2. Reimbursement will be paid for costs of meals at a maximum rate of thirty-five dollars (\$35.00) per day including gratuity. Receipts must accompany all reimbursement requests. Failure to provide a receipt will result in the loss of reimbursement for that meal.
3. Reimbursement will be paid for lodging at the lowest available conference rate per day. Receipts must accompany all reimbursement requests. Failure to provide a receipt will result in the loss of reimbursement for that night's lodging.

Reimbursement Forms (from BASD Board Policy)

1. Each employee/Board member seeking reimbursement of travel/conference costs shall file requests on forms available from the Business Office or School Building Offices.

CELL PHONES/PHONE USE

School phones are for school business and personal use should be kept to a minimum. Cell phones are not to be used to receive or make personal calls during class or while students are being supervised during the school day. All ringers on cell phones should be turned off so that the education of the children is not interrupted.

Teachers should use cell phones only during lunch and planning periods or before or after school or in the teachers' lounge. Do not use your cell phone during instructional time in front of students, unless you are modeling for instructional purposes.

PARENT/GUARDIAN COMMUNICATION

Parent/guardian communication is a vital component to the success of our school. Teachers are encouraged 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.

ASSEMBLIES

All teachers will attend all assemblies to sit with and supervise students. It is expected that you bring your Safety Bag to assemblies and the like.

ID BADGES & KEYS

Teachers will receive a key(s) for their use. Do not give keys to students or anyone else. Exception: Board approved volunteers are permitted to use teacher keys. Teachers must immediately report any lost keys to the office.

As outlined in Board Policy #445, Identification cards will be utilized in BASD for identification purposes in all district buildings by all employees to ensure a safe school environment. All employees will be issued Bellefonte Area School District ID cards that will contain the individual's picture, name, job title, and building assignment. BASD ID cards **must** be visibly worn during normal school hours while on school property. The ID card is the property of the BASD. In the event the card is lost, a replacement card will be issued at the employee's expense.

TOBACCO-FREE ENVIRONMENT

In accordance with state regulations and school district policy, the use of tobacco is not permitted in school buildings, on school grounds or at school sponsored events. Please see Board policy #423 for more information.

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.

PROFESSIONALISM

There are bound to be differences among employees. This is as it should be. However, disagreements among faculty and staff must be settled in privacy and never in the presence of children or other adults. No employee has the right to criticize other professional and non-professional employees in the presence of pupils or parents/guardians. For the good of all, we must work together as a team, smoothly and cooperatively. Showing professionalism is essential at all times.

Confidentiality is of utmost importance in our schools. Faculty and staff should not publicly or openly discuss particular children, specific incidents, or general school observations except with appropriate school personnel.

Additional attributes of exemplary professionalism include contributing to the school and to the district and growing and developing professionally. As an example in the first area, teachers, administrators and staff members are accountable for the implementation of the educational initiatives outlined in the Strategic Plan. And, accordingly, attendance and appropriate participation in district professional development opportunities are imperative.

ALL faculty and staff are expected to read and adhere to school board policies #317, #318, and #321.

FIELD TRIP PROCEDURES

All field trips for the school year must be submitted by the end of January of the current school year. Any field trip beyond 50 miles from the school or overnight trips must now be approved by the Board of Education. For field trips in the first semester, teachers are reminded that requests must be made at least ten

days in advance of the Board meeting before the departure date. The following information is included in the Parent/Guardian/Student Handbook:

In an effort to expand on classroom instruction, teachers, at times, offer a chance for students to partake in educational field trips. These trips are truly worthwhile trips for the students, as they receive first-hand experiences that relate to concepts they have been learning about in school. Parents/Guardians will be notified in advance of any trip, and will be asked to complete permission slips in order for their child to go on the trip. Children not permitted to go on field trips, for whatever reason, should still report to school. These children will be sent, with assignments, to another classroom in the school.

When planning for field trips, teachers will use the guideline of 1 adult for every 10 primary students (K-3) and 1 adult for every 15 intermediate students (4-5). In some situations other school employees will act as chaperones on field trips. When this occurs other adults may not be invited as chaperones. This will be at the discretion of the building principal.

Occasionally, parents/guardians may also be asked to chaperone field trips. Any individual who acts as a chaperone for a field trip must be a “registered volunteer” in the district. There will be no exceptions. (Please refer to the Volunteer Policy Guidelines located in the appendix for more information) If you are asked, your cooperation will be appreciated so that we can have a better adult/child ratio on the trip. If you are able to chaperone, please make arrangements for younger siblings to stay at home. Your undivided attention is needed for our students. Field trips provide enrichment and extension activities for the classroom. Students must maintain both academic and behavioral standards to be able to participate in field trips. Teachers will communicate with both students and parents/guardians if there is a concern about a student not being able to participate in a field trip.

NOTE: Administration can permit or deny a student the field trip based on individual circumstances.

FOOD AND BEVERAGE / WELLNESS POLICY

Bellefonte Area School District recognizes that student wellness and proper nutrition are 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.

While it is recognized that classes may have a daily snack or a special event, such as a party, teachers are asked to limit the consumption of other foods in the classrooms and to maintain an environment clean of food wastes. This request is made to discourage the infestation of ants, mice and other pests. In addition, all classroom activities must be in alignment with the BASD Wellness Policy.

Both children and adults may have water bottles at school to drink water as needed. Food, soda, coffee and other beverages should not be consumed while teaching or supervising students.

PTO/PTA

All elementary schools have a parent/guardian-teacher organization or association. These organizations ardently support the schools, teachers and students. Active participation and support from the teachers are encouraged.

PUBLIC RELATIONS

Communication with parents/guardians is a major role of the teacher. Parents/Guardians are interested in the educational progress of their children. We should welcome this interest and use it for our assistance. Teachers are encouraged to communicate with parents/guardians regularly.

PUNCTUALITY

According to Board policy #418, school programs cannot commence and students cannot be taught at prescribed times without the punctual attendance of the professional staff. Timely attendance by district employees is a matter of concern to the Board. More information can be found in the Board policy.

Punctuality is also imperative during the school day. Teachers must be punctual during transitions, such as picking up or delivering students to specials, to lunch or recess, to special events, etc.

STUDENT TEACHERS

We welcome your commitment to assist new members to our profession. If you have a student teacher, please review the handbook and discuss confidentiality issues with the student teacher. Information about student teachers in the BASD can be found in Board Policy #307.

VOLUNTEERS

The Bellefonte Area School District's Elementary schools welcome and encourage parental and community volunteers in our buildings. Each building has its own needs and we ask you to call the school and get specific information. People who volunteer on a regular basis must have an Act 34 Clearance, TB test and a DPW Clearance on file prior to having contact with students. (Please refer to the Volunteer Policy Guidelines located in the appendix for more information) The necessary paperwork will be provided to you by the school secretary. We encourage everyone to volunteer at your neighborhood school.

Effective July 1, 2015: Per PA State Act 153, all registered volunteers will need to update their clearances every 5 years. If your current clearances are more than 5 years old at any point of the 2016-2017 school year (so dated prior to June 15, 2011), you will need to update your Police Record check and your Child Abuse clearance before you can be reapproved for next year. In addition, **if you have lived in Pennsylvania less than 10 years, you are required to submit an FBI clearance as well.** In order to get a full 3 school years out of your clearances, it is recommended that you get new ones during the summer months. If you already have a TB test on file with the District, it will NOT need to be updated.

USE OF FACILITIES

When planning a school related function where you will utilize part of BASD's facilities, a use of facilities form must be completed and submitted via School Dude. Reasons for submission of this request include, but are not limited to, meetings that occur during/outside of the school day, dances, assemblies, theater productions, concerts or practices. BASD Employees should submit the SchoolDude request using their personal account. The main office will submit SchoolDude requests for outside individuals/groups.

K-12 PROCEDURES FOR MANDATED REPORTING

If a student reports abuse to a faculty/staff member, they will not ask probing questions. Guidance will interview the student. Faculty/staff will call the office immediately upon receiving the report; use the emergency extension for your building or Guidance Office. Whoever heard/received the report must be

present for the phone call to ChildLine and/or CYS with Guidance or Administration. The main office will send for coverage so that the person hearing the report can be present for the phone call and share all details of the conversation with the student.

SECTION 2: INSTRUCTIONAL/CLASSROOM EXPECTATIONS AND INFORMATION

PROGRESS REPORTS

Between the **trimester** reporting periods, any exceptional growth or diminishing effort on the student's part should be reported to the parents/guardians by the teacher. If a child is having difficulty, please make the parent/guardian(s) and the building principal, if applicable, aware of the situation. If a child is in danger of failing a subject, a progress report must be sent to the parents/guardians indicating the possibility of failure. Teachers in grades 3, 4, 5 must use the Parent Portal PowerSchool reporting system.

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
- Exit Tickets

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 they are, and assisting in the learning process.

STANDARDS ALIGNED SYSTEM (SAS)

SAS is a comprehensive approach to support student achievement across the Commonwealth. SAS focuses on student achievement and the six methods which foster achievement: standards, assessment, curriculum framework, instruction, materials/resources and safe/supportive schools.

Standards: Pennsylvania Standards describe what students should know and be able to do; they increase in complexity and sophistication as students progress through school. Using this tool, you can locate specific standards, anchors, and eligible content based on subject area and grade level or course. Select the subject area and grade level, or select the course to view the related standards.

Assessments: A process used by teachers and students before, during and after instruction to provide feedback and adjust ongoing teaching and learning to improve student achievement and provide appropriate challenge for all students at their instructional levels. Assessments fall in the following categories: Summative, Formative, Benchmark and Diagnostic.

The Curriculum Framework: Specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content.

Curriculum Framework Definitions:

Big Ideas: Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.

Concepts: Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

Competencies: Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.

Essential Questions: Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

Instruction: Pennsylvania has adopted Charlotte Danielson's Framework for Teaching as the overarching vision for effective instruction in the Commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility:

1. Planning and preparation

2. Classroom environment
3. Instruction
4. Professional responsibilities

Domains 1 and 4 cover aspects of the teaching profession that occur outside the classroom, while Domains 2 and 3 address aspects that are directly observable in classroom teaching.

Materials and Resources: Materials/resources include Voluntary Model Curriculum (VMC), incorporating learning progressions, units, lesson plans, and content resources aligned to the Pennsylvania standards in curriculum frameworks for the four content areas included in the Keystone Exams (mathematics, science, social studies, reading-writing-speaking-listening).

Safe and Supportive Schools: Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. Areas within the element include the following:

- **Engagement:** School engagement is essential towards building academic success and a positive school climate. Engagement in school is a process of events and opportunities that lead to students gaining the skills and confidence to cope and feel safe in the school environment. These events and opportunities include relationships, respect for diversity and school participation.
- **Safety:** School safety refers to the security of the school setting and school-related activities as perceived and experienced by all stakeholders, including families, caregivers, students, school staff, and the community. School safety encompasses both emotional and physical safety, and is influenced by positive and negative behaviors of students and staff as well as the presence of substance use in the school setting and during school-related activity.
- **Environment:** School environment refers to the extent to which school settings promote student safety and student health. The environment is inclusive of all aspects of a school – its academic components, its physical and mental health supports and services, its physical building and location within a community, and its disciplinary procedures.

<http://www.pdesas.org/default.aspx> (6/28/13)

When creating student learning objectives and lesson plans, utilize Webb’s DOK to help students master content and reach high levels of success.

[illegible]

The Bellefonte Area School District advocates the concept of homework to provide additional positive learning opportunities that enhance home/school communication. School Board Policy #130 establishes the guidelines for homework. This information is also printed in the Student/Parent/Guardian Handbook.

The following guidelines should be used for make-up work assigned as homework and/or in-class assignments:

- 24

A teacher may use professional judgment in granting positive exceptions to these rules. It is our goal to move all students towards successful completion of assignments and assessments. Some students may need additional teacher assistance in reaching this goal.

DISCIPLINE / CLASSROOM MANAGEMENT

In the Spring of 2010, the BASD School Board revised and adopted many policies regarding Student Discipline. Accordingly, a Revised Elementary Discipline Code and a Revised Disciplinary Referral Form were created to reflect the current board policies. With the implementation of the Positive Behavior Intervention Support programs (PBIS), discipline infractions, as well as positive reinforcement, must be well documented. Information about the implementation of the documentation tools will be shared at faculty meetings at the beginning of the year. It is hoped that the PBIS programs and the discipline system will create more consistent and clearer guidelines, while providing a transitional plan for students going into the Middle School. A copy of the matrix and supplemental definitions will be included in the Parent/Guardian/Student handbooks and can be found as part of this handbook. The following paragraph is included in the Parent/Guardian/Student Handbook:

DISCIPLINARY CODE

Observance of the rules and regulations that govern all phases of school life is expected of all students attending the Bellefonte Area Elementary Schools. Some of the most common types of disciplinary problems and the procedures for dealing with them are described in the following section. It's understood that the disciplinary actions described herein represent minimal penalties and are intended to only act as a guide for administrative action. In all cases, a progressive discipline model will be followed. This disciplinary code has been approved by the Bellefonte Board of Education and will be implemented by the administration.

Please Note:

****Students/individuals who incite a disciplinary incident are also subject to disciplinary consequences.****
(This has been added to the Discipline Code)

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:

1. Craft complete and meaningful lesson plans where class activities last the entire period.
2. 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.
3. 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.
4. 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.
5. Parent/Guardian communication is key. Be sure to contact parents/guardians with good reports, not just your concerns.

STUDENT DRESS POLICY

The following guidelines have been adopted by the BASD School Board and are copied from the Middle School policies. Because our elementary children may not be physically similar to adolescents and are often dressed by their parents/guardians, some administrative discretion may prevail.

Students are not permitted to wear clothing (including face coverings) that might cause a disruption of the educational process or that might send an inappropriate message to others. Good judgment should prevail on a student's part by not wearing clothing that:

- calls a great deal of attention to the student
- displays obscene or suggestive words
- promotes the use of alcohol, tobacco or illegal drugs
- constitutes a health or safety hazard

Specifically, the following parameters must be met regarding school apparel:

- Footwear must be secured to the foot. Closed-toe shoes are preferred. Open-toe shoes must have a wide band across the heel or across the instep (the area right in front of the ankle). Flip-flops and sports slides are permitted.
- Shorts and skirts must be at least mid-thigh in length.
- No clothing is permitted to be worn that has:
 - Cigarette or alcohol logos
 - Depictions of drugs, drug use, or drug innuendo
 - Inappropriate words, pictures, language, or sexual connotations
 - Advertisements for establishments that contain alcohol or sexual innuendo (i.e., Hooters)
 - The words bar, lounge, or tavern on it
- Shirt length must allow for the raising of a student's arms over one's head with no bare skin visible around the midriff (back or front).
- No tank tops, shirts with spaghetti straps, muscle shirts, or halter tops are permitted. Sleeveless shirts should have shoulder straps at least 3 inches wide.
- Pants or jeans must be worn so that no skin or underwear is exposed.
- Headwear, to include hats, hoods, and bandanas, is not permitted in the building. Bandanas are not accepted as "headbands" for female students.

The dress policy will be enforced throughout the school day and at all school functions, including dances and field trips.

Classes such as physical education, technology education, science, and others may require students to wear certain types of clothing for safety reasons.

Students will be required to change inappropriate clothing. Disciplinary action will be taken against those who repeatedly violate this policy.

DISCIPLINE REFERRAL PROCEDURE

A teacher should exhaust various options before submitting a discipline referral to the main office. Parent/guardian contact, discussions with the student, meeting with the student and administration, meeting with guidance, 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.)

SCHOOL RULES AND IN LOCO PARENTIS

The following information is included in the Parent/Guardian/Student Handbooks:

During the school day, school officials are responsible for the well-being of all students. This authority is called *in loco parentis*, meaning “in place of the parents.” Because of *in loco parentis*, it is the school’s responsibility to ensure the rights and well-being of all students, as well as take measures necessary to provide a positive and safe learning environment.

At the Bellefonte Area Elementary Schools, three basic guidelines prevail:

- Respect others
- Respect self
- Respect school property

These three basic guidelines encompass the many specific rules and regulations that typically are enforced in schools. The Disciplinary Code that is included in the appendix details specific infractions and their subsequent consequences. Students and parents/guardians are advised to become familiar with this code as a preventive measure against poor judgment and inappropriate behavior on the part of students.

HOMEROOM GUIDELINES

Teachers should welcome students into the homeroom and begin the morning routine for the class. Teachers are expected to listen to the announcements in their homerooms. Students should sit quietly in their seats and listen to announcements.

Teachers are also to take attendance and enter the attendance into PowerSchool each day. Teachers should also follow the procedures for getting the lunch count and providing that information to the main office.

CAFETERIA

Cafeteria, Classroom Assistants, Building Assistants, professional personnel and others will be used to supervise the lunch periods in each elementary school. Procedures and rules vary slightly from elementary school to elementary school. Please see your building principal for more information.

The Point of Sale procedure is now utilized in all elementary cafeterias. Information about student or staff accounts can be obtained from the head cooks in each school or from Mrs. Laura Frye, Director of Food Services. This year, faculty/staff will not be permitted to charge meals. Questions regarding the breakfast or lunch program can be directed to Mrs. Frye.

Parents/Guardians are invited to eat lunch with their children. The following is included in the Student/Parent/Guardian Handbook:

Parents/Guardians are invited to eat lunch with their children. If you would like to eat lunch with your child please notify the school 24 hours in advance (the day before). Please know you will also need to provide the school with your lunch choice. If you wish to join your child more than one time throughout the school year, please contact your building principal to ensure there are no space limitations. Keep in mind some buildings are very limited in space, as such we request parents to have one visit per year to ensure other parents/guardians can also visit. When joining your child, we ask you to assist us by modeling positive communication skills, table manners, and healthy eating habits. We welcome the additional support in the cafeteria during the lunch period.

LUNCH DUTY GUIDELINES

It is important that faculty/staff arrive at their assigned lunch duty at the appropriate time so that there is an adult presence in the cafeteria when students are arriving.

Teachers assigned to lunch duty should split the following jobs up amongst themselves. Feel free to rotate duties throughout the year as you see fit.

1. Position yourself in the appropriate places.
Lunch monitors should be inside of the cafeteria walking around and supervising the students as they are eating.
2. Remind students about their responsibilities.
If trash is on the floor, or if students have finished eating and their trays are sitting on the table, remind them to take care of these things prior to leaving the cafeteria.
3. Have students prepared to dismiss on time.
Students should start cleaning up and disposing of their garbage about five minutes prior to the end of the lunch period. Please have the student line up as a class for dismissal from the cafeteria.

NOTE: Other techniques teachers use to help manage lunch time include:

- Having students take up their trays prior to the end of the lunch period and pushing around a trash can so that students can get rid of their garbage sooner.
- Actively monitoring and using proximity where and when appropriate
- Allowing only one male and one female to leave the cafeteria at any one time.

CLASSROOM PARTIES

It is recognized that seasonal classroom parties are scheduled during Fall, Winter, and on Valentines Day. Any other parties beyond these are at the complete responsibility of that teacher and must be scheduled during a recess, during or after lunch, or during the last thirty minutes of the school day. All other parties should be discussed with the building principal. All classroom parties must be in alignment with the BASD Wellness Policy.

The following is included in the Student/Parent/Guardian Handbook:

Classroom parties are held throughout the year for special themes or events. You may be asked to contribute items for these parties. Children truly look forward to these occasions, so if you are able to donate items, when asked, your cooperation would be greatly appreciated. A suggested list of appropriate food items will be provided to you by the classroom teacher.

Parents/Guardians may request that their child not participate in a party if it conflicts with beliefs at home. Such a request should be sent to the child's teacher. The teacher will make other arrangements for the child by consulting with the school principal. These arrangements will not penalize your child in any way.

At times, parents/guardians wish to send in food to celebrate a child's birthday. These recognitions must be coordinated with the classroom teacher. Food items should be limited to one per child and adhere to the district Wellness Policy. Please do not send in treat bags, favors, hats, balloons or small gifts.

In order to prevent hurt feelings, please do not send private party invitations to be distributed at school unless you are including the entire class. Student home addresses or phone numbers are not allowed to be given out by the school.

ELECTRONIC EQUIPMENT POLICY FOR STUDENTS

Students are not permitted to bring iPods, radios, walkmans, portable CD players, MP3 players or tape recorders to school unless the equipment is part of a classroom presentation. In addition, laser light pointers and electronic games, such as Nintendo Game Boys, are not permitted in school.

Students may possess cell phones on school district property and at school district events provided; that phones are turned off when students enter the building and/or event. They shall be used only in a manner that is not disruptive to the school and its educational activities. Principals may, in addition, adopt and enforce reasonable rules and regulations thereto, and as situations may warrant, including but not limited to revoking such privileges for any and all students. The district is not liable for the loss, damage or misuse of any electronic device brought to school by a student.

ELECTRONIC DEVICE SEARCHES

Electronic Device searches must be justified at their inception by reasonable suspicion that policy or law has been violated or is being violated and that evidence of the violation will be disclosed by the search, and the search actually conducted must be reasonably related in scope to the circumstances which justified the search at its inception.

School district administrators are authorized, under circumstances justifying such a search as described above, to require students or other persons under the administrator's jurisdiction to submit to a thorough search of their electronic device. Electronic Devices are defined in Board Policy 237.

STUDENT SEARCHES

Student searches must be justified at their inception by reasonable suspicion that policy or law has been violated or is being violated and that evidence of the violation will be disclosed by the search, and the search actually conducted must be reasonably related in scope to the circumstances which justified the search at its inception.

School district administrators are authorized, under circumstances justifying such a search as described above, to require students or other persons under the administrator's jurisdiction to submit to a thorough search of their person and personal belongings including, but not limited to, clothing, shoes, handbags, backpacks and wallets to seize any unauthorized materials.

Any individual/student who refuses to comply or cooperate with these expectations will result in parent/guardian and local law enforcement contact, as well as possible suspension from school and subject to other disciplinary action. If a more extensive search is required it will be conducted by local law enforcement.

Lockers can also be searched based upon the above criteria and held to the same expectations.

FORMS

Teachers must complete all required forms in a timely manner. Forms, such as payment reimbursement, mileage, extra duty/extra pay, IEP reimbursement, conference reimbursement, etc., must be submitted monthly or within the month of the meeting or event. The Conference Summary forms must be completed and submitted to the building principal after the event.

PLAYGROUND/RECESS

Procedures and rules for the playground and recess vary slightly from building to building. Please see your building principal for more information or specific guidelines. The following information is included in the Parent/Guardian/Student Handbook:

It is important for students to have the opportunity to participate in some form of physical activity during the school day. A twenty minute outdoor recess is provided to the students when the actual and real feel temperature is 20 degrees or above. When additional inclement weather conditions exist students may have indoor recess.

DATA TEAMS

BASD will work in teams/departments to analyze student data in data teams. Data Teams are comprised of a group of school and district stakeholders who guide the faculty/staff through the process of making data driven decisions to improve student performance. The function of data teams is to: develop expertise on data, share data information with members of the schools, assist in setting up support systems at the schools and to create/complete action plans based on the data.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Family Educational Rights and Privacy Act (FERPA) Definition of “Education Records”

Family Educational Rights and Privacy Act (FERPA) affords parents certain privacy rights with respect to their minor children’s education records. FERPA defines “education 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 3: SAFETY

CRISIS RESPONSE TEAM

Safety and a sense of security are key elements of a positive learning environment. The BASD 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 High 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

STUDENT ASSISTANCE PROGRAM/TEAM (SAP)

The Bellefonte Area School District provides a Student Assistance Program for students having difficulty in school. The team has been trained to identify and refer any student who may be experiencing difficulty in a variety of areas. The problem may be academic, social or behavioral, that may be hindering a student from success in school. Teachers, guidance counselors, administrators, other students, and sometimes the student themselves, can make a referral to the SAP team.

SAP is...

- an identification program
- an intervention program
- a referral program

SAP is NOT...

- a counseling program
- a treatment program
- disciplinary consequences

The Student Assistance Program was designed to connect students experiencing substance abuse problems, suicide issues or other mental health concerns with appropriate information and counseling services. The task of the Student Assistance Team is to monitor students experiencing difficulty in school. The team gathers data for the assessment of students' needs for help and counseling.

Referrals to the Student Assistance Team may be made by school personnel, parents and/or students. Students who violate the district's Drug and Alcohol Policy will automatically be referred to the Student Assistance Team. Recommendations from the Student Assistance Team regarding drug and alcohol violations will be binding.

Students referred to the program may receive professional counseling at appropriate drug and alcohol and/or mental health agencies that serve the Bellefonte Area School District. All information concerning students who are referred to the program will remain CONFIDENTIAL.

Pennsylvania Act 44 of 2025 requires the District to notify parents, guardians, and school staff within 24 hours when a weapon is discovered on school property, school transportation, or at a school-sponsored activity. The Superintendent or a designee will provide this notification to the school community as required by law. Notifications will be issued in accordance with state law and will not include personally identifiable student information.

STUDENTS EXPERIENCING HOMELESSNESS

Title I, Part A Services

1. 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. Students experiencing homelessness 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:

- Continuing their education at their current school, and providing transportation to that school, (if feasible)
- Immediate enrollment in the school district where they are temporarily housed
- Assistance with obtaining school records
- Participation in all applicable school programs, including supplementary instructional programs, field

- trips, and other enrichment activities, as well as after school recreational programs, etc.
- 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</i> <i>127 S. Pennsylvania Ave. Centre Hall</i> <i>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</i> <i>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</i> <i>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</i> <i>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 Logan Fire Company Beaver Farms Governor's Gates Apt buildings Pleasant Gap Elementary School Continental Courts (playground pavilion) Marion-Walker Elementary School</i> <i>Citizen's Fire Company Pine Glen Fire Company Snow Shoe EMS 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 <i>2100 E. College Ave. State College PA 16801</i>
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	

Education for Youth who are Homeless

In 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act, (subsequently renamed the McKinney-Vento Homeless Assistance Act) to aid persons who are homeless. The Act defines the term "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence.

A student may qualify for certain rights and protections under the federal McKinney-Vento Act if they are living in any of the following situations:

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(s) or spouse(s) are) migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and,
5. "Unaccompanied homeless youth" including any child who is "not in the physical custody of a parent or guardian." This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

Eligible students have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if you lack documents normally required for enrollment.
- Enroll in the local school or continue attending the school of origin.
- Receive transportation to and from the school of origin.
- Receive educational services comparable to those provided to other students.

Please contact the building counselor or principal or Mr. Park at 355-2812 ext. 2202 with questions or to find out what services and supports may be available.

WELLNESS / DIABETES MANAGEMENT

According to changes in federal laws, our district formulated a Wellness Policy, which was adopted by the School Board in May, 2006. The federal policy requires changes to many classroom practices. The policy may be reviewed at upcoming faculty meetings. In addition, changes in recent federal guidelines may also be in effect this school year.

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.

EMERGENCY DRILLS

Throughout the school year a variety of emergency drills take place. Fire drills and lockdown drills are held each month. Severe weather drills are held periodically also. The drills are designed to instruct students and staff in procedures specific to the drill. The purpose of the drills is to ensure the safety of all students and staff. Emergency procedures will be reviewed periodically during faculty meetings. More information regarding building-specific practices can be obtained from the building principals.

Fire Drills and Lockdown Drills

In accordance with PA law, 9 fire drills will be held in each school each year. Basic procedures for all buildings include:

- a. **EVERYONE** must leave the building.
- b. Absolute silence is essential so that emergency directions may be heard if they must be given by school or official personnel.
- c. All room windows and doors must be closed. Lights should be turned off.
- d. The teacher should take a class roll and/or plan book.
- e. A signal, such as a bell or horn, will be given for the return to classrooms.
- f. Occasionally, an exit will be blocked. In such an event, the teacher will instruct students to reverse direction and leave the building by means of the nearest exit.
- g. Fire exit maps should be clearly posted in each classroom and information should be included in the Substitute Teacher Folder.

Lockdown drills will be held at the discretion of the administration in all BASD schools. Information regarding procedures for lockdown drills is available from building principals.

WEAPONS POLICY

The PA Weapons Policy was enacted several years ago and has strict guidelines. Please briefly review the policy with your students during the first week of school. The BASD School Board made slight revisions to the stated policy in Spring 2010. The following information reflects the changes and is included in the Parent/Guardian/Student Handbook:

State legislation has a “zero tolerance” policy regarding the possession of weapons on school property or on the bus. In compliance with the law, the following rules and guidelines apply:

- Weapons are not permitted anywhere on school grounds or on buses that transport students to school.
- Examples of weapons include:
any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to: any firearm, whether loaded or unloaded; pneumatic guns, including but not limited to, pellet, BB, airsoft and paintball guns; knives; blades; clubs; metal/brass knuckles; nunchucks; throwing stars; explosive, incendiary or poisonous gas; any combustible or flammable liquid; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; objects that have been modified to serve as a weapon; or any other item which is used to threaten, strike terror, or cause bodily harm or death even though it is normally considered to not present a danger to other
- Items that can be considered weapons, and subject to confiscation/discipline include:
 - o Chains, as jewelry or on wallets
 - o Razors and blades
 - o Cap guns

Should a knife or other implement be brought to school *by mistake*, the student **MUST** bring it to the office immediately and explain the situation. **It is extremely important for students to refrain from making this mistake, as “zero tolerance” requires harsh punishment that could result in a one-year expulsion from school.**

Pennsylvania Act 44 of 2025 requires the District to notify parents, guardians, and school staff within 24 hours when a weapon is discovered on school property, school transportation, or at a school-sponsored activity. The Superintendent or a designee will provide this notification to the school community as required by law. Notifications will be issued in accordance with state law and will not include personally identifiable student information.

SCHOOL RESOURCE AND POLICE OFFICERS

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 and is also primarily responsible for coverage at Marion-Walker Elementary and Benner Elementary. Officer Luse has an office at Bellefonte Area Middle School and also covers Bellefonte Elementary and Pleasant Gap Elementary. 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: mlyons@basd.net

Our district also employs two of its own School Police Officers. School Police Officers are different from SRO’s in that they are directly employed by the district. School Police Officers are armed and support the building on issues relating to security and law enforcement. They are also great resources for our students and are visible on a daily basis while building positive relationships with our students. Officer Scott

Rossman is based out of Bellefonte Elementary School while Officer Frank Gaus is at Marion-Walker Elementary School. Their emails are listed below:

Officer Scott Rossman: srossman@basd.net

Officer Frank Gaus: fgaus@basd.net

DISTRICT 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. The team evaluates the plausibility of a threat. The team is composed of police, administration, guidance, and psychologists. This team looks at all areas including background, outside concerns, history, etc. The team determines the severity of the threat and makes recommendations for action if necessary.

SAFETY PROCEDURES

BAHS has established strict safety protocols for different situations that could arise in the building (i.e. fire drill, lockdown, evacuation, etc.). Those detailed instructions are noted in the SAFETY/CRISIS BAG that is in each room in the building as well as in the CONFIDENTIAL SAFETY PACKET included in the bag. These procedures are reviewed quarterly by the Crisis Team and are updated as needed.

Teachers are expected to follow all given safety protocols as well as direction from administration/law enforcement/crisis team members in any drill or emergency situation.

SAFETY BAGS

Each teacher will receive a safety bag. This tool will be used for various safety situations and spells out each teacher's role in certain situations, including teacher locations for evacuations. These bags are comprised of confidential information and need to be stored in a safe place within classrooms that will be easy to access in the event of an emergency. It is expected that the safety bag is carried to student activities.

LOCKING OF CLASSROOM DOORS

In an effort to keep our students and staff as safe as possible, all classroom doors will be locked and closed throughout the school day when you have students in your care. All teachers are required to have all classroom/hallway doors closed and locked when students are present in the room at all times. During a planning period/lunch, etc. classroom doors may be open at the teacher's discretion.

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.

BUS and SAFETY INFORMATION

A continual emphasis on safety must become a responsibility of everyone in the schools. Please make use of every opportunity to impress the need for safe living at home, school, on the bus or at play. During the first weeks of school, please incorporate a lesson on Bus Safety into your lesson plans. This unit is required in the Chapter 4 Curriculum regulations for all elementary school students.

Significant changes in the guidelines for transportation for students were adopted by the School Board in the fall of 2012. The procedures and guidelines are available in the Parent/Guardian/Student handbook. In short, changes to routine transportation will not be made.

BUILDING SECURITY

Teacher will not, under any circumstance, have copies of keys made or provide a student with keys to any school facility. Please do not keep money or any personal valuables in the desk or in your room unmonitored. When collecting money for a school activity, please place it in a clearly marked folder or envelope and bring it to the office to be placed in the school safe.

Teacher specific codes and/or logins/passwords are not to be shared with students.

All staff are responsible for helping to maintain safety and security throughout the building. During change of classes all teachers should be outside their classroom doors.

BUILDING HOURS

Currently, the elementary schools will be open from 6:30 AM until 8:00 PM on school days and from 9:00 am until 3:00 pm on Saturday and no Sunday hours. These hours are subject to change. Teachers will be notified of any changes.

BUILDING USAGE AFTER HOURS

Faculty/staff wishing to use the school's facilities in the evening must complete a SchoolDude request, and verify any conflicts with the building principal and/or secretary. Students must be under the direct supervision of the sponsoring teacher/adviser at all times and restricted to only that part of the building where the activity is taking place.

It is required that faculty/staff and students leave the building no later than 10:30 p.m. so that custodial tasks may be accomplished before 11:00 p.m. Extensions may be granted for dances and other activities providing prior request and permission has been obtained.

SCHOOL CANCELLATIONS/DELAYS

School delays or cancellations due to inclement weather will be announced via the Blackboard Connect System as well as local TV and radio stations. When school is closed and offices are closed no one may enter the buildings except essential personnel.

When school is closed and offices are open, only 12 month clerical staff, essential personnel and administration may enter the buildings at the designated times given. This is due to liability issues. This is considered a non-work day for teachers, aides, etc. Only those listed above have access to the building. During those days, cleaning the parking lots, sidewalks, entrances, etc. is a daunting task that requires the least amount of personnel to be present. Exceptions to this must be granted by the Building Principal.

UNLAWFUL HARASSMENT

The Board prohibits all forms of unlawful harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees. Unlawful Harassment is addressed in Board Policy #248, #348, #448, and #548 and in the elementary student discipline code.

The Board directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

No reprisals nor retaliation shall occur as a result of good faith charges of harassment.

DEFINITIONS

For purposes of this policy, harassment shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, sex, age, disability, sexual orientation or religion when such conduct:

1. Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
3. Otherwise adversely affects an individual's learning opportunities.

For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
2. Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
3. Such conduct deprives a student of educational aid, benefits, services or treatment.
4. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.

Each staff member shall be responsible to maintain an educational environment free from all forms of unlawful harassment.

Each student shall be responsible to respect the rights of their fellow students and district employees and to ensure an atmosphere free from all forms of unlawful harassment.

BULLYING AND CYBERBULLYING

The Parent/Guardian/Student Handbook includes information about Bullying and Cyberbullying as such:

Bullying shall be defined as when a student is exposed, repeatedly and over time, to negative actions on the part of one or more students. This could include unwelcome verbal, written, electronic, or physical conduct directed at a student by another student or students, or by an adult.

Cyber Bullying includes, but is not limited to, the following misuses of technology during the school day: harassing, teasing, intimidating, threatening, or terrorizing another student, teacher, or employee of the District by sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or web site postings.

The Bellefonte Area School District will not tolerate known acts of harassment or bullying occurring on school district property, at school-sponsored activities scheduled on or off school grounds or during the time students necessarily spend traveling to and from school or school –sponsored activities.

Complaints of harassment, bullying or cyberbullying shall be investigated promptly, and corrective action shall be taken when a complaint is verified. Neither reprisals nor retaliations shall occur as a result of the submission of a complaint.

The District shall annually inform students that harassment, bullying and cyber bullying of students will not be tolerated.

A Bullying/Cyber-Bullying Parent/Guardian Guide is available on our website to help parents/guardians handle bullying situations with their children.

This year, all four elementary schools, as well as the middle school and high school, will be implementing the School Wide Positive Intervention and Support program. More information is available from the guidance counselor or principal in each school.

ACCIDENT REPORTS

All injuries that occur at work must be reported. Accident Report forms are available in each school office and must be completed at the time of the injury. More information can be obtained from Heather Auman.

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 Aaron Barto, IPM Coordinator, at (814) 355-4814, extension 3006

SECTION 4: ACADEMIC INFORMATION

Academic Integrity (Revised Policy May 2010)

Bellefonte Area School District expects students to follow ethical academic standards. Academic dishonesty is a serious matter. Academic dishonesty encompasses, but is not limited to:

Cheating - Cheating includes, but is not limited to, a student copying an assignment or tests and submitting it as their own; allowing someone to copy an assignment or test and submit it as her/her own; unauthorized use of or communication with notes, calculators, computers, text books, cell phones, etc during an exam or project; telling other students what is on a test or quiz or providing specific questions or answers.

Plagiarism – Plagiarism includes, but is not limited to, a student intentionally or negligently uses someone else's ideas, words or artistic creations without crediting the source.

Fabrication or Forgery – Fabrication/forgery includes, but is not limited to, a student using invented information in assignments; using imitations or copies of images, documents, signatures, etc.

Obstruction – Obstruction includes, but is not limited to, a student preventing other students from getting their work done or limiting their access to educational resources.

Multiple Submissions – Multiple submissions includes, but is not limited to, a student submitting the same work in two or more courses without permission from the teacher(s).

Consequences for Academic Integrity Violations are listed in the disciplinary chart/guidelines of this handbook.

ASSESSMENT CALENDAR

The Assessment Calendar is available as a Google Doc in each building's site.

CUMULATIVE/PERMANENT STUDENT RECORDS

Records are maintained on each student as an aid to the educational process. Parents/Guardians may review the records by contacting the guidance counselor or principal at each school. As needed, please keep cumulative records up to date. Permanent Record Folders contain confidential information and may not be taken from the building under any circumstances.

Release of records or information to outside agencies will not occur without written permission from the parent/guardian.

When parents/guardians are divorced, both adults have access to medical, dental, and school records of their children, the residence address of those children and of the other parent/guardian, and any other information that the court deems necessary, unless there is a written court order denying such access. If additional official reports (ie: report cards) are desired, the parent/guardian must make this request in writing.

TUTORING

The district has established guidelines and procedures for tutoring students. These guidelines must be followed. Please see your building principal or guidance counselor for more information.

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 the building secretary will print out a report card for each student. If there is a discrepancy on the report card, the teacher will be contacted and will be expected to make the necessary corrections. If the teacher finds an error, they are expected to contact the building principal as soon as possible to make the correction and reprint report cards.

TEACHER- SCHOOL COUNSELOR 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 the building school counselor to attend a parent-teacher meeting, please contact the appropriate counselor. 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 the school counselor 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 the building principal and/or school counselor.

EDUCATIONAL SUPPORT TEAM and REFERRALS/ SPECIFIC INTERVENTION REFERRALS (i.e. OT)

Concerns about the academic, social, or emotional progress of individual students may be addressed by the Educational Support Teams. Meetings are held monthly and on an as-needed basis. Referrals for formal evaluation by the school psychologist are a part of the intervention process. They are not the initial implementation, but rather occur after a series of interventions are implemented and assessed by the EST team. Students who are recommended for retention should be referred through the EST process. A protocol for Occupational Therapy referrals was created in March 2014. A copy of the protocol can be found in the appendix of this handbook. More information can be obtained through the school counselors, building principals, or from Mrs. Jennifer Butterworth, the Director of Special Education.

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 usable 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

CLASSROOM VISITATION BY NONOFFICIAL PERSONNEL

These guidelines are generated to ensure a more uniform and systematic method for scheduling classroom visitation during instructional hours. This does not limit or restrict teacher conferences during non-instructional periods.

Visitation forms may be obtained by calling the building principal's office. Visitation requests are to be directed to the appropriate building principal.

For the purpose of these guidelines, persons classified as "official" shall be any district personnel, university or college faculty working in conjunction with district programs, members of the Intermediate Unit 10 staff, or any other person(s) performing a function approved by the district.

Individuals or agencies classified as "nonofficial" must use the following procedures in visiting classes and/or programs under the direction of the Bellefonte Area School district.

1. Request written permission on the properly designated form from the building principal. Present the properly signed form to the classroom teacher upon entering the room. A visitation shall **not** be permitted without the properly signed form.
 - No more than two adults may visit a class at any one time.
 - The length of the visitation may not exceed one and one-half hours.
 - There may not be more than two visitations per month per classroom unless the Superintendent authorizes additional visitations.
 - Requests will be submitted at least three instructional days prior to the desired date of visitation.
2. State the purpose of the visitation to the building principal when making your request. The purpose of this visitation will be listed on the request form signed by the principal.
 - Requests for documents or data shall be made at the time the visitation is requested. Access to student/teacher records will be determined by District Policy.
3. Following the visitation, any comments concerning the visit shall be reviewed with the building principal and the teacher if necessary or desirable.
 - The Bellefonte Area School District reserves the right to request a conference with the observer as well as have a designee present at any visitation.
4. Without parent/guardian permission, no identifying information, pictures, or publicity concerning children enrolled in the Bellefonte Area School District shall be given to visitors, or other individuals and/or agencies. **It is the responsibility of the observer(s) to maintain the privacy and confidentiality of other students in the classroom.**

5. It is the responsibility of the observer(s) to conduct themselves in such a manner as not to interrupt the instructional process. Any questions for the teacher will be addressed before or following the visitation.

Occupational Therapy Protocol

Note: These procedures are being developed so that the BASD administrative team is on the same page with regard to the ebb and flow of occupational therapy screenings and/or evaluations. This document was sent to the Intermediate Unit staff so they are aware of the protocol as well.

1. Any student who is considered for an occupational therapy evaluation or screening must go through an Educational Support Team Meeting. No meeting, no services. Under no circumstances should a teacher be filling these in and sending the form to the IU. The teacher should bring data regarding the child's handwriting or other issues that are impacting the student's performance in the classroom.
2. Any special education student who is being considered for an occupational therapy screening, evaluation or updated evaluation must also have an Educational Support Team Meeting or an IEP meeting that is documented on a BASD Special Education Team Report.
3. The building principal MUST sign the Intermediate Unit's form. If the student is NOT a special education student, but has a 504 plan in place, the form can then be submitted to the special education supervisor overseeing OT services at the Intermediate Unit.
4. If the student is in special education, the building principal must sign the form first and make sure that a meeting has been held to discuss screening or evaluation.
5. After the principal signs off on the special education student's request, then the principal should send this to the director of special education who will co-sign and send to the Intermediate Unit.
6. After the form is sent to the Intermediate Unit, the principal or director of special education will wait for the recommendation to return. **The Intermediate Unit should send a copy of the report to both the special education department and the building principal.**
7. If a special education student is in need of formal service based on the results of the evaluation, a meeting will be held to add the service to the IEP.
8. If the special education student does not qualify, the information still should be shared with the parent/guardian, preferably through a meeting or phone conference to insure that we are on the record of having reviewed what the recommendations are. The teacher should insure that the parent/guardian and the special education office have a copy of the OT report.
9. If a student with a 504 plan is recommended for services, then the 504 plan shall be opened and the service added as a "reasonable accommodation" to the existing document.
10. The principal maintains the final discretion on a non-special education student regarding whether or not the OT request will go through to the Intermediate Unit. We are not obligated to provide services to students who are not identified under 504 or IDEA/Chapter 14. However, the director of special

education should be contacted if there is any question as to whether a non-special education student falls into the “thought to be exceptional” category and afforded protections under federal and state laws.

11. **The Director of Special Education will request a list of interventions and appropriate strategies to use in the classroom that could help ALL students with handwriting or other movement or physical needs. This list will be distributed to all of the building principals.**

BASD ACCEPTABLE USE OF NETWORK AND INTERNET ACCESS

The purpose of providing access to the BASD network and the Internet is to support education within the schools of the Bellefonte Area School District by providing the opportunity to develop 21st Century skills such as:

- collaboration, communication, creativity, critical thinking, research and digital citizenship.

The Bellefonte Area School District has made available to students access to the BASD network and the Internet. **If anyone has their own device they need to connect, they will need to register that device to connect to the BASD Wi-Fi for internet connection.** Individuals accessing BASD network and/or the Internet are required to read and adhere to the policies and principles of the acceptable use policy (AUP) and to understand their rights and responsibilities associated with being granted this access. Students who have access to the BASD network need to understand that this policy is in addition to all information provided in the student handbook or policies developed by building-level technology groups. Use of personal electronic devices while on BASD property or attending school events shall be subject to compliance with this policy and the Electronic Devices Policy 237.

Users can be held legally responsible for all use of and content stored or accessed on resources provided by BASD including but not limited to: Servers, Cloud storage, Computer hardware, Electronic Devices

Bellefonte Area School District students are provided with a Google Apps for Education account.

TERMS AND CONDITIONS FOR USE OF THE BASD NETWORK & INTERNET ACCESS

Access to the BASD network and the Internet is a privilege, not a right. All BASD students are provided with BASD network user accounts. Inappropriate use may result in a cancellation of those privileges. Each user of the BASD network is responsible for any and all activity initiated by their account. Users are responsible for selecting a secure password for their account and for keeping the password secret at all times. Passwords must never be given out. Authorized BASD employees have full access privileges.

Activities that are not considered legitimate educational applications include, but are not limited to:

- illegal activity, for-profit activities (unless school-sponsored), distribution of hate mail, discriminating remarks, cyberbullying, possession or distribution of material in violation of copyright laws, the possession or distribution of obscene or pornographic material,

Internet Filtering Policy

In order to provide a safeguard to help prevent the accidental access of inappropriate material, and to comply with the Children’s Internet Protection Act, Internet access will be filtered using filtering software. The filtering will be in place for all Internet access provided by BASD. Use of a filtering program does not remove the responsibility of network users to restrict their online activities to activities that comply with the guidelines and standards of the acceptable use policy.

System Security And Integrity

The use and operation of BASD network is subject to the following advisory:

BASD employees or the Bellefonte Area School District cannot be held liable for any loss of data arising directly or indirectly from the failure of hardware, software or from human error. It is a good practice to keep at least one backup copy of any file or document that would be missed if it were deleted.

Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students

Notice to Parents/Guardians

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

This notice shall inform parents/guardians throughout the school district and intermediate unit of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district and intermediate unit shall publish written information in the handbook and on the website. Children ages three through twenty-one can be eligible for special education programs and services. If parents/guardians believe that the child may be eligible for special education, the parent/guardian should contact their district of residence. Contact information is listed at the end of this public notice.

Children age three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need Special Education and related services. Developmental delay is defined as a child who is less than the age of beginners and at least three years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas, or (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information contact the intermediate unit. Contact information is listed at the end of this public notice.

Evaluation Process

Each school district and intermediate unit has a procedure in place by which parents/guardians can request an evaluation. For information about procedures applicable to your child, contact the school which your child attends. Parents/Guardians of preschool age children, age three through five, may request an evaluation in writing by addressing a letter to the Early Intervention Program Director, Central Intermediate Unit #10, 345 Link Road, West Decatur, PA 16878.

Consent

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

Program Development

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

Confidentiality of Information

The school districts and to some extent the intermediate unit maintain records concerning children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction states. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public

inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

For additional information related to student records, the parent/guardian can refer to the Family Education Rights and Privacy Act (FERPA).

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents/guardians. For more information or to request evaluation or screening of a public or private school child, contact the responsible entity listed below. For preschool age children, information, screenings and evaluations requested, may be obtained by contacting the intermediate unit.

INTERMEDIATE UNIT OFFICE

Central Intermediate Unit # 10

345 Link Road

West Decatur, PA 16878

814-342-0884 or 800-982-3375 (PA Only)

SCHOOL DISTRICT and CHARTER SCHOOL OFFICES		
Bald Eagle Area School District 751 S. Eagle Valley Road Wingate, PA 16823 Ms. Melissa Butterworth, Contact Person 814-355-5731	Bellefonte Area School District 318 N. Allegheny Street Bellefonte, PA 16823 Mrs Jennifer Butterwoth, Contact Person 814-353-5307	Clearfield Area School District P.O. Box 710, 438 River Street Clearfield, PA 16830 Mr. Tom Mohnney, Contact Person 814-765-5511
Curwensville Area School District 650 Beech Street Curwensville, PA 16833 Ms. Casey Marsh, Contact Person 814-236-2390	Glendale Area School District 1466 Beaver Valley Road Flinton, PA 16640 Ms. Ginger Bakaysa, Contact Person 814-687-3402	Harmony Area School District 5239 Ridge Road Westover, PA 16692 Ms. Terri Butterworth, Contact Person 814-845-2300
Keystone Central School District 301 Frederick Street Lock Haven, PA 17745 Ms. Judith Petruzzi, Contact Person 570-748-4660	Penns Valley Area School District 4528 Penns Valley Road Spring Mills, PA 16875 Ms. Bobbi Jo Wakefield, Contact Person 814-422-8814	Moshannon Valley School District 4934 Green Acre Road Houtzdale, PA 16651 Ms. Pamela Stone, Contact Person 814-378-7683, Ext. 3103
Philipsburg-Osceola Area School District 1810 Black Moshannon Road Philipsburg, PA 16866 Ms. Cindi Marsh, Contact Person 814-342-5985	State College Area School District 154 West Nittany Avenue State College, PA 16801 Mr. Pat Moore, Contact Person 814-231-1072	West Branch Area School District 516 Allport Cutoff Morrisdale, PA 16858 Ms. Wendy Fernburg, Contact Person 814-345-5627
Centre Learning Community Charter School 2643 West College Avenue State College, PA 16801 Mr. Kosta Dussias, Contact Person 814-861-7980	Nittany Valley Charter School 1612 Norma Street State College, PA 16801 Ms. Carolyn Maroncelli, Contact Person 814-867-3842	Sugar Valley Rural Charter School 236 East Main Street Loganton, PA 17747 Ms. Carrie Nixon, Contact Person 570-725-7822
Wonderland Charter School 2112 Sandy Drive State College, PA 16803 Mr. Harold Ohnmeis, Contact Person 814-234-5886	Young Scholars of Central PA Charter School 1530 Westerly Parkway State College, PA 16801 Lcvent Kaya, Contact Person 814-237-9727	Clinton County Jail 58 Pine Mountain Road McElhatten, PA 17748 Ms. Judith Petruzzi, Contact Person 570-748-4660

Clearfield County Jail 115 Twenty First Street Clearfield, PA 16830 Mr. Tom Mohney, Contact Person 814-765-5511	Centre County Correctional Facility 700 Rishel Hill Road Bellefonte, PA 16823 Gina MacFalls, Sp. Ed. Supervisor 814-353-5307	Central Counties Youth Center 148 Paradise Road Bellefonte, PA 16823 Gina MacFalls, Sp. Ed. Supervisor 814-355-5307
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The school district or intermediate unit will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, marital status or because a person is a disabled veteran or a veteran of the Vietnam era. No preschool, elementary or secondary school pupil enrolled in a school district or intermediate unit shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status or financial hardship.

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.