

BELLEFONTE AREA HIGH SCHOOL

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

FACULTY/STAFF HANDBOOK



2026 - 2027

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

Welcome another school year at Bellefonte Area High School!

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

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Equity, Inclusivity, and Belonging in Bellefonte Area School District

What does Equity mean to us at BASD?

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

Vision:

The members of the Bellefonte Area School District envision

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

More information about these topics can be found on the Bellefonte Area School District website by clicking on “Equity, Inclusivity, and Belonging” under the “Our District” menu on the front page.

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

SECTION 1: FACULTY EXPECTATIONS/INFORMATION

TEACHER WORK DAY

As per the teacher’s contract, it is expected that all teachers will be in their classrooms or assigned areas no later than 8:00 a.m. and remain “on duty” until their contracted daily dismissal time of 3:15 p.m. with exception to one selected Tuesday each month at which dismissal time will be 4:00 p.m.

TEACHER ABSENCE PROCEDURES

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

- Submit absence to Frontline (our online reporting system) 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 full or half day absences

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

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 online 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 online, 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 report absence to Jeffrey Baker.

BELLEFONTE AREA SCHOOL DISTRICT ABSENCE GUIDE FOR SUPPORT STAFF

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

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

ATTENDANCE AND PUNCTUALITY:

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

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

- **Assoc/PSEA-** When attending a union meeting.
- **Bereavement-** For the death of a family member. Please enter the relation in notes.
- **Coaching-** For paid coaches to attend events.
- **Comp Time-** Support For support staff using Comp Time earned during overtime hours.
- **Coverage-** When covering for another position.
- **District Mtg-** For Assessments, Child Study Team, Curriculum Writing, Grade Level Mtgs, Non-IEP Special Ed Mtgs, Student Scheduling.

- **Field Trip/StudAct-** When required to attend Field Trips or Student Activities such as Day of Caring.
- **Health Screenings-** When conducting student health screenings such as hearing.
- **IEP-** For attending IEP meetings as a district employee.
- **Jury Duty-** To attend Jury Duty; summons must be sent to HR.
- **Kindg Registration-** For those required to work Kindergarten Registration.
- **Shadow/Transition-** Used for long-term leaves to assign a substitute prior to the start of the leave to shadow and after the leave to transition back
- **Personal-** For personal time.
- **Professional Dev-** When attending approved training on or off-site.
- **Sick_Family Illness-** For a family member's medical appointment or illness.
- **Sick-** For an employee's medical appointment or illness.
- **Dock Time/Uncomp Leave-HR Use Only-** For use when out of paid time (personal, sick, or vacation).
 - **You will enter your absence as DOCK Time to get the absence into the system.**
 - **You MUST contact Human Resources to complete the Uncompensated Leave Request Form.**
- **Vacation-** For employees that earn vacation time.

ABSENCE PROCEDURES FOR SUPPORT STAFF

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

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

LEAVING THE BUILDING

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

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

LESSON PLANS

Weekly lesson plans must be submitted by all teachers by 8 a.m. on Monday of each week. Lesson plans will be completed in the district format.

Weekly lesson plans will be submitted via Google Drive on the given online spreadsheet template. We will focus on crafting lesson plans and objectives that work with both a traditional schedule day and a modified block schedule day using strategies and activities according to the phases of the lesson (entice/excite, enlighten, engage, extend).

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. Daily lesson plans must include: date, period/class, learning objectives written in student friendly language (i.e. I Can...), lesson details/structure, assessment (i.e. bell ringer, exit ticket, quiz, test, etc), extensions/differentiation
3. Although we encourage you to use various bell ringer strategies, we understand that you may not be able to list specific content to the bell ringer in advance.
4. Please be intentional when planning for enrichment and/or remediation activities; that being said there may be days/lessons that do not require a specific enrichment and/or remediation strategy/intervention.
5. As we have utilized and implemented numerous specific strategies from our Block Teaching development over the past years, we are confident that you will continue to utilize those strategies, even though you may not explicitly state them on the lesson plan.
6. If you would like to add a block or column for your own personal planning purposes, such as "Assignments," feel free to do so, but do not delete the existing template categories.

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. All teachers will utilize a colored binder from the main office to put their personal substitute information in for ease of access.

The main office will provide the following to the substitute

- Welcome Letter
- Teacher Overall Schedule/Bell Schedule (grid format)
- School Map
- Attendance Procedures & PowerSchool Instructions
- SWPBS Information
- Computer Access Information/Sub Passwords
- Classroom Key(s)
- Hall Passes
- Projector Instructions
- Emergency Procedures
- Discipline Referrals
- Emergency/Phone Extension List

All sub folders prepared by the teacher at BAHS must include the following

- Letter from you to the sub explaining your classroom and what they can expect (please include expectations for keeping the doors locked during the day, what to do when they are 1:1 with a student)
- Lesson Plans by Period
- Seating Chart (if applicable)
- Notes on students who have special considerations (IEP, medical issues, etc.)
 - Label this information CONFIDENTIAL

- Class Syllabus/Overview of Courses
- Classroom Discipline procedures
- Location of Safety Bag
- Keys left in mailbox including Chromebook cart, desk (if necessary), cabinets (if necessary), etc. The office will provide the classroom door key(s).

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.

SYLLABUS

Teachers at BAHS are required to create and submit a syllabus for each course they teach to the main office at the beginning of the school year (or semester, if semester length course). The syllabus is meant as a tool for the students to better understand the focus of the course as well as the expectations. The syllabus should include, but is not limited to the following:

- Course name and other pertinent information
- Teacher expectations
- Student expectations
- Classroom procedures
- Class objectives
- Grading
- Discipline philosophy
- Teacher contact information
- Relevant Keystone Exam information
- PA and/or National standards addressed

Syllabi must be submitted to the main office prior to the end of September.

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
- Professional 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 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, 13-2, and 13-3 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 MEASURE (SPM)

The Student Performance Measure (SPM) is a tool for capturing student performance data for an LEA selected measures and teacher-specific IEP goals progress that complies with the requirements of Act 13 of 2020 and the Chapter 19 regulations.

It is designed to facilitate active participation in the evaluation process while:

- Aligning an identified student challenge or need to related school-level objectives and/or LEA-level priorities,
- Encouraging instructional innovation based on latest research and trends, and
- Improving educator practice.

A Student Performance Measure (SPM) is required as part of the evaluation of Educator Effectiveness for professional employees serving as classroom teachers and for the interim rating of all professional employees.

ATTENDANCE: PERIOD BY PERIOD

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

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

Students are not permitted to take attendance for teachers.

Teachers are required to take attendance twice during their first class period (Period 1 and Period 3) on block days. Attendance procedures are a result of not having a homeroom period on these schedule days with the need to meet state attendance requirements.

PROFESSIONAL LEARNING/IN-SERVICE

Opportunities for professional learning will be ongoing throughout the school year. BAHS'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 crewneck 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.

VIDEOS, DOWNLOADS AND OTHER SUPPLEMENTAL MEDIA RESOURCES

Videos, media and the like should be used to supplement and enhance the curriculum and not simply for entertainment purposes.

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 in high school.

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 in high school.

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.

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

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.

TEXTBOOKS

It will be the teacher's responsibility to pass out student texts and record the appropriate number of the texts on their class rolls. Students are to have access to assigned texts at all times. If there are not sufficient texts, please notify the Principal immediately.

It will be the student's responsibility to examine the material and note any flaws. Students will report any discrepancies or damages to their teacher as soon as possible for recording. At the end of September (full year or semester 1) and January (semester 2 classes only), lists with book number assignments will be turned into the principal's secretary.

The teacher will examine all texts returned at the end of the course to confirm the condition of the material and to bring to the attention of the administrator in-charge the damage of the material. The teacher should also verify the numbers of the texts to reaffirm the appropriate ownership of the material.

Teachers will provide a list of books that have not been returned or damaged to the main office by submitting a “Lost or Missing Book Report” with the names of the students, fine amount, and the types of infractions. If money is collected for lost or damaged textbooks by the teacher during the school year, please turn it in at the main office for deposit.

Basic Assumptions:

- a. It is the responsibility of each student to care for all loaned items.
- b. Any defacement, destruction or loss, accidental or intentional, must be paid for by the student.
- c. Hardback textbooks used on a daily basis for 180 days would have a normal life expectancy of five years.
- d. Age of book (as determined by the purchase date and not the copyright or publication date) is to be used to determine the book value.

Lost or damaged (so as to prohibit use):

- Student will pay current cost to replace the book

Books defaced but not destroyed:

- Student will pay current cost to replace the book

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.

COPYING

Teachers will be responsible for making their own copies on machines within the building. Teachers should make every effort to limit the number of copies.

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 the Google Apps as much as possible.

BRING YOUR OWN DEVICE (BYOD)

A Bring Your Own Device program is a wonderful way to support our students educational growth and help supplement meaningful teacher instruction through the use of technology. Teachers, it is your decision of when and how to implement BYOD.

The school ~~fully~~ supports a bring your own device (BYOD) atmosphere. **Students will need to register their device to connect to the BASD Wi-Fi for internet connection.** Students are expected to follow all rules set forth by the BASD Acceptable Use Policy and Internet Guidelines mentioned in this handbook and also any policies set forth by the classroom teacher in which the device is being used. Students who violate those guidelines are subject to disciplinary action and loss of privilege to bring personal electronic devices to school. In addition to these consequences, failure to comply with teacher requests will also result in a disciplinary referral for inappropriate behavior and/or insubordination.

If students do not adhere to the guidelines of BYOD or your classroom expectations where technology is involved, there are various consequences that Administration will employ as outlined in the student handbook. Please fill out a disciplinary referral for inappropriate behavior and/or insubordination.

Students and parents are advised that, as per the BYOD policy while in possession of their own device or while on school property, the Bellefonte Area School District is not responsible for any device or data loss, theft, damage or other associated costs of replacement or repair incurred during the school day or at home as a result of participation in this program, and further understand that Bellefonte Area School District Staff will be unable to store, support or troubleshoot student owned devices. The student will take full responsibility for the device and will appropriately secure all devices when not in use.

CHROMEBOOK 1:1

Students will be issued a Chromebook for educational use during the school year. Teachers are expected to utilize the Google Platform and other online resources in their classrooms in ways that they seem fit and appropriate with the Chromebooks. Students will be responsible for the care and responsible use of the machine. With proper documentation, students will be permitted to take their Chromebook home for school use and are expected to abide by the acceptable use policy at school and outside of school. Students are responsible to bring their Chromebook charged for use during the instructional day.

Students not using the device in accordance with the acceptable use policy will be subject to disciplinary actions. Misuse or neglect of the machine that requires repair will be charged to the student. A fee scale will be utilized to determine costs due to damages of their individually issued Chromebook.

If a student experiences technical difficulties with the equipment supplied by the District, there will be a support system in place to assist him/her. Students can visit the Student Office for assistance. Repairs will be handled as promptly as possible and a replacement device may be used if available. Students are still responsible for all work missed. For further clarification of rules governing this program, please refer to the Chromebook 1 to 1 handbook found on the high school website.

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.

PARKING

Each faculty member should display the proper parking permit in his/her vehicle(s) and park in the appropriate assigned parking space. Should a faculty parking spot be taken, please report the license plate to the main office and park in the Visitor Parking area until the issue is resolved.

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.

ADMINISTRATIVE DUTY (AD) GUIDELINES

If you have been assigned administrative duty on your schedule you are to do the following:

Check email leading up to the administrative duty period in case coverage assignments are sent to you. At the beginning of the AD period, report to/or call the main office to see if class coverage or administrative assistance is needed in a specific area, including the cafeteria. During the period, please sign the AD book in the main office.

If no coverage is needed, you will be provided with a walkie-talkie and asked to monitor the halls throughout the entire period checking the doors, restrooms and asking students for passes. Please report any problems that you may discover to the office. Upon completion of these duties, please report to study hall to provide support.

Additional responsibilities may be assigned during administrative duty periods. Please be flexible as each duty that is assigned is helpful to the safety and security of students and staff.

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 the 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 forty dollars (\$40.00) 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 seeking reimbursement of travel/conference costs shall submit requests on forms available via Script.

PASS USE

Gold passes – to be used before school, during class, or when a student is requested ahead of time to report to another teacher. When another teacher is requesting to see a student during a scheduled class period every effort should be made to make prior contact with the teacher who will be giving up the student in addition to using the gold pass. This also includes those students who need to make up tests and assignments during homeroom. *Gold passes are also required when students are removed from classes during homeroom, study hall, and before school.*

Electronic Passes--teachers may use email to serve as an electronic pass when requesting a student('s) presence. Teachers should send an email to the student(s). It is the student('s) responsibility to check his/her email and show the pass to the teacher to request permission to leave the classroom. An example of this procedure is requesting a student('s) presence during Raider Period to make up work/follow-up on class assignments.

It is imperative that all teachers report cuts, absences, and missing students to Administration and the Attendance Office.

CELL PHONES/PHONE USE

School phones are for school business and personal use should be kept to a minimum.

Teachers should use cell phones only during lunch and prep 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 or BYOD 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. **Documentation should be added to OnHandSchools as "notes."** **Documentation should be made using the resource shared by administration.**

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.

TUESDAY MEETINGS

One Tuesday each month is set aside for scheduled meetings/activities/training. These events will occur from 3:20 - 4:00 P.M. The scheduled meeting dates can be found on the BAHS Google Site. Attendance is mandatory. Head coaches are permitted to attend their practice, but assistants and volunteers should attend the meeting/activity. Head coaches should check with a colleague for content missed as they are still responsible.

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.

TOBACCO-FREE ENVIRONMENT

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

FIELD TRIP PROCEDURES

Board policy states that the curriculum shall be enriched by involving teachers, other adults, and pupils in field trips, cultural exhibits, and special programs as related to the courses of study and student interest. Field trips are intended to allow students experiences that provide them with insight, information, or knowledge that cannot be adequately developed through regular classroom instruction. Field trips, therefore, become an integral part of the curriculum and are as essential to the instructional process as textbooks, equipment, and other instructional devices, and teaching/learning strategies.

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

It shall be the responsibility of the planning teacher/sponsor to complete the process in **InfoFinder four (4) weeks prior to the contemplated trip**. The field trip roster should be sent via email (Google Field Trip Calendar posting) to the building faculty as well as submitted to the attendance office at least two (2) weeks in advance. It should also be submitted to a School Nurse at least two (2) weeks in advance. This will permit time for the CSN to review health records of those students attending the activity, as well as, make arrangements for medications or treatments when away from the building. It is understood that the roster will change within the two (2) week window and updates should be provided as necessary.

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

It shall be the responsibility of the teacher/sponsor to develop an instructional plan for each field trip and submit to the principal. Field trips that occur during state mandated testing will be approved at the discretion of the Superintendent.

Faculty members should reference the reference Board Policy 121.1 and 121.2 for overnight policies, if applicable.

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.

Cafeteria will close at 7:55 a.m. and will only open during lunch. NO student should be sent to the cafeteria during the school day for food and/or beverage.

There should be no open containers in the hallway.

~~Water only is allowed in classrooms.~~

When a party or reward is planned for a particular class, THE TEACHER MUST INFORM THE FRONT OFFICE, remove and dispose of all litter, and adhere to the following guidelines:

* Foods of Minimal Nutritional Value (FMNV) cannot be served as rewards in the classroom or other educational settings.

* No carbonated beverages can be served

Snacks not permitted: - Candy (composed primarily of sugar and artificial flavoring) - Candy-coated popcorn - Cotton Candy - Jellies (gum drops, gummi bears, etc.) - Licorice - Marshmallows - Mints - Popsicles	Sweet treats permitted during classroom celebrations/parties: - One piece of cake - One cupcake - One brownie - One piece of pie - One cookie - One small piece of chocolate candy - One ice cream treat - One jello treat
Acceptable Daily Snack Foods for the Classroom: - Vanilla Wafers - Fruit (fresh, canned, cups) - Animal Crackers - Goldfish Crackers - Cheese and Crackers - Graham Crackers - Gingersnaps - Snack mixes made with popcorn and whole grain cereal - Fig Bars - Raisins - Flavored Rice Cakes - Granola Bars - Whole Grain Cereal - Pretzels - Yogurt - Muffins (fruit or grain, low fat) - Bagels	- Peanut Butter on whole grain bread - Applesauce - Pudding - Carrot Sticks - Small Raw Vegetables - Fruit and Grain Bars - Triscuits - Low Fat Wheat Thins - Cheez-Its - Chex Mix - 100% Juice - Water - Low Fat or Nonfat Milk - Frozen Fruit Bars - Popcorn - Low Fat String Cheese

USE OF FACILITIES

When planning a school related function where you will utilize part of BAHS' facilities, a use of facilities form must be completed and submitted via FMX. 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 FMX request using their personal account. The main office will submit FMX requests for outside individuals/groups.

MANDATED REPORTING

If a student reports abuse to a staff or faculty member, the staff or faculty member must immediately report the abuse to a guidance counselor or, if a guidance counselor is unavailable, to an administrator. Staff and Faculty members should not interrogate the student or otherwise pursue additional information.

To make the report, the staff or faculty member who received the initial report from the student must call the guidance or main office immediately. It is appropriate in this situation to use the emergency extension for your building or guidance office when making the report.

The staff or faculty member who received and reported the initial student report must be present with a guidance counselor or administrator for the ensuing phone call to ChildLine/Children and Youth Services. Staff or faculty coverage will be sent so that the staff or faculty member who received the initial report can be present for the phone call to ChildLine/CYS to share all details of the initial report.

SECTION 2: INSTRUCTIONAL/CLASSROOM EXPECTATIONS AND INFORMATION

GRADE BOOK

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

At the end of each marking period (with the exception of quarter 4), all teachers must complete a verification sheet to Mrs. Winkelman to ensure all aspects of grades are intact and accurate.

WEEKLY GRADE SUBMISSIONS

All teachers are required to enter weekly grades via PowerSchool by 11:59 P.M. Thursday evening of each week (see Eligibility and Grades). When a new marking period begins, teachers should enter a grade and/or a "holding" grade (if no permanent grades are ready) to ensure that a blank gradebook does not export a blank 0 (zero) for eligibility.

ACADEMIC ELIGIBILITY

Student's eligibility to participate in athletics or extracurricular activities is determined every Friday morning. Teachers must have grades entered into their gradebook in Power Schools by 11:59 P.M. Thursday evening. It is likely that teachers will not have any grades to input for the first week or so of each quarter. If this is the case it is required that an "eligibility" assignment be created for each class, with a grade given.

BAHS/BAMS Extracurricular Eligibility:

- A. To be eligible for extracurricular activities, a full-time student must pursue a minimum four-year program as outlined in the Bellefonte Area High School Program of Studies.

- B. Eligibility shall be cumulative from the beginning of a grade period and shall be reported on a weekly basis as outlined by the Bellefonte Code of Conduct.
- C. A student is ineligible to participate if any of the following categories apply:
1. He/She has failed two or more courses
 2. He/She is not passing a minimum of five (5) credits or credit equivalent* (A student carrying less than five (5) credits must be passing all classes)
 3. He/She is not eligible to be promoted to the next grade
- D. The weekly ineligibility begins on the Monday of each week and lasts for seven days.

Group Category	Definition	Eligibility	Example Groups
Clubs / Performing Arts	Those who meet weekly/ monthly, during or outside of school day that do not fit athletic category below An <u>event</u> is defined to include, but not limited to the following: practices, meetings, rehearsals, trips, parades, activities, fundraisers, activities, and/or community service	<u>1st ineligible occurrence</u> - Warning week (student does not have to attend tutorial; can go to all club events as normal) <u>2nd week+ ineligible occurrence</u> -The student is required to attend academic tutorial for the week(s) identified as ineligible; the student may not attend <u>events</u> during the tutorial session; if a tutorial is missed at any time during the ineligibility period, the student may not participate in the next scheduled club <u>event</u> within that week. - If a tutorial is missed for a non-approved reason, the student must make up the tutorial session. The student must make up the missed session at the next tutorial session offered once the student is eligible. -Excuses, absences, and/or early dismissals from tutorial sessions must follow school attendance guidelines. -Weeks “reset” at the beginning of each marking period. Removal of participation is at the discretion of the advisor/club rules.	Marching Band, Indoor Groups, Theatre, FFA, FBLA, NHS, IM Sports, Student Council and the like
Athletics	Those who adhere to current athletic-academic eligibility which is aligned to	<u>1st ineligible occurrence</u> - warning week (student does not have to attend tutorial but may not participate in games because of PIAA rule) this includes an early	PIAA Athletics and Club Sports PIAA Athletics & Club Sports

	and/or exceeds PIAA standards	dismissal; not to be traveling with team; may join team on the sideline for home games. <u>2nd week+ ineligible occurrence</u> - the student is required to attend academic tutorial for the week(s) identified as ineligible; the student may practice after tutorial is completed; the student may not participate in games because of the PIAA rule and the student may not travel. -If a tutorial is missed for a non-approved reason, the student must make up the tutorial session. The student must make up the missed session at the next tutorial session offered once the student is eligible. -Excuses, absences, and/or early dismissals from tutorial sessions must follow school attendance guidelines. -Weeks “reset” at the beginning of each athletic season. Removal of participation is at the discretion of coach/team rules.	
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E. Any student who is not meeting the academic eligibility requirements – as outlined in letter C – at the end of a marking period, semester, or school year, or who is not eligible for promotion to the next grade level, will not be eligible for the first fifteen (15) days of the next marking period, beginning on the first day that report cards are issued. Ineligibility established in June will carry over into the next school year for PIAA groups.

F. The academic eligibility requirements apply to all students in the extracurricular program in grades 6 through 12 in the Bellefonte Area School District.

Credit Equivalent of 1 is given if the course meets for the equivalent of one full period during that marking period. Example: PE meets one period/day for one marking period and yields .25 credits. For eligibility purposes, this course would have a credit equivalent of 1 because it meetings one pd/day for the entire marking period.

Students in BeLA, Home School and the like will adhere to these guidelines and all parameters of school board policy for eligibility.

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.

DISCIPLINARY LITERACY

At Bellefonte Area High School, we focus on disciplinary literacy in all content areas. "Current thinking about content literacy places reading and writing in its rightful place, firmly rooted within each discipline. Each content-area teacher is responsible for showing students how to use discipline-specific literacy skills as tools for accessing content and incorporating reading and writing strategies only when they make sense

within the context of the discipline.”

-Releah Lent, *This is Disciplinary Literacy*

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 challenges 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:

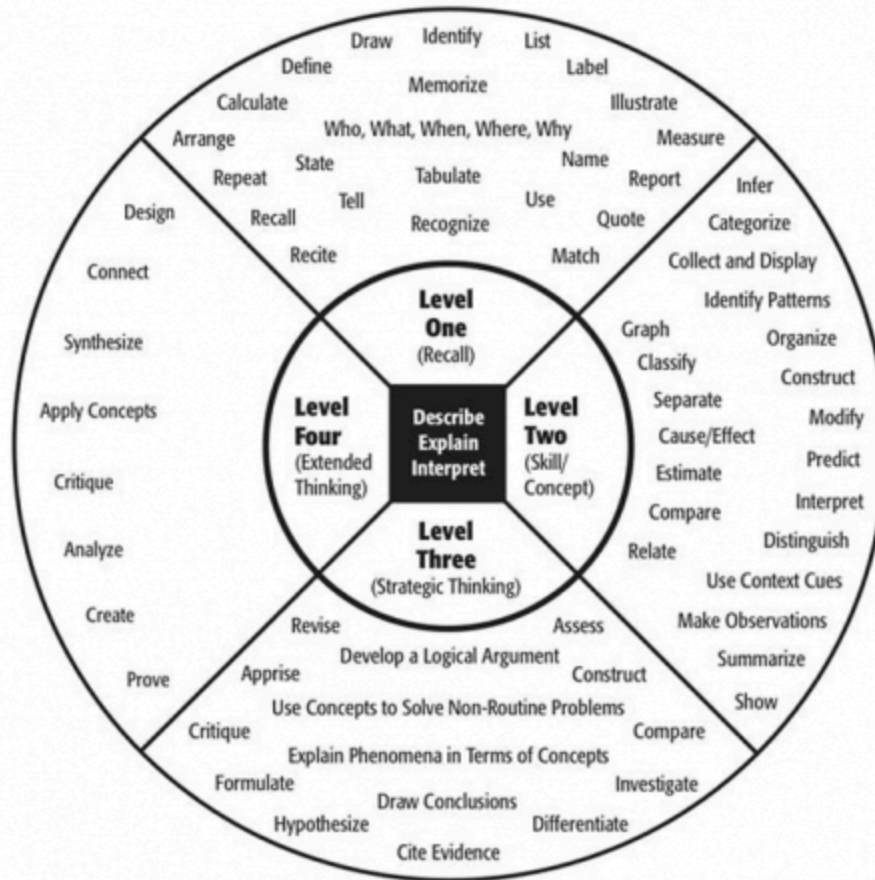
- **Engagement:** School engagement is essential towards building academic success and a positive school climate. Engagement in school is a process of events and opportunities that lead to students gaining the skills and confidence to cope and feel safe in the school environment. These events and opportunities 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 activities.
- **Environment:** School environment refers to the extent to which school settings promote student safety and student health. 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> (7/8/22)

WEBB'S DEPTH OF KNOWLEDGE

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

Depth of Knowledge (DOK) Levels



HOMEWORK

Homework is defined as any work planned or approved by the teacher to be completed by the student outside of the regular classroom without the immediate and direct supervision of the teacher. The teachers in the Bellefonte Area School District have primary responsibility for assigning, monitoring, and evaluating the students' homework.

When homework is assigned, teachers should:

- Know and follow the homework policy and guidelines of the Bellefonte Area School District.
- Make the purpose of the assignment clear.
- Ensure assignments are relevant.
- Provide accurate and fair evaluation of assignments in a timely manner.
- Review assignments prior to introduction of new material.
- Avoid homework, when possible, on holidays and weekends.
- Use homework as a learning tool, not a form of punishment.
- Assign both long-term and short-term homework assignments that require research and library skills.
- Notify parents if a student's performance on homework assignments is negatively affecting the student's grade.
- Consider the availability, accessibility, and cost of materials and technology necessary to complete the assignment.

Grade Level

9-10

11-12

Total Minutes Per Day for All Subjects

90-100 minutes

110-120 minutes

It is understood that students taking some academic courses at the postsecondary level may exceed the recommended time frames.

MAKE-UP WORK GUIDELINES

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

- It is the responsibility of the student, upon returning to school, to contact the teacher for all work missed and to complete that work; the students are to be given the same amount of time as the rest of the class to complete the assignment(s).
- If the absence is previously scheduled, it is the student's responsibility to make arrangements for missed assignments prior to the absence.
- It is the responsibility of each teacher to provide make-up work and all pertinent materials for absences.
- A student will be given a reasonable amount of time. Teachers may use their discretion to further extend the amount of time for make-up work.
- Assignments that were given in advance do not receive extended time unless there are extenuating circumstances.
- If a student fails to complete a test/assignment that has been rescheduled by a teacher due to absence, the grade automatically becomes a zero.
- If a student arrives late to school, he or she is responsible for contacting the teacher that day to reschedule any test scheduled.
- If a student arrives late to school, the teacher may require the student to hand in the assignment (previously assigned) by the end of that day or to allow the submission the following day.
- Failure of the student to contact the teacher may result in a zero grade at teacher discretion, however make-up assignments not submitted will result in a zero grade based on above timelines.
- The teacher should encourage the completion of missed work.
- Students are to be afforded the opportunity to make up all work missed during a suspension. Students are expected to complete the work teachers provide for suspensions and hand in upon their return. Teacher discretion may be utilized to grant extensions as seen appropriate based upon assignments. Zero grades may be assigned if the previous timeline is not met.

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.

FIFTY PERCENT GUIDELINE

In an effort to provide another safety net to our students, all students earning a grade below a 50% will be monitored.

If a student earns a grade lower than a 50%, they receive that grade as indicated on the report card. A contract will be created to give the student a chance to pass the course based upon realistic percentage goals for upcoming marking period(s).

1. Initiation of contract occurs directly after MP where student received less than a 50%
 - a. Can be initiated during MP 1, 2, and 3; exception for 4th MP due to contingency of next marking period and one not existing
 - b. A contract won't work for MP 4 mini, PE, other quarter courses;

- c. If it is a semester course, only viable in 1st MP or 3rd MP
- 2. Identification of students will be completed by the classroom teachers and/or guidance secretary who will run a report of students meeting this criteria
 - a. Students meeting this criteria will be disseminated to grade level counselor; however, the classroom teacher may also initiate contract
 - b. Grade-level counselor contacts teacher
 - c. Guidance be “keeper” of who has contracts so that accurate record keeping is in one place
- 3. Guidance and teacher discuss student and their need or usage/appropriateness of contract prior to a teacher or student meeting
- 4. Parent/Guardian contact by classroom teacher
- 5. Team meeting to create/explain contract expectations
 - a. Craft a contract where a percentage of growth for next marking period is required to change grade lower than 50 to a 50% for past MP
 - b. Create a percentage that is graduated/realistic; example, if a student has a 13%, contract would state a 73% for MP3 and 78% for MP4, instead of a 99% for MP3 which is likely to be unattainable
- 6. Progress updates on meeting the percentage goal three weeks into the new grading cycle. If the student does not meet the percentage criteria as stated in the contract, the contract is null/void.
- 7. Contracts can be implemented in more than one course within the same MP (one contract per course due to different percentages)
 - a. One time offer, can be multiple courses, but tied to one marking period; example – 30% in Physics MP 2, 14% in Algebra MP 3 would not be permitted, but if failed Algebra in MP2, this could be contracted.

CLASSROOM MANAGEMENT

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

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 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.

MENTORING PROGRAM

~~In order to address our students' ever-changing needs, we will be utilizing a Mentoring program at BAHS. This program is designed to build rapport with our staff and student body as we collaborate on various topics, including academic progress, student('s) strengths, needs and interests. There is a mentoring handbook and Google site to provide detailed information on this initiative.~~

STUDENT DRESS CODE

The students at BAHS are expected to adhere to a dress code that limits distractions to the educational environment.

Please see the below procedures for addressing student dress code violations:

1. When you address a student out of dress code, ask them to change. If they comply, email the student office the student's name.
 - a. If a student complies with the faculty member request, there is no discipline for this student. Their name is entered into the system as a warning.
2. If the student doesn't comply, email Student Office and Vice Principal to notify that it is a dress code violation where the student did not comply and then Administration will intervene.
 - a. This situation will involve disciplinary consequences for failure to follow teacher directions, and the incident will be entered into the system as well.
 - b. If the situation borders on insubordination/disrespect/inappropriate language, please include those details in the email to the office.
3. Keep in mind that you may ask a fellow colleague to address it if you do not feel comfortable addressing it with a student.
4. Keep in mind that some students do get embarrassed, so discuss with them one to one.

Each student who is reported regarding dress code will either be entered in PowerSchool as their first/only warning, or will follow the discipline code, per the handbook.

STUDENT PUBLIC DISPLAYS OF AFFECTION

If situations occur where students are being too affectionate towards each other, consider the following when addressing:

- Ask the students to maintain appropriate personal space.
- If students comply, there is no need to take further action.
- If students do not comply, please escort the students to the main office where Administration will intervene.
- Keep in mind, students may become embarrassed, but proceed with a professional and calm approach.
- If you do not feel comfortable addressing the situation, email the Student Office and Administration will address the situation with the students.

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.)

HOMEROOM GUIDELINES

Teachers should direct students to homeroom/the first period of the day after they have gone to their lockers.

Teachers are expected to show announcements to their homerooms. Students should sit quietly in their seats and watch announcements. When announcements are completed, students should remain seated until the bell rings.

Teachers not assigned to homeroom will monitor hallways, escort late students to homerooms or will be used for HR coverage by the main office.

STUDY HALL GUIDELINES

Study halls will be conducted in a traditional manner and in accordance with the following guidelines:

1. Students should report to study hall prepared to do school work. They should bring a chromebook, books, pencils, paper and homework assignments.
2. Study hall time should be devoted to the completion of assigned homework.
3. Student conversations are discouraged.
4. Games may be played by an individual student, alone, and in silence, once homework is completed with teacher permission.
5. Cellphones, electronic games, and similar devices are not appropriate for study hall.
6. No more than one student will be out of study hall area at one time, and only with a proper pass. Study hall teachers should maintain a sign out sheet with student name, destination, departure and arrival times.
7. All students will have assigned seats.
8. Feet should be kept on the floor and not on tables or chairs.

9. Students with “no pass” restrictions should not have permission to leave study hall. Privileges may have been revoked for disciplinary reasons and staff members are expected to honor such actions.
10. All trash is to be taken with the students at the end of the period and discarded in trash cans.

LUNCH DUTY GUIDELINES

It is important that teachers 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 place.
 - a. One staff member should be monitoring students as they go through the lunch line. Once students are all through the line, they should move to the cafeteria to supervise students.
 - b. One staff member should supervise students in the cafeteria at all times.
 - c. One staff member should position themselves near the entry/exit for the cafeteria and assure that students are signing out and returning to the cafeteria.
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. Dismiss students on time.

Students should start being dismissed about **three minutes** prior to the end of the lunch period. After half of the students have been dismissed, stop for a moment to let the halls clear prior to dismissing the second half of the group.

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
- Limiting the number of students who are permitted to leave the cafeteria to use the restroom.

DETENTION/SATURDAY DETENTION GUIDELINES

Teachers are expected to monitor students during the detention periods which include:

- If students are late, do not admit them to detention; contact parents and notify administration the following day/Monday.
- Accurate attendance should be taken and reported the Student Office
- Absolute silence should be enforced
- Sleeping is not acceptable at any time
- Students and teachers should remain at the detention location for the entire period (unless during restroom break during Saturday Detention)
- Students should be actively working on school assignments or silently reading.
- Computer use is permitted if closely monitored by the teacher and the work is directly related to a school assignment
- Students may not bring/use personal electronic devices. If a student possesses one of these items (i.e. cell phone) please collect that item for the duration of detention and return prior to sending the student home
- Students are permitted to bring water; but no other snacks/beverages are permitted

- Teachers are expected to circulate the area as necessary to ensure students are meeting expectations.
- Restroom breaks are at the discretion of the detention teacher
- If a student is uncooperative or does not follow working guidelines/student code of conduct, contact parents and send the student home; notify administration the following day/Monday.
- In the case of an emergency or severe situation, call 911 (do not dial 8888 on weekends because no one is in the office at this time) and contact administration via cell phone

DATA TEAMS

BAHS will work in teams/departments to analyze student data in data teams. Data Teams are 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 BAHS 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

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.

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.

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

	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:	<i>Governor's Gates Apt buildings</i> <i>Pleasant Gap Elementary School</i> <i>Continental Courts (playground pavilion)</i> <i>Marion-Walker Elementary School</i> <i>Citizens Fire Company</i> <i>Pine Glen Fire Company</i> <i>Snow Shoe EMS</i> <i>Wingate Elementary</i>
YMCA Soup Drive-Through for Seniors and Veterans	Bald Eagle Valley Community United Methodist Church every Monday from 12:00pm to 1:00pm Trinity United Methodist Church every Monday from 12:00pm to 1:00pm	
<u>Safety & Mental Health</u>	If you or someone you know is in immediate danger, please call 911	
988 Suicide and Crisis Lifeline.	Available 24 hours. Languages: English and Spanish	
Center for Community Resources	(Walk-In, Phone, and Mobile services remain unchanged) Open 24/7	Call: 1-800-643-5432 Text: 63288 2100 E. College Ave. State College PA 16801
National Domestic Violence Hotline	Available 24/7	Call: 1-800-799-7233 or 1-800-799-7233 for TTY Web: https://www.thehotline.org/
National Helpline - Substance Abuse and Mental Health Services Administration	Available 24/7	Call: 1-800-662-HELP (4357)
Centre Safe, formerly Women's Resource Center	(counseling, advocacy, shelter, and other support related to domestic violence or assault) Available 24/7	Call: 814-234-5050 Web: www.centresafe.org
Centre Helps	(24 hour hotline and basic needs case management) Available 24/7	Call: (814)-237-5855 Web: https://www.centrehelps.org/
<u>Childcare</u>		
• YMCA of Centre County (Available for children of essential employees)	Bellefonte and Moshannon Valley Branches	If you are an essential employee and are interested in utilizing this type of service or would like more information about it, please contact Liz Toukonen at ltoukonen@ymcaocc.org. In your message, please specify the age(s) of the child(ren) in need of care and when you would need care to begin.

<u>Housing & Utility Assistance</u>		
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	

DIABETES MANAGEMENT

An effective program of diabetes management in school is crucial to:

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

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

EMERGENCY PHONE NUMBERS

Emergency Only	8888
Mr. Fedisson	8506
Mr. Caruso	8507
Dr. Lee	8505
Nurse	8550
Guidance	8520
SRO	8105
Probation	8541

EVACUATION AND LOCKDOWN DRILLS

Fire drills, severe weather drills, earthquake drills, evacuation drills, and lockdown drills will be held throughout the school year. Should a designated exit be blocked, either by fire or other obstruction, teachers will have their students exit by the nearest unobstructed exit.

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

Teachers must take their safety bag for each drill/evacuation.

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.

Emergency Number:

*Dial **8888** if there is an emergency to report. This will ring every phone in the office.*

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.

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 such as assemblies, pep rallies and the like.

ACT 55 REQUIREMENTS

Act 55 of 2022 mandated school safety-related training for all Pennsylvania public school employees. Section 1310-B of the PA Public School Code requires that all school entities provide employees with two hours of mandatory training on any combination of one or more of the following topics, based on the needs of the school entity and aligned with training standards adopted by the School Safety and Security Committee (SSSC):

- Situational awareness.
- Trauma-informed approaches.
- Behavioral health awareness.
- Suicide and bullying awareness.
- Substance use awareness.

In addition, school entities must provide employees with one hour of annual training that addresses emergency training drills (including fire, natural disaster, active shooter, hostage situation and bomb threat) AND identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community.

ONE-ON-ONE WITH A STUDENT

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.

MAINTAINING PROFESSIONAL ADULT/STUDENT BOUNDARIES

All adults shall be expected to maintain professional, moral and ethical relationships with district students that are conducive to an effective, safe learning environment. For more information, see Board Policy 824: <https://go.boarddocs.com/pa/bellasd/Board.nsf/Public?open&id=policies#>

BUILDING SECURITY

Teachers 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 USAGE AFTER HOURS

Faculty/staff wishing to use the school's facilities in the evening must complete a FMX request, and verify any conflicts with the secretary in the Main Office. During evening practices, rehearsals, etc. 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 ThrillShare 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.

DISCRIMINATION/TITLE IX SEXUAL HARASSMENT AFFECTING STUDENTS

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

DISCRIMINATION/TITLE IX SEXUAL HARASSMENT AFFECTING STAFF

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

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.

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.

Guidelines for reporting harassment are included in BASD Board Policy #248.

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 Thomas Lannen IPM Coordinator, at (814) 355-4814, extension 3006

SECTION 4: ACADEMIC INFORMATION

GRADING PROCEDURES

It is important for students to be made aware of the system you will be using for grading and of their academic standing in your class. The use of rubrics is strongly encouraged.

BAHS will use the following grading system:

<u>Percentage Grade</u>	<u>Letter Grade Equivalent</u>	<u>Weighted Percentage Grade</u>
90% - 100%	A	94% - 107%
80% - 89%	B	83% - 95%
70% - 79%	C	73% - 85%
60% - 69%	D	
Below 60%	F	

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

The following items should be considered when determining grades:

- Homework
- Class discussion
- Projects
- Quizzes, tests and exams

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

Grades of students will not be lowered/changed due to disciplinary or behavioral reasons.

KEYSTONE EXAMS

Keystone exams will be administered in Algebra 1, Biology and Literature as end of course exams and mid-year for non-proficient re-testers. This is our measurement to determine our School Performance Profile (SPP). Pennsylvania is planning to eventually move to assess proficiency in the subject areas of Algebra I, Algebra II, Geometry, Literature, English Composition, Biology, Chemistry, U.S. History, World History, and Civics and Government via additional Keystone Exams in the future. Utilize this address to review additional and timely information on Keystone Exams:

<http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/Keystone-Exams.aspx#VYrt6RtViko>

ACT 158 STATE GRADUATION REQUIREMENTS

In accordance with Pennsylvania's Act 158, beginning with the graduating Class of 2023, students must

meet one of the following graduation pathways to meet the graduation requirements.

Pathways to Graduation (Class of 2023 and beyond)

- Keystone Proficiency Pathway
- Keystone Composite Pathway
- Alternate Assessment Pathway
- Evidence-Based Pathway
- CTE Pathway

Note:

Included in Act 158 is a requirement for students to pass their Keystone content course during the school year. As a result, summer school will no longer be offered for the following courses: Algebra 1, Common Core Algebra 1, Common Core Algebra 1 Part 2, Biology, Biology-College Prep, English 10 Academic or English 10 Accelerated. If a student fails one of the above courses, they will have to retake the course in a subsequent school year.

For more detailed information on Act 158 requirements please visit the website below:

<https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/GraduationRequirements/Act158/Pages/default.aspx>

REPORTING PUPIL PROGRESS

All student assessment activities should focus on enriching student growth and performance. No single assessment tool should suffice as evidence of level of performance. Students should be presented with varied opportunities to demonstrate proficiency using multiple assessments. Authentic assessment is encouraged. Any evaluation of student work should provide feedback to allow students the opportunity to assess their work effectively and should also be used to guide instruction. Rubrics should be developed and given to students with assignments when applicable.

The primary responsibility for the assessment of student performance and progress lies with the classroom teacher. The grade given to each student shall be the grade determined by the individual teacher of the course. Changing student grades, particularly final grades, is not a matter to be taken lightly, and no grade shall be changed unless the teacher is given the opportunity to offer an explanation for the grade. The final determination to change a grade shall be made by the Principal unless the matter is appealed to the Superintendent who will meet with all parties before a final determination is made.

Assessment at all levels should meet appropriate technical standards of reliability and validity, should be developmentally appropriate and responsive to equity issues for all students without lowering standards, and should promote school and teacher consistency in assessing children in a fair manner.

The Board approves the establishment of a system of reporting student progress which shall include the following procedures:

- A. A statement of goals, objectives and requirements of each course should be developed and provided to the students for evaluation purposes. This material should include the elements that will be used to establish report card grades.
- B. It is the student's responsibility to keep up with the work and to ask the teacher about his/her progress.
- C. It is the teacher's responsibility to notify first the student, prior to notification of the parent/guardian, when the student's class average falls below a C.

- D. Elective courses should be defined and described so that students and parents know the content and requirements prior to course selection.
- E. Progress reports shall be mailed or emailed to parents/guardians of all students whose course grade is below a C. These progress reports are to be sent midway in the marking period as directed by the building principal. If a student's performance declines sharply, reasonable effort must be made to contact parents/guardians before report cards are issued. All contacts must be documented.

AS SOON AS A STUDENT APPEARS TO BE IN DANGER OF FAILING PARENTS ARE TO BE INFORMED. The parents/guardians of seniors will be informed at the end of each marking period of failing or incomplete grades in any subject that is required for graduation.

INCOMPLETE GRADE PROCEDURES

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

HONOR ROLL CRITERIA

Students will be recognized at the end of each nine weeks grading period for outstanding work based upon course weighted grades. The following criteria will be used to determine these honors:

Distinguished Honors:

- Grade Point Average of 95% - 100%
- No failing grades

High Honors:

- Grade Point Average 91% to 94%
- No failing grades

Honors:

- Grade Point Average of 85% - 90%
- No failing grades

In order to be eligible for Honor Roll consideration, incomplete grades must be made up within five days after report cards have been distributed. A student with an incomplete grade after the five days will be ineligible from Honor Roll consideration. All incomplete grades must be made up within 10 days after report cards have been distributed.

MIDTERM AND FINAL GRADES

Midterm and final exams are integral parts of a course of study. Each is required to be developed and implemented by all teachers in all subject areas and completed by all students. The following regulations will govern final and midterm exams, assessments, grading, etc:

- The final grade is the result of the cumulative average of a student's four quarter grades and his/her performance on both the midterm and final examinations. An assessment is to be given at the midpoint and at the completion of every course, both semester and year-long. Quarter length courses will have a final assessment, but the midterm assessment may vary in delivery in comparison to courses of a longer length.

- The midterm assessment and the final assessment each stand alone with the midterm assessment counting for 10% of the final grade and the final assessment accounting for another 10% of the final grade. The actual grade for the midterm and the final assessment will each be printed on the report card. Quarter length courses may not have this type of weight for final and midterm assessments. The nature of the final assessment may vary. Various means of assessment, where appropriate, are strongly encouraged, but in all cases, the midterm and final assessments must evaluate mastery of the minimum competencies expected upon completion of the course, as well as mastery of PA academic standards/assessment anchors and/or National Standards.
- All midterm and final assessments must be submitted to the Principal for review and approval within at least two weeks of the intended date of administration.
- All students in AP courses are expected to take the national AP exam in the respective subject areas. Those students who choose to take the national AP exam may be exempted from the local final assessment, with their final course grade being the average of their percentages for each of the four marking periods and their midterm grade. AP students who take the national AP exam may also choose to take the local final assessment with the option of including it as 10% of their final course grade, or exempting it, with their final course grade being the average of their percentages for each of the marking periods and the midterm, whichever is higher. Students who do not take the national AP exam are required to take the local final assessment which will account for 10% of the final course grade.

PARTICIPATION GRADING

Teachers are encouraged and/or should use discretion when applying a participation grade to a student's overall marking period grade. Teachers should keep in mind that a "participation grade" will look different in each classroom and should apply what fits best to their teaching style and content and that is fair for all students. Teachers should use discussion in curriculum writing regarding how they, as a department, view participation grading.

NHS TUTORING SERVICE AND OTHER TUTORING OPPORTUNITIES

Teachers, if students are in need of additional support, please consider the following options to assist your students in addition to the help you provide:

NHS tutoring services - explained below; Contact Guidance or NHS advisor

Content Specific Tutors - All four content areas are offered a different evening after school; students do not need to sign up, just attend. **Other tutoring opportunities are available before school and during lunch.**

The National Honor Society will work in conjunction with the Guidance Department to provide tutoring to individual students. Tutorial assistance can be initiated upon request.

The intent of this service is to provide supplementary assistance to those students desirous of assistance beyond that which can be reasonably provided by individual teachers. Assistance is provided by capable students during study halls, or before and after school to students in need of help.

The entire program will be coordinated through the Guidance Department. It will be a voluntary program. Students who desire to be tutored by NHS members must initiate the request through their counselor. Before the service is arranged, the teacher will be contacted for approval and advice.

REPORT CARDS

When a marking period ends, the faculty will be given a period of time to finalize and input all grades into their grade book. When grades have been completed, contact the guidance secretary, who will print out a

Grade Verification Report. This is a listing of students in each of the teacher's classes, their grade, percent, and any comments that will appear on the report card. Review this report for any irregularities or mistakes. When all grades are correct, sign the report and return it to Guidance. Please see the guidance secretary for more detailed instructions on how to override grades.

TEACHER-GUIDANCE COMMUNICATION

If a teacher is concerned about a student's behavior or academic progress on a routine basis, the first contact with a parent should be made by a teacher. If the behavior does not change, and academic concerns continue, and teachers would like a guidance counselor and/or school psychologist to attend a parent-teacher meeting, please contact the appropriate counselor and/or psychologist. When you make the contact, please include information about the reason for the meeting as well as what interventions may have been tried with the students prior to the meeting.

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

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

SUSPENDED STUDENTS

A suspended student has the legal right to make up their work and tests. This is mandated by the Pennsylvania Department of Education. If the work is not made up in the specified time period, convert the work missed to a failing grade.

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

SECTION 5: STUDENT ATTENDANCE

CLASS CUTS

The first few minutes of each period should be devoted to attendance. Teachers are expected to carefully check the names of students who are absent and checklists provided (i.e., field trips, testing, athletic events).

Teachers should verify with the student when he/she arrives in class again and confirm if the student absent actually cut. The student should be informed of your classroom rules regarding class cuts and the consequences for this behavior. If a student is ten (10) minutes late to class without a pass, it is

considered a class cut and should be marked as UNV in PowerSchool. Teachers are requested to call the student's parents and inform them of their child's behavior and consequences. All class cuts should be reported to the Vice Principal for disciplinary action via accurate PowerSchool attendance.

Teachers, please be mindful that a class cut on a double period day is the equivalent of cutting two periods. In addition, please be mindful of updating attendance after the first 10 minutes for any students who might have arrived with/without a pass.

IT IS IMPERATIVE THAT ALL TEACHERS REPORT CUTS, ABSENCES, AND MISSING STUDENTS TO THE APPROPRIATE VICE PRINCIPAL. If an attendance pattern is noticed with a particular student, please notify the appropriate VP/Guidance.

STUDENT TARDIES

Be consistent in marking students tardy when they are late for your class. This will help everyone throughout the building. All tardies are to be reported period by period. If a student is originally marked UNV (Unverified) in PowerSchool and shows up without a pass in the first ten (10) minutes, please mark this student UTD (Unexcused Tardy).

STUDENT ATTENDANCE PROCEDURES

Students should not be permitted to abuse attendance regulations. Thus, the following procedures will be followed:

- When a student who has been absent returns to school, he/she will turn in their excuse to the Attendance Office.
- A uniform determination of the status of the absence will be made, and the parental excuse filed in individual folders.
- Roll should be taken at the beginning of each class and electronically reported to the attendance clerk. Students returning from an absence are required to show each teacher their admit slip.
- Students will be given the amount of days that they were absent to make up work from absences such as illness, appointment, medical, etc. (not including school trips/field trips). Teachers should use good judgment and common sense in unusual cases of lengthy absence. If the work is not made up in the specified time, convert the grades to failing. Remember that every effort should be made to have the students make up work missed.
- Please make sure all tardies and absences are reported electronically. In addition, keep in mind if a student arrives late with a pass to your classroom, remove any UNV or UTD markings from their attendance record.
- Students should not be dismissed from class early to go to lunch.
- Control the dismissal of students. Students should not line up in front of the door before the end of the teaching period.
- Make your rules known to your students and be consistent when applying them.

START ON TIME PROCEDURES

To start on time:

1. All teachers should be outside at their classroom doors between classes.
2. At the bell, classroom doors should be closed and locked.
3. Attendance must be taken within the first ten minutes of class. Keep in mind that during period 1 and 3 on block days, attendance must be taken twice to account for HR attendance and class attendance.
4. All teachers are to have an opening routine which will engage the students while teachers take roll. Bell ringers, agendas and objective(s) with standards/anchors should be clearly posted.

SECTION 6: STUDENT ACTIVITIES

SCHOOL-WIDE POSITIVE SUPPORT (RAIDER REVOLUTION)

This effort is designed to encourage and support student behavior which will result in a safe environment that promotes student learning. By targeting instructional design and delivery, classroom and entire school arrangement, and classroom and entire school rules and procedures, a significant number of school-wide behavioral problems can be precluded leaving staff with fewer individual student behavior problems to manage and increased instructional time.

School-wide Rules

**Respect
All
Individuals
Demonstrate
Excellence
Responsibility, and
Safety**

School-wide Rules and Procedures will be taught to all students during the first week of school via classroom teachers and other staff members. It is not enough to expect appropriate behavior. To see a measurable change, students should be taught and in some cases re-taught the acceptable behavior.

School-wide rules will be specifically targeted through the implementation of a school-wide positive reinforcement plan. Students can earn rewards for demonstrating positive behaviors and receive consequences for negative behavior. Rewards and consequences are intended to be visible and consistent to bring about positive changes across an entire school setting.

School-wide rules and reinforcements of rules need to be implemented by all employees—teachers, aides, substitutes, cafeteria monitors, cooks, custodians, etc. Teachers and students will collaborate to implement and utilize strategies to increase the targeted positive behaviors. All staff will have access to Raider Shout Outs! to recognize students for positive behavior. This should be done frequently and immediately to reinforce the behavior. Everyone needs to look for opportunities to reward students who are “caught” doing the right thing. The use of a Raider Shout Out is to reward the students and also to keep the adults in a positive and proactive frame of mind.

Staff who have connections to “goods” and service industries are encouraged to contact a SWPBS committee member to assist in procuring donations for the ticket raffles and awards.

DANCES/PROMS

Each Board-approved student activity organization is permitted to schedule one dance per school year. A dance approval form must be obtained from the main office, completed, and submitted to the Principal by the advisor at least four weeks prior to the scheduled dance. Please refer to the Student Activity Handbook for specific guidelines.

Please pay special attention to guest registration. Students must pre-register guests in the Student Office prior to the date of a dance. Students younger than 9th grade are not permitted to attend high school dances. Anyone 21 years of age or older is not to be permitted to enter a dance as a guest. No guests will be signed in on the night of the dance.

Students must be present during the school day in order to attend a dance after school. In addition, any student who was suspended or placed in any alternative program for disciplinary reasons on the day of the dance or the day prior to the dance may not attend. Also, once a student or guest leaves a dance neither

will be permitted to return. All school rules apply to students and guests who attend the dance. This includes end-of-the-year formals. It is the responsibility of the activity advisor to check the daily attendance sheet and end-of-the-day report and comply with these rules.

CLUBS AND FINANCES

Due to the large number of extracurricular, school-sponsored organizations that exist (e.g., LaBelle, FFA, Drama, etc.), there are numerous fund raising activities throughout the year. Please see the main office for the proper forms for fundraisers. ALL FUNDRAISING ACTIVITIES MUST HAVE PRIOR APPROVAL THROUGH THE PRINCIPAL. This will help to avoid duplication and competition among groups. Additionally, it is board policy that only two (2) fundraisers are permitted per school year when students are used to solicit. It is not acceptable to use parent booster organizations as a front to circumvent these school fundraising policies. For detailed guidelines, refer to the Student Activity Handbook.

Also keep in mind that fund raisers must follow the Nutrition Guideline Administrative Regulations including selling only non-food items or nutritious food items.

Please remember that all area schools and community groups are also conducting fundraising activities. Community residents are constantly being asked to purchase items from all of our buildings.

On the few occasions when teachers need to handle money directly, no money is to be left in the teacher's desk or in student lockers. All money must be turned into the Main Office by the end of the school day. Checks for various groups will be issued by the Business Office on a weekly basis. Vouchers, accompanied by a bill and a description of the purchase, must be turned into the main office. Please do not place money on desks in the Main Office.

Bellefonte Area High School

Classroom Media Permission Form

Date: *INSERT DATE*

Dear Parent/Guardian:

INSERT A DESCRIPTION OF THE RATIONALE FOR SUPPLEMENTAL MEDIA AND HOW IT IMPACTS/ENRICHES YOUR INSTRUCTION.

Media (films, clips, downloads, etc.)

Title:	Rating:	Clips or Entire Media:
<i>Example: Schindler's List</i>	<i>PG 13</i>	<i>Edited clips</i>

*****This chart should include all media you plan to use during your course(s)******

Please indicate your permission on the lines below:

____ Yes, I give permission for my son/daughter to watch edited clips or entire media selections of the above listed media options.

____ No, I do not give permission for my son/daughter to watch edited clips or entire media selections of the above listed media options.

Parent/Guardian Name (printed): _____

Parent/Guardian Signature/Date: _____

Student's Name: _____

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.