Board of School Directors

Tuesday, July 14, 2026 7:00 PM
Middle School, 100 N. School Street, Bellefonte, PA 16823

1.	**Executive Session**	
2.	**Opening Items**	
2.1.	Call to Order	
2.2.	Pledge of Allegiance to the Flag	
2.3.	Roll Call	
2.4.	Approval of Agenda	
3.	**Comments from the Public**	
4.	**Presentations/Discussions**	
4.1.	BAHS TSI Plan	**Speaker(s):** Mr. Fedisson
4.2.	School Handbooks	**Speaker(s):** Principals
5.	**Approval of Minutes**	
5.1.	Approval of Minutes from the June 30, 2026 meeting.	
6.	**Reports**	
6.1.	Legislation	**Speaker(s):** Mrs. Smith
6.2.	Superintendent's Report	**Speaker(s):** Dr. Rakszawski
7.	**Treasurer's Report**	**Speaker(s):** Mr. Bean
8.	**Authorization to Pay Bills**	
8.1.	Board Bill List	
9.	**Investment Report**	
9.1.	Investment Reports	**Speaker(s):** Mr. Bean
10.	**Personnel**	
10.1.	Retirements/Resignations	
10.2.	New Hires	
10.3.	Extra Duty/Extra Pay	
10.4.	Leave Requests	
10.5.	Volunteers	
11.	**Educational and School Activities**	

11.1. Slippery Rock University Uniform Clinical Training Agreement

11.2. BAHS TSI Plan

11.3. High School Exchange Student

11.4. Nittany Learning Services - Middle School Intervention

12. **Finance**

12.1. Clear Investigate

12.2. Rogers Stadium Track Maintenance

13. **Items Removed from Consent**

13.1. HRG Payments

13.2. Sitelogiq

13.3. Bellefonte Elementary Construction Payments

13.4. Jessica Quinn-Horgan Law Office

13.5. New Hire Approvals

13.6. Board Ad-Hoc Branding Committee

13.7. Action On Personnel Issue

13.8. Roof Repairs

13.8.1. Solar Panels

14. **Items for Future Discussion**

15. **Adjournment**

15.1. Meeting Adjournment

16. **Executive Session**

Targeted Support and Improvement Plan
Bellefonte Area High School
July 2026

Steering Committee:
Mike Fedisson, Principal
Katrina Lee, Vice Principal
Andy Caruso, Vice Principal
Jennifer Butterworth, Director of Special Education
Jamie Smith, Assistant Director of Special Education
High School Department Chairs
District Instructional Coach
BAHS Parent Council
Superintendent's Student Advisory Committee

Areas of Focus:

- Students with Disabilities subgroup
  - Achievement in ELA and Math
  - Growth in ELA and Math
  - Regular Attendance
  - Career Standards Benchmarks

Indicator	BAHS Score	Cut Score	Benchmark
Achievement: Math and ELA combined *11th grade cohort* *Keystone and PASA*	14.06% *(from '24-'25)*	At or below 21.4%	Percentage of students that passed the Keystone Exam
Growth: Math and ELA combined *All testers administered a Keystone in '24-'25*	-2.17	When below 0 PVAAS	Percentage of students that met expected growth
Regular Attendance *All students with disabilities*	60.49% *(from '23-'24)*	Below 74.87%	Percentage of students enrolled at least 50% of days and in attendance at least 90% of those days
Career Standards Benchmark *11th grade cohort*	76.47% *(from '24-'25)*	Below 87.4%	Percentage of students completing all eight (8) artifacts related to Career and Work Standards

Data Review:

- Future Ready PA Index
- Student Performance Data
- PA Essential Practices for Schools
    - Results
- Fishbone Diagram Exercise: Factors and Causes

Summary of Strengths and Challenges:

Select 2-4 challenges as priorities for our improvement plan. Add a root cause for those priorities.

Challenges	Discussion
Assessments: we have some common assessments and benchmark assessments. However, moving benchmark assessments to content courses can increase buy-in from students and create more relevance for content teachers.	First, we found that it was important to switch from MAP benchmark assessments to CDTs or Firefly. These assessments have a predictive model that aligns to Keystone Exams. Further, moving our testing practice from homerooms to content classes allows teachers to help students make meaningful connections to their data and achievement.
While we have common planning time for teachers, we could improve time for more teachers to work together across content areas and spend more time analyzing data and planning instruction.	
We have instructional coaches in our district. We could utilize them to help with data collection and analysis.	While we have data points from MAP assessments and classroom common assessments, teachers feel they have little time to analyze the data. Utilizing our instructional coaches can help give teachers more time to focus on interventions from the data.
Planning time following curriculum writing cycles to review and update curriculum between writing cycles.	
Expanding data teams to include other staff and board members to best understand our challenges and increase communication with families.	Students and families may not see the connection between school attendance and success outside of the classroom. We need to be more consistent with our expectations for students and communicate that to families along with providing the necessary supports for student attendance.

Students can be highly motivated only by grades.	

Strengths	Discussion
Curriculum alignment to standards. With this in place, we can look more closely at student data and determine which skills/standards are being addressed well and which need more attention.	Curriculum alignment is becoming a strength. By eliminating gaps and overlap, individual teachers and courses can focus on specific skills and interventions.
There are many opportunities for staff to join committees and have shared leadership. This can create buy-in from staff in identifying needs and working to implement and monitor effectiveness of interventions. We also have a collaborative environment that would support risk-taking and leadership.	We have a culture where teachers are empowered to join committees and have a voice in the direction of our school. Adding teachers to our district data teams will provide an opportunity to share data vertically.
The school has a budget that would allow for necessary materials and training for students and staff.	Resources are available for professional learning and resources such as testing platforms, instructional coaches, and training.
There are a variety of course offerings to help meet students at their learning level. Additionally, other supports for academic, social, and emotional wellbeing are in place.	There are a variety of course offerings to meet students' learning needs. Programs like CTC offerings and AP/Dual Enrollment courses provide choice and motivation for students.
We offer a variety of pathways for professional learning and monitoring of its impact.	Our professional learning model has teacher and staff input. After each session, feedback is collected from all participants and analyzed by the committee to plan future sessions.

Priority Challenges:

Priority Challenges	**Priority Statements**
Assessments: we have some common assessments and benchmark assessments. However, moving benchmark assessments to content courses can increase buy-in from students and create more relevance for content teachers.	We must change our assessment structure by embedding benchmark and common evaluations directly into regular content courses rather than utilizing isolated testing environments. Changing this structural practice will better support educators by making assessment data immediately relevant to their daily instruction, while simultaneously increasing student buy-in by anchoring tests within their familiar learning environments.
Expanding data teams to include other staff and board members to best understand our challenges and increase communication with families.	We must expand our data team to include chronic absenteeism. Adding this layer will better support our educators in accurately diagnosing attendance barriers and will better support parents and guardians through proactive communication that reinforces the critical role daily attendance plays in long-term student success.

Goal Setting:

ELA/Math/(Biology)

Measurable Goal:

Ninety percent (90%) of students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline assessment to the end-of-year assessment.

Target Quarter 1	Target Quarter 2	Target Quarter 3	Target Quarter 4
100% of students will complete the benchmark assessment and create growth goals.	90% of students will meet their individual growth goal.	90% of students will meet their individual growth goal.	90% of students will meet their individual growth goal.

Regular Attendance

Measurable Goal:

By the end of the 2026-2027 school year, 90% of students will demonstrate regular attendance.

Target Quarter 1	Target Quarter 2	Target Quarter 3	Target Quarter 4
By the end of the first quarter, 98% of students will demonstrate regular attendance.	By the end of the first quarter, 95% of students will demonstrate regular attendance.	By the end of the first quarter, 93% of students will demonstrate regular attendance.	By the end of the first quarter, 90% of students will demonstrate regular attendance.

Action Steps:

- Classroom teachers will conduct the ELA/Biology/Algebra CDT three times during the 26-27 school year.
- Benchmark data will be collected at the beginning of the 26-27 school year using an initial CDT assessment followed by two additional rounds of assessing students using the CDTs based on the approved assessment calendar.
- Administration will hold tri-weekly data meetings for Keystone course teachers to analyze common and summative assessments and refine instruction.
- Provide professional learning opportunities for staff and conduct ongoing learning walks to ensure effective strategies are being used in the classroom, with specific training provided for ELA/Biology/Algebra.
- Provide professional learning to assist teachers in developing individual action plans for students falling behind and provide academic tutoring, Tier II support groups, and alternate scheduling as needed.
- Consistently draft and display learning objectives in student-friendly language at the start of each lesson.
- Implement a structured formative assessment—such as an exit ticket, quick check, or digital poll—at the conclusion of every lesson to collect concrete evidence of student comprehension.
- Model effective goal-setting and formative assessment strategies during monthly Extended Tuesday meetings or faculty sessions.
- Provide information to families (and students) that includes total number of days missed and types (exc, unv, ill, med) at the midpoint of each quarter and at the end of each quarter.
- During Tier 2 data meetings identify students at risk (lower than 90%) and utilize staff (social workers, counselors, SRO, AEP, case managers) to provide specific and targeted intervention. Utilize Check and Connect framework.
- Increase administrative visibility during morning arrival to monitor tardies and increase accuracy in tracking students who are regularly late to school.
- Provide quarterly incentives for students who have 90% attendance or higher.
- Communicate attendance data by grade level to all staff through bi-weekly data newsletters.
- Implementation of 9th Grade Academy–monthly lessons targeting specific skills needed for successful transition to high school. Monthly themes will be incorporated into classes for all grades to reinforce skills. Student ambassadors will provide support for 9th grade homerooms. (Technology and Teamwork, Organization, Self-Advocacy, Stress Management, Giving Back (Service), Study Skills, Perseverance, Time Management, Test Prep)
- Expanded tutoring opportunities: addition of AM math tutoring during S2 of ‘25-’26 SY. Additional tutoring available during lunch mods during ‘26-’27 SY

Bellefonte Area Middle School

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

Faculty Handbook 2026-2027

Revised 7/26
www.basd.net

Bellefonte Area Middle School
Faculty Handbook
2026-2027
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WELCOME

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

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Bellefonte Area Middle School
100 North School Street
Bellefonte, PA 16823
Telephone: (814) 355-5466 Fax (814) 353-5350
Principal: Dr. Sommer Garman
Vice-Principal: Mr. Ethan Runk

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

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

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

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

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

Dr. Sommer Garman, Principal
Mr. Ethan Runk, Vice-Principal

Non-Discrimination Notice

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

Bellefonte Area School District:

• Provides free aids and services to people with disabilities to communicate effectively with us, such as:
○ Qualified sign language interpreters
○ Written information in other formats (large print, audio, accessible electronic formats, other formats)

• Provides free language services to people whose primary language is not English, such as:
○ Qualified interpreters ○ Information written in other languages.

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

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

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

Equity, Inclusivity, and Belonging in Bellefonte Area School District

What does Equity mean to us at BASD?

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

Vision:

The members of the Bellefonte Area School District envision

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

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

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

SECTION ONE ~ FACULTY EXPECTATIONS/INFORMATION

Six-Day Cycle

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

Schedules/Calendar

BAMS BELL SCHEDULE

2026-2027

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

2026-2027 School Calendar Description

Marking Periods

1st – November 3, 2026
2nd – January 22, 2027
3rd – April 1, 2027
4th – June 7, 2027

Calendar Description

August 11-13 – New Teacher Orientation
August 17 – Staff Opening Day (ALL Support Staff must attend – no school for students)
August 18 – Act 80 Day (no school for students)
August 19 – Teacher Clerical Day (no school for students)
August 31 – Professional Learning Day (no school for students)
September 1 – First Student Day
September 4 – Vacation Day (no school for students)
September 4 – 12-Month Support Staff Work Day
September 7 – Holiday (Labor Day - no school for students)
October 16 – Act 80 Day (no school for students)
November 13 – Staff Professional Learning – Parent/Teacher Conferences (no school for students)
November 25 – November 30 – Thanksgiving Vacation (no school for students)
December 24 – January 1 – Winter Vacation (no school for students)
January 18 – Professional Learning Day (no school for students)
January 25 – Teacher Clerical Day (no school for students)
February 12 – Act 80 Day (no school for students)
February 15 – Snow Makeup Day (no school for students)
February 15 – 12-Month Support Staff Work Day
March 25 - Act 80 Day (no school for students)
March 26 – Spring Vacation (no school for students)
March 29 – Snow Makeup Day (no school for students)
March 29– 12-Month Support Staff Work Day
May 28 – Staff Professional Learning (no school for students)
May 31 – Holiday (Memorial Day – no school for students)
June 7 – Last Student Day
June 8 – Teacher Clerical Day (no school for students)

Two-Hour Delay Schedule
Insert New Schedule

Three-Hour Delay Schedule

Insert New Schedule

Teacher Work Day

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

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

Teacher Absence Procedures

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

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

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

Bellefonte Area School District Absence Guide for Support Staff

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

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

ATTENDANCE AND PUNCTUALITY:

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

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

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

Absence Procedures for Support Staff

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

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

LEAVING THE BUILDING

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

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

Lesson Plans

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

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

- Learning Targets

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

For additional information regarding lesson plan expectations, please review the BAMS Learning Plan.

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

Lesson plans are reviewed by administration.

Maintaining Professional Adult/Student Boundaries

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

Substitute Procedures

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

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

Syllabus

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

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

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

Educator Effectiveness Model

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

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

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

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

Attendance: Period by Period

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

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

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

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

Professional Learning

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

Dress Code

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

See Appendix I for more information regarding faculty dress code.

Cell Phones and Cell Phone Use

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

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

Parent/Guardian Communication

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

Websites (Individual Teacher Sites)

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

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

Tobacco-Free Environment

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

Assemblies

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

Duties and Coverage

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

Lunch Free Time Weather Guidelines

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

Keys

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

Mailroom and Mailboxes

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

Please note that students are not permitted in the mailroom.

Copy Machine

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

Laminating

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

Drug and Substance Abuse

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

Teachers Leaving the Building

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

Field Trip Procedures

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

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

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

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

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

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

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

Wellness Policy

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

Snacks not permitted:

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

Sweet treats permitted during classroom celebrations/parties:

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

Acceptable Daily Snack Foods for the Classroom:

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

Diabetes Management

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

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

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

Education for Homeless Youth

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

1. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;

2. children and youths who have a primary nighttime residence that is a public or private

place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

4. “migratory children” who qualify as homeless under federal law because the children are living in circumstances described in clauses (i) through (iii) above. The term "migratory children" means children who are (or whose parent/guardian(s) or spouse(s) are) migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parent/guardians or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and,

5. "Unaccompanied homeless youth" including any child who is "not in the physical custody of a Parent/Guardian." This includes youth who have run away from home, been thrown out of their home, been abandoned by parents/guardians or guardians, or separated from their parents/guardians for any other reason.

Title I, Part A Services

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

a. Assessing all students and offering academic services to meet their needs.
b. Homeless Students are automatically eligible for Title I services.
    i. Items of clothing, particularly if necessary to meet a school’s dress code or uniform requirement.
    ii. Clothing and shoes necessary to participate in physical education classes.
    iii. Student fees that are necessary to participate in the general education program.
    iv. Personal school supplies such as backpacks and notebooks.
    v. Food
    vi. Please contact Mr. Dan Park for additional student needs.
c. Services are provided in all schools.

2. The Title I, Part A reservation for students experiencing homelessness is determined by the Homeless Liaison and the Director of Federal Programs. The set-aside amount is based on the prior year’s usage.
3. Title IA homeless set-aside funds can be used for the following:
    a. Clothing items
    b. Food items
    c. Gift cards
    d. Academic services and supports

e. Hygiene items
f. School supplies/backpacks
g. Transportation
h. Wifi/hotspots for students
i. Please contact Mr. Dan Park for additional student needs that may be covered with Title I, Part A funds.

4. Any unspent Title IA homeless set-aside funds divert to the Title I budget.
5. The Homeless Liaison and the Director of Federal Programs meet to ensure the coordination between Title 1A and ECYEH services in order to meet the needs of students experiencing homelessness.
6. BASD provides basic supports for students experiencing homelessness in the following ways:
    a. Clothing closets in schools.
    b. Community donations
    c. Local Food Bank
    d. Supplies provided by the Regional Office
    e. School staff fundraisers/donations

Rights of Homeless Children and Youth

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

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

Family Engagement/Involvement:

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

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

Centre County Community Partnerships:
www.findingyourwayinpa.com - Resources for children and youth experiencing homelessness. This resource is also available through Google Play and the App Store as a phone app**.**

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

Click here to visit the Centre County PA Official Website for local information and important updates.

Food		
Centre Hall-Potter Township Food Pantry.	Operating under normal hours 3rd Tuesday of each month 12:30-4:00pm	(814) 531-6151 *Grace United Methodist Church* *127 S. Pennsylvania Ave. Centre Hall PA 16828*
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) *131 S. Allegheny St. Bellefonte PA 16823*
Food Bank of State College	Mondays 1:00pm-4:30pm; Wednesdays and Fridays 1:00pm-3:30pm.	(814) 234-2310 *1321 S. Atherton St. State College PA 16801*
Penns Valley Family Service Center	Tuesdays 8:00am-12:00pm BY APPOINTMENT ONLY.	(814) 349-5850 *337 E. Aaron Sq. Aaronsburg PA 16820*
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 *Snow Shoe United Methodist Church - 501 S. Moshannon Ave. Snow Shoe PA 16874*

YMCA Lunch Programs -	Centre Hall is providing food 12:00pm -1:00pm every weekday and providing backpacks of food for weekends. Bellefonte Area grab and go meals are served at the following locations Monday through Friday 12:00pm - 1:00pm: Bald Eagle area grab and go meals are served at the following locations Monday through Friday 12:00pm - 1:00pm:	https://www.ymcaofcentrecounty.org/programs/youth-development/feeding-our-children/ *YMCA in Bellefonte* *Logan Fire Company* *Beaver Farms* *Governor's Gates Apt buildings* *Pleasant Gap Elementary School* *Continental Courts (playground pavilion)* *Marion-Walker Elementary School* *Citizen's Fire Company* *Pine Glen Fire Company* *Snow Shoe EMS* *Wingate Elementary*
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	
Safety & Mental Health	**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/
Childcare		
● **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.
Housing & Utility Assistance	Due to COVID-19, the Federal Government has instituted the CARES Act, which includes a temporary moratorium on eviction filings. See the HUD COVID-19 FAQs for Public Housing Agencies or the CARES Act itself for direct information.	
Centre Safe, formerly Women's Resource Center	(counseling, advocacy, shelter, and other support related to domestic violence or assault) Available 24/7	Call: 814-234-5050 Web: www.centresafe.org
Centre House Homeless Shelter		Call: 814-237-5508 *217 E Nittany Ave, State College, PA 16801*
Housing Transitions		Call: 814-237-5508 *217 E Nittany Ave, State College, PA 16801*
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/ *325 West Aaron Drive State College, Pennsylvania 16803*
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/
Transportation	Click here for CATA Bus Schedules	

Student Dress Code

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

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

Electronic Device Policy and Enforcement

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

Use of Facilities

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

Professional Learning Communities

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

SECTION TWO ~ INSTRUCTIONAL/CLASSROOM EXPECTATIONS AND INFORMATION

Grade Book

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

Weekly Grade Submissions

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

Assessments: Formative and Summative

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

Examples of Summative Assessments:

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

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

Examples of Formative Assessments:

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

Differentiated Instruction

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

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

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

Classroom Management

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

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

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

Discipline Referral Process

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

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

Student Supervision

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

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

Suspended Students

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

Student Agendas

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

Tech Trainers/Coordinator

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

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

Learning Media Center

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

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

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

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

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

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

Educational Movies

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

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

Music Lessons and Rehearsals

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

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

Raider Cards

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

Raider Revolution

School-Wide Positive Intervention and Behavior Support (SWPBIS)

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

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

Family Educational Rights and Privacy Acts (FERPA)

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

for such agency or institution.

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

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

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

SECTION THREE ~ SAFETY

Mandated Reporting

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

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

emergency extension for your building or counseling office when making the report. A Pennsylvania ChildLine report can be made online by visiting the following website: http://www.dhs.pa.gov/provider/childwelfareservices/childlineandabuseregistry/index.htm
You will have to either have an account created to use this Website or create one upon arriving at the site. A report can also be made by phone by calling Pennsylvania Childline at 1-800-932-0313. Be sure that if you make a report by phone, you document the call and note the name and employee number of the employee taking your call.

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

Classroom Doors

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

Crisis Response Team

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

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

- Prevention/Mitigation
- Preparedness
- Response
- Recovery

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

Student Assistance Program (SAP)

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

School Resource Officer

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

Email addresses for our SRO's are listed below:

Officer Shawn Luse: sluse@basd.net
Officer Mike Lyons: mylons@basd.net

Emergency Phone Numbers

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

Officer Luse	5706
Officer Lyons	8105

Threat Assessment Team

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

Evacuation Drills

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

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

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

School Cancellations and Delays

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

Unlawful Harassment

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

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

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

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

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

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

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

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

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

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

Guidelines

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

- A student or employee shall report a complaint of harassment, orally or in writing, to the building principal or a designated employee, who shall inform the student or employee of his/her rights and of the complaint process.

- The building principal immediately shall notify the Superintendent or other designated administrator and shall conduct an impartial, thorough and confidential investigation of the alleged harassment. In determining whether alleged conduct constitutes harassment, the totality of the circumstance, nature of the conduct, and context in which the alleged conduct occurred shall be investigated.

- The building principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Copies of the report shall be provided to the complainant, the accused, the Superintendent and others directly involved, as appropriate.

- If the investigation results in a substantial charge of harassment, the district shall take prompt corrective action to ensure the harassment ceases and will not recur.

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

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

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

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

Advisory

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

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

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

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

Pesticide Information

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

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

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

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

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

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

SECTION FOUR ~ ACADEMIC INFORMATION

Grading Procedures

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

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

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

The following items should be considered when determining grades:

- Class discussion
- Projects
- Quizzes, tests and exams

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

Eligibility and Grades

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

Mid-Quarter Grades

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

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

Report Cards

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

Incomplete Grade Procedures

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

Teacher-Counseling Communication

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

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

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

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

Equal Opportunity

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

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

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

APPENDIX

Dress and Grooming Guidelines

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

Guidelines

1. All staff members shall be physically clean, neat, and well groomed.

2. All staff members shall dress in a manner reflecting their professional assignment.

3. All staff members must wear their identification badges at all times during the workday.

4. All male employees shall be required to wear a dress shirt, dress pants (Chinos, corduroys, slacks, trousers), and dress shoes. Alternatives include the following:
    - A crew neck dress sweater or sweater over collared shirt
    - Shirt and tie
    - A turtleneck/mock turtleneck
    - A collarless long-sleeved or short sleeved dress shirt

5. All female employees shall be required to wear a dress, dress shirt or sweater, or a skirt or pants (an appropriate coordinated outfit), and dress shoes.
    - All skirts and dresses should be moderate in length and not more than three (3) inches above the knee
    - Sleeveless tops or dresses with 2 ½ inch straps or wider are permitted
    - No shorts are permitted
    - No midriff skin should be exposed
    - No spaghetti strap tops
    - Undergarments may not be visible

6. Jeans will be acceptable for:
    - Fridays – **Only** Fridays. In order to wear jeans on Fridays, employees must pay a per week or one-time fee that will be paid to a building approved charity.
        - Shirt must be of professional attire (T-shirts/Hoodies permitted only as part of an administrator approved event)
    - Field days (pants and shorts must be at or below the knee)
    - Clerical days (pants and shorts must be at or below the knee)
    - During other administrator approved events

7. Business casual attire must be worn on student field trips. Jeans are appropriate for certain field trips. Employees must get approval from the building administrator prior to the field trip.

8. Business casual attire must be worn on inservice days.

9. Proper foot attire must be worn. Casual shoes and/or sneakers may be worn with jeans.

10. Contractual uniform requirements remain in effect. Uniforms must be worn neatly with shirts tucked into pants.

11. Excessively short and/or tight fitting clothing is prohibited.

12. No plunging necklines are permitted.

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

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

Pennsylvania's Code of Professional Practice and Conduct for Educators

§ 235.1. Mission.

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

§ 235.2. Introduction.

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

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

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

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

§ 235.3a. Definitions.

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

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

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

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

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

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

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

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

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

§ 235.5a. Commitment to students.

1. The primary professional obligation of educators is to the students they serve.
2. In fulfillment of the commitment to students, educators:
    1. Shall exercise their rights and powers in good faith and for the benefit of the student.
    2. Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.
    3. Shall not sexually harass students or engage in sexual misconduct.
    4. Shall exert reasonable effort to protect students from harm.
    5. Shall not intentionally expose a student to disparagement.
    6. Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.
    7. Shall not interfere with a student's exercise of political or civil rights and responsibilities.
    8. Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.
    9. Shall not knowingly or intentionally misrepresent subject matter or curriculum.
    10. Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.

11. Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.
12. Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.
13. Shall refrain from inappropriate communication with a student or minor, including, inappropriate communication achieved by electronic communication. Inappropriate communication includes communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:
14. the nature, purpose, timing and amount/extent of the communication;
15. the subject matter of the communication; and
16. whether the communication was made openly or the educator attempted to conceal the communication.

§ 235.5b. Commitment to colleagues.

In fulfillment of the commitment to colleagues, educators:

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

§ 235.5c. Commitment to the profession.

In fulfillment of the commitment to the profession, educators:

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

Bellefonte Area Middle School

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

Student/Parent/Guardian Handbook 2026-2027

Revised 6/26
www.basd.net

Bellefonte Area Middle School
Student/Parent/Guardian Handbook
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Informal Hearing
Drugs, Alcohol, and Associated Items
Drug and Alcohol Administrative Guidelines
FERPA
Integrated Pest Management
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Personal Electronic Device Permission Form
Bullying/Cyberbullying Guide for Parent/Guardians
Special Education Annual Notice
Safe2Say Helpline

WELCOME

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

****

Bellefonte Area Middle School
100 North School Street
Bellefonte, PA 16823
Telephone: (814) 355-5466 Fax (814) 353-5350
Principal: Dr. Sommer Garman
Vice-Principal: Mr. Ethan Runk

****

Welcome to the 2026-2027 school year at Bellefonte Area Middle School. We hope you had a great summer, and that you are ready to embrace the challenges ahead of you. Beginning a new school year is always exciting, and we look forward to working with you as you pursue academic excellence.

The Student-Parent/Guardian Handbook is a formal document developed to assist you as you progress through middle school. It contains the policies adhered to at BAMS. Please make sure you read through each policy and get to know them very well, because if you are familiar with the policies, you will have a better chance of being a successful middle school student.

You undoubtedly have many goals in life, and we are very happy to be here to guide you towards one of the most important goals for young people: academic excellence. The world is changing; the intellectual borders between countries are less defined. Acquiring an excellent education has never been more important, and you have the opportunity to do so right now at BAMS. What you do in middle school will have a profound impact on whether or not you achieve all of your aspirations throughout the rest of your life, so now is the time to take care of your future.

In addition to making the most of your academic offerings, please make sure to read about the extra-curricular offerings at BAMS. You owe it yourself to get involved, be a member of a team or organization, and to develop your talents. Extra-curricular activities are here for you and they can be a vital component on your journey to self-discovery, so please take advantage of them.

If you have any questions please do not hesitate to contact an administrator, teacher, or staff member at the middle school. Have a great year.

Building Administrators:	Dr. Sommer Garman, Principal
	Mr. Ethan Runk, Vice-Principal
School Counselors:	Ms. Emily Bunk
	Ms. Holly George
Attendance Clerk:	Ms. Justine Bercel
Counseling Clerk:	Mrs. Keri Sanders
Main Office Secretary:	Ms. Katherine Fisher

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.

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.

Non-Discrimination Notice

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

Bellefonte Area School District:

• Provides free aids and services to people with disabilities to communicate effectively with us, such as:
○ Qualified sign language interpreters
○ Written information in other formats (large print, audio, accessible electronic formats, other formats)

• Provides free language services to people whose primary language is not English, such as:

○ Qualified interpreters ○ Information written in other languages.

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

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

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

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.

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

The Board also declares it to be the policy of the Bellefonte Area School District to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Inquiries regarding the application of Title IX to the

Bellefonte Area School District may be referred to the Title IX Coordinator, to the Office for Civil Rights of the U.S. Department of Education, or both.

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

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

For information regarding non-discrimination policies, civil rights, or grievance procedures, contact the District's Title IX Coordinator:
Tracy Long
318 N. Allegheny Street
Bellefonte, PA 16823
tlong@basd.net
814-355-4814

Nondiscrimination – Qualified Students With Disabilities

The district ensures that all district programs and practices are free from discrimination against all qualified students with disabilities. The district recognizes its responsibility to provide academic and nonacademic services and programs equally to students with and without disabilities.

The district shall provide to each qualified student with a disability enrolled in the district, without cost to the student or parent/guardian, a free and appropriate public education (FAPE). This includes provision of education and related aids, services, or accommodations which are needed to afford each qualified student with a disability equal opportunity to participate in and obtain the benefits from educational programs and extracurricular activities without discrimination, to the same extent as each student without a disability, consistent with federal and state laws and regulations.

Please refer to Board Policy 103.1 - Nondiscrimination – Qualified Students With Disabilities for more information.

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.

SECTION ONE ~ THE SCHOOL DAY

Six-Day Cycle

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

Daily Time Schedule

BAMS BELL SCHEDULE

2026-2027

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

SKILLS	6th Grade	7th Grade	8th Grade
Day 1	Period 1	Period 1	Period 2
Day 2	Period 3	Period 2	Period 3
Day 3	Team Flex Day (HR)	Team Flex Day (HR)	Team Flex Day (HR)
Day 4	Period 4	Period 6	Period 7
Day 5	Period 8	Period 7	Period 8
Day 6	Academic Advisory (HR)	Academic Advisory (HR)	Academic Advisory (HR)

School Calendar

2026-2027 School Calendar Description

Marking Periods

1st – November 3, 2026
2nd – January 22, 2027
3rd – April 1, 2027
4th – June 7, 2027

Calendar Description

August 11-13 – New Teacher Orientation
August 17 – Staff Opening Day (ALL Support Staff must attend – no school for students)
August 18 – Act 80 Day (no school for students)
August 19 – Teacher Clerical Day (no school for students)
August 31 – Professional Learning Day (no school for students)
September 1 – First Student Day
September 4 – Vacation Day (no school for students)
September 4 – 12-Month Support Staff Work Day
September 7 – Holiday (Labor Day - no school for students)
October 16 – Act 80 Day (no school for students)
November 13 – Staff Professional Learning – Parent/Teacher Conferences (no school for students)
November 25 – November 30 – Thanksgiving Vacation (no school for students)
December 24 – January 1 – Winter Vacation (no school for students)
January 18 – Professional Learning Day (no school for students)
January 25 – Teacher Clerical Day (no school for students)
February 12 – Act 80 Day (no school for students)
February 15 – Snow Makeup Day (no school for students)
February 15 – 12-Month Support Staff Work Day
March 25 - Act 80 Day (no school for students)
March 26 – Spring Vacation (no school for students)
March 29 – Snow Makeup Day (no school for students)
March 29– 12-Month Support Staff Work Day
May 28 – Staff Professional Learning (no school for students)
May 31 – Holiday (Memorial Day – no school for students)
June 7 – Last Student Day
June 8 – Teacher Clerical Day (no school for students)

Two-Hour Delay Schedule

6th Grade		
Period	Start	End
HR	10:00	10:05
3	10:05	10:45
4/Skills	10:45	11:20
5/Lunch	11:20	11:55
6	11:55	12:30
1	12:30	1:05
2	1:05	1:40
7	1:40	2:15
8	2:15	2:50
9	2:50	3:15

8th Grade		
Period	Start	End
HR	10:00	10:05
2	10:05	10:45
4/Lunch	10:45	11:20
5/Skills	11:20	11:55
3	11:55	12:30
1	12:30	1:05
6	1:05	1:40
7	1:40	2:15
8	2:15	2:50
9	2:50	3:15

7th Grade		
Period	Start	End
HR	10:00	10:05
1	10:05	10:45
4	10:45	11:20
5/Skills	11:20	11:55
6/Lunch	11:55	12:30
2	12:30	1:05
3	1:05	1:40
7	1:40	2:15
8	2:15	2:50
9	2:50	3:15

Specials		
Period	Start	End
HR	10:00	10:05
3 (6th grade)	10:05	10:45
4 (7th grade)	10:45	11:20
Lunch/Duty	11:20	11:55
6 (6th grade)	11:55	12:30
1 (8th grade)	12:30	1:05
PLAN	1:05	1:40
7 (7th grade)	1:40	2:15
8 (8th grade)	2:15	2:50
9	2:50	3:15

Three-Hour Delay Schedule

Schedule A

6th Grade		
Period	**Start**	**End**
HR	11:00	11:05
1	11:05	11:45
5/Lunch	11:45	12:15
3	12:15	12:55
4	12:55	1:35
2/Specials	1:35	2:15
8	2:15	2:55
9	2:55	3:15

7th Grade		
Period	**Start**	**End**
HR	11:00	11:05
4/Lunch	11:05	11:35
1	11:35	12:15
2	12:15	12:55
6	12:55	1:35
7	1:35	2:15
3/Specials	2:15	2:55
9	2:55	3:15

8th Grade		
Period	**Start**	**End**
HR	11:00	11:05
1/Specials	11:05	11:45
2	11:45	12:25
6/Lunch	12:25	12:55
3	12:55	1:35
7	1:35	2:15
8	2:15	2:55
9	2:55	3:15

Specials		
Period	**Start**	**End**
HR	11:00	11:05
1(8th grade)	11:05	11:45
5(lunch/duty)	11:45	12:25
6(lunch/duty)	12:25	12:55
Plan	12:55	1:35
2(6th grade)	1:35	2:15
3(7th grade)	2:15	2:55
9	2:55	3:15

Schedule B

6th Grade		
Period	**Start**	**End**
HR	11:00	11:05

7th Grade		
Period	**Start**	**End**
HR	11:00	11:05

1	11:05	11:45
5/Lunch	11:45	12:15
3	12:15	12:55
4	12:55	1:35
7/Specials	1:35	2:15
8	2:15	2:55
9	2:55	3:15

4/Lunch	11:05	11:35
1	11:35	12:15
2	12:15	12:55
6	12:55	1:35
7	1:35	2:15
8/Specials	2:15	2:55
9	2:55	3:15

	8th Grade	
Period	**Start**	**End**
HR	11:00	11:05
4/Specials	11:05	11:45
2	11:45	12:25
6/Lunch	12:25	12:55
3	12:55	1:35
7	1:35	2:15
8	2:15	2:55
9	2:55	3:15

	Specials	
Period	**Start**	**End**
HR	11:00	11:05
4(8th grade)	11:05	11:45
5(lunch/duty)	11:45	12:25
6(lunch/duty)	12:25	12:55
Plan	12:55	1:35
7(6th grade)	1:35	2:15
8(7th grade)	2:15	2:55
9	2:55	3:15

Lunch Periods								
7th grade	--	11:05 - 11:35	6th grade	--	11:45 - 12:15	8th grade	--	12:25 - 12:55

**When there is a 3 hour delay, we will follow Schedule A the first time, Schedule B the second time, and so on.*

**We will announce the schedule to be followed if/when a 3 hour delay occurs.*

School Arrival Procedures

Prior to 8:00 AM, all students are expected to remain in assigned areas of the school:

- The school doors open at 7:00 am. Students will not be permitted in the building prior to this time.
- As students arrive in the morning, they should report directly to the cafeteria or to their grade's hallway
- Students who have secured a pass from the appropriate teacher may go to only those classrooms using the most direct route from the front entrance.
- Students are not permitted to go to their lockers until 7:55 AM.
- Students are permitted to use their cell phones until 7:55 AM, but they must be locked in their locker and turned off after this time, prior to the start of the daily schedule.

If you choose to go to the cafeteria in the morning before 8:00 AM, the following guidelines apply:

- Once you are in the cafeteria, you must stay there. No wandering back and forth between the hallways and the cafeteria will be permitted.
- You must remain seated except when purchasing breakfast or emptying your tray.
- For dismissal, the teacher on duty will inspect each table for cleanliness and then dismiss students.
- Misbehavior may result in an assigned seat, morning office detention, or other disciplinary measures.
- Any games may or may not be permitted at the discretion of school administration.
- The use of cell phones is permitted until 7:55 AM, provided they are not a distraction to the environment. Students may not take photos or videos of other students or staff members.

If you choose to go to your grade's hallway in the morning before 8:00 AM, the following guidelines apply:

- Once you are in the hallway, you must stay there. No wandering back and forth between the hallway and the cafeteria will be permitted.
- Students should remain in the hallway until a staff member dismisses them.
- Students are expected to follow all school-wide rules and demonstrate appropriate behavior.
- Any games may or may not be permitted at the discretion of school administration.
- The use of cell phones is permitted until 7:55 AM, provided they are not a distraction to the environment. Students should not be taking photos or videos of other students or staff members.

Students are not permitted in other hallways or parts of the building until school officially begins. Once students arrive on BAMS grounds, they must enter the building and they may not leave school grounds until they are officially dismissed. BAMS students are not permitted to exit BASD buses at the Bellefonte Area High School.

AM and PM Traffic Procedures

AM Procedures:

- **Buses**: Buses will drop off students behind the school at the Auditorium/Gymnasium hallway doors. The buses will enter the rear parking lot from Wood Street, follow the road behind the building and drop off students directly in front of the previously noted doors. Buses will continue around the building, through the visitor parking lot to turn left onto North School Street to exit. Wood Street will be ONE WAY exit only from 7:00 a.m. - 8:00 a.m.
- **Parents/Guardians**: Parents/Guardians will use the front loop and park single file in front of the building. Parents/Guardians will pull into the front loop, drop off student(s) at the front door, follow the loop and exit right onto North School Street. Students will enter the front doors.

PM Procedures:

- **Buses:** Buses will pick up students behind the school at the cafeteria doors. As each bus arrives, students will be dismissed from the cafeteria to board the bus. This will keep our students safe, dry, and warm in cold winter months. Buses will continue around the building, through the visitor parking lot to turn left onto North School Street to exit. Wood Street will be ONE WAY exit only for buses only from 2:45p.m. - 3:45p.m
- **Parents/Guardians:** Parents/Guardians will use the front loop and park single file in front of the building to pick up students. Once the student has been picked up, parents/guardians will drive around the loop and exit onto North School Street.

Visitors to School

All individuals who wish to enter BAMS must enter through the main entrance, check into the main office, and provide appropriate identification. Be advised that not all visits can be accommodated and appointments are required in many situations. Visitors should park in the parking lot in front of the Auxiliary Gym.

Dining Services

The Bellefonte Area Middle School has a computerized lunch system that allows students to deposit money into a declining balance account to be used for all purchases in the cafeteria. All deposits should be made in the cafeteria deposit box or the main office deposit box before first period. Checks should be made payable to “Bellefonte Middle School Cafeteria” and will be deposited in full to the student’s account. Meal tickets are not issued.

Students are permitted to charge only two lunches to their account. Students won’t have the privilege of charging lunches one week prior to the end of the school year.

Free/Reduced Lunch/Breakfast

BASD offers a free/reduced lunch/breakfast program. Please contact the Food Services Director, Ms. Laura Frye, at 814-355-4814 x3010 for qualification information.

Breakfast Program

The Middle School offers a breakfast program, enabling students to purchase breakfast or a la carte items in the cafeteria beginning at 7:30 AM. Students who receive free or reduced lunch are also entitled to free or reduced breakfast. No breakfast charging is allowed.

Cafeteria

Cooperation on the part of the students allows for a smoother process in getting a large number of students through the cafeteria during each thirty-five (35) minute lunch period. Therefore, the following cafeteria rules are in place:

- Students will be escorted to the cafeteria by their classroom teachers.
- Skipping or "butting" in line will result in that student being placed at the end of the lunch line.
- Students must ask permission to leave the cafeteria for any reason.
- Staff on duty will direct students upon entry and exit of the cafeteria and in returning trays to the dish room.
- In an effort to provide a clean dining room for each lunch period, students are expected to assist in the cleaning up of any spills or littering for which they or their table are responsible.
- In an effort to protect school technology, students are not permitted to use their Chromebooks during lunch.
- BAMS students are expected to demonstrate self-control in the cafeteria setting. Therefore, deliberate acts to disrupt the lunch routine, infringe on the rights of others, or engage in immature lunchroom behaviors will result in disciplinary action, such as an assigned seat or removal from the cafeteria.
- Students must get all food items when they go through the line. They cannot return to the food line for extra food items once they sit down.
- Students will not be permitted to go to any other classrooms during lunch without a signed pass from the teacher. No locker passes will be given.

Lunch Free Time

Students at BAMS have the opportunity to go outside for approximately fifteen minutes during their lunch period. Students benefit by receiving additional time for physical activity during the school day. They are also able to relieve stress and anxiety and refocus for their afternoon. During lunch, the students are arranged in two groups according to where they sit. Students are sent outside one group at a time on alternating days. If, during lunch, students are not following the established cafeteria rules or leave behind a mess, they may be required to stay inside for that day. Students are to continue to meet all school expectations, especially those that involve their safety and the safety of others while outside. In situations when there is inclement weather,

students will not be sent outside that day. As a general guideline, students will be able to go outside if the actual temperature *and* the real feel temperature are both over 20 degrees fahrenheit.

Dismissal

School is dismissed at 3:15 PM each day. At dismissal, students who ride a bus will go to the cafeteria. Students who ride the first set of buses to arrive will be dismissed directly to their buses while the other students go to their assigned bus table to wait. Students that walk or are getting picked up by an adult should exit the front of the building. The expectation of appropriate school behavior remains during these few minutes and throughout the bus ride home. Students who walk home or are transported by parents/guardians are expected to vacate the school grounds as soon as school is dismissed. BAMS students must board their buses at BAMS. Walking to BAHS to board a bus is prohibited and may result in disciplinary actions if caught doing so.

Parent/Guardian Involvement in Schools

BASD invites all parents/guardians to become active participants in our school community through volunteering, joining our Parent/Guardian Council, and/or attending and supporting school events. We believe that communication is the key to a successful education experience. Together, we will continue to improve the quality of our school community. Education is a partnership between the school community. All children are more successful when we work as a team to achieve education goals.

Parent/Guardian Council meets once a month with Administration. The mission of Parent/Guardian Council is to provide an avenue for parents/guardians and administration as stakeholders the opportunity to understand the operations of BAMS including, but not limited to, curriculum and safety, and to engage in professional conversations on ways to optimize the fullest potential of our school. If you are interested in participating in the monthly Parent/Guardian Council meetings, please contact Dr. Garman at sgarman@basd.net.

SECTION TWO ~ SCHOOL ACTIVITIES

Extra-Curricular/Athletic Expectations/Guidelines

Academic Eligibility

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

A. To be eligible for participation in extracurricular activities, a student must be enrolled as a full-time student pursuing a minimum four-year program as outlined in the Bellefonte Area High School Program of Studies or a full-time middle school student pursuing minimal standards for

promotion.

B. Eligibility shall be cumulative from the beginning of a grading period and shall be reported on a weekly basis as outlined by the Bellefonte Code of Conduct and the Pennsylvania Interscholastic Athletic Association (PIAA).

C. A student is ineligible to participate if any of the following categories apply:

1. They are currently failing or has failed two or more courses (high school, middle school).
2. They are not passing a minimum of five (5) credits or credit equivalent.
3. A student carrying less than five (5) total credits must be passing all classes.
4. They are 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. The ineligible student will report to academic tutorial after school Monday through Thursday with materials to study and prepare for class(es) based on the grid of expectations below.

In addition, if the student has failed to meet the requirements mentioned above, at the end of the week, one additional week will be added to the subsequent penalty until all requirements have been met.

Group Category	**Definition**	**Eligibility**	**Example Groups**
Clubs/ Performing Arts	Clubs/groups who meet weekly/monthly either during or outside of the school day; these groups do not fit into the athletic category described below An event is defined to include, but is not limited to the following: practices, meetings, rehearsals, parades, activities, fundraisers, trips, 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 (and subsequent) Ineligible Occurrence(s):</u> Student is required to attend academic tutorial for the week(s) identified as ineligible; the student may not attend events 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 event within that week	Art Club, Student Council, Drama Club, Intramural Sports, and the like

		*If tutorial is missed for a non-approved reason, the student must make up that 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.	
Athletics	Those who adhere to current athletic academic eligibility which is aligned to and/or exceeds PIAA standards	<u>1st Ineligible Occurrence:</u> Warning week; student does not have to attend tutorial; student may still practice with the team but may not participate in games because of PIAA rule <u>2nd (and subsequent) Ineligible Occurrence(s):</u> Student is required to attend academic tutorial for the week(s) identified as ineligible; student may practice after tutorial is completed; student may not participate in games because of the PIAA rule; student is not permitted to travel. *Weeks "reset" at the beginning of each athletic season. Removal of	PIAA Athletics and Club Sports

		participation is at the discretion of coach/team rules. *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 student is eligible. *Excuses, absences, and/or early dismissals from tutorial sessions must follow school attendance guidelines.	

Any student who is not meeting the academic eligibility requirements – as outlined in letter C above – 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.

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

Extra Curricular School Attendance

If a student is tardy to the first instructional period or is unverified for an entire period, they will not be permitted to participate in the competition, practice, or activity that day. An exception will be made if the student has an approved medical or legal appointment, field trip, or educational trip, in which case, the student must present a signed note from the appropriate party. Excuses signed by parents/guardians are not acceptable in this instance.
If a student is absent the last school day before a competition or event on a non-school day, the student must have administrative permission from the building principal and the club advisor to participate. Acceptable reasons for not being in attendance the last school day before a competition or event on a non-school day include: approved dental, legal, medical appointment, field trip, educational trip, or death in immediate family. Every effort should be made to make prior notification of intended absence well in advance of absence date. The advisor will call the parent/guardian.

Junior High Sports

Junior High sports include football, girls' softball, boys' and girls' basketball, wrestling, boys' and girls' soccer, boys' and girls' lacrosse, cross country, baseball, girls' volleyball and boys'

and girls' track and field.

Clubs

Students are encouraged to participate in a variety of clubs scheduled throughout the school year. Students will be given information when clubs are available. Some of these clubs meet during school while others meet after school.

Some of the clubs that will be offered include:

- Drama Club
- Snow Sports Club
- Student Council
- Yearbook Club
- Art Club
- Orchestra Club

Chain Reaction Club

Chain Reaction Club is a group of sixth, seventh, and eighth graders who meet to develop new friendships, create camaraderie, and think up ways to encourage a positive climate in our school and community. We do many activities throughout the year that do just that! Some examples include:

- Organizing and running food drives for local food banks
- Organizing and promoting pet food and supply drives for local animal shelters
- Making bird seed cakes to distribute to BAMS neighbors
- Organizing and running blood drives through the American Red Cross
- Participate in the "Buddy Program" with students in the Life Skills class
- Make treats for BAMS faculty and staff to show our appreciation.

Sometimes we eat breakfast together, sometimes we meet after school for special projects. No two meetings are ever the same, and attendance at every meeting is not required. So, bring your breakfast if you get one in the morning! New members are accepted at any time.

Drama Club

The BAMS Drama Club annually puts on a theatrical production. The club involves students of all interests relating to theatre and performing arts. Students can get involved by being an on-stage talent, working as the backstage technical and stage crew, to helping out with the business and advertising side of the club. There is something for everyone in theatre! The club also participates yearly at the PA State Thespian Conference. Students interested in joining the Drama Club should contact the office.

Snow Sports Club

The Snow Sports Club offers a "Learn to Ski" program for all Middle School students and their families. The cost is paid by each student and includes all equipment, lift tickets, and ski lessons (taught by a professional ski instructor). This is an excellent opportunity for students to learn a

life-long recreational sport. The first organizational meeting of Ski Club is held in November, and all interested students are invited to attend.

Students will be placed in alphabetical order, by grade, on the buses for the ride to the ski slopes. Students will not choose the bus they ride. Chaperones will be able to take attendance quicker, and thus students will arrive at the slopes much faster.

Yearbook Club

A full color, hardcover middle school yearbook is prepared and published every year by a staff of students and its faculty advisor. Students who are interested in becoming a member of the BAMS Memories Yearbook Club should contact the yearbook advisor at the beginning of the school year. Features of the yearbook include: student and faculty photos, as well as photos from special school-wide events, sporting events, band, chorus and orchestra activities, clubs, and much more.

Yearbook orders are taken during the fall sales campaign, usually in October or November, with distribution occurring at the end of the school year.

Art Club

This club provides a meeting place for students who are currently enrolled and not enrolled in art class. Club members will share their interests in the visual arts and artistic creativity. Activities will focus on art experiences that extend or go beyond what is offered in the formal art class. Members will be encouraged to engage in community service opportunities related to art and to attend community or state cultural events. The club will promote the arts in the school and in the community through the development of students' artistic voices.

Student Council

Student Council functions as a bridge between administration/faculty and the student body. It provides numerous services to students throughout the course of the school year including charity dances, learning how state government functions and tackling concerns from our school community. Students in 7th & 8th grade may apply in the fall to become a part of STUCO. Students in 6th grade will be elected by fellow students in their homeroom class and may also apply to become members if they choose not to run in homeroom. Our executive committee is comprised of our President, Vice-President, Treasurer and Secretary, advisors and one member of the 6th grade STUCO group. Officers are elected at the end of each school year by the STUCO membership to serve for the upcoming year. Members should listen/read the daily announcements for information about STUCO.

Student Council Dances

School dances are just one activity sponsored by student council and they are held periodically throughout the school year. Parents/Guardians interested in chaperoning dances are encouraged to contact the Student Council Advisers. Information on becoming a volunteer can be found at: https://www.basd.net/page/volunteer-program

All eligible students are welcome and encouraged to attend each dance. Students are not permitted to leave a dance until the end of the evening unless a parent/guardian picks them up, showing ID.

Students are considered ineligible to attend a dance or dances if they:

- Have been suspended from school (in-school or out-of-school) since the last dance was held.
- Have received two (2) or more office detentions since the last dance.
- Have four (4) or more lunch detentions since the last dance.
- Were absent from school on the day of a dance.
- Do not attend the Bellefonte Area Middle School.

Students who cause a disruption of a disciplinary nature while at any school dance or who try to attend a dance that they are ineligible for will be excluded from attending dances for the remainder of the school year.

If a student chooses ISS instead of a detention or parent/guardian requests ISS for their child instead of a detention, this will prohibit the child from going to the upcoming dance.

End-of-Year Field Trips

It is the intent of the Bellefonte Area School District to provide enriching academic experiences beyond the confines of the school building walls. When visiting places on school related trips, students are representatives of our school and thus, good behavior is important.

Administration can permit or deny a student their ability to attend the field trip based on individual circumstances.

All students will be permitted to attend curriculum-related field trips throughout the year as long as the student is not a serious behavior problem and does not present as a safety risk and/or if their participation poses a safety risk to themselves or others. Students in educational placements outside of BAMS are not eligible for end-of-year field trips.

Assemblies

At various times throughout the year, students may have the opportunity to view or participate in assemblies that are held in the auditorium or gymnasium. These programs provide enrichment experiences and information on many topics, as well as enjoyment for all. Examples of assemblies may include student-faculty sporting events, guest speakers, packaged assemblies, and/or previews of student concerts or drama productions.

SECTION THREE ~ PEOPLE AND RESOURCES AVAILABLE TO HELP STUDENTS

Who to Contact

Too often, parents/guardians/students are not sure who should be contacted at the school regarding a particular question, concern, or complaint. In order to assist you, the following has been prepared for your reference:

Concern/ Question	Classroom (academic)	Counseling	General	Discipline	Special Education
1st Contact	Classroom Teacher	Counseling Office	Main Office	Classroom Teacher	Classroom Teacher
2nd Contact	Counselor	Mr. Runk	Mr. Runk	Mr. Runk	LS/ES Case Manager
3rd Contact	Mr. Runk	Dr. Garman	Dr. Garman	Dr. Garman	Mr. Runk
4th Contact	Dr. Garman	Dr. Rakszawski	Dr. Rakszawski	Dr. Rakszawski	Dr. Garman
5th Contact	Dr. Rakszawski	School Board President	School Board President	School Board President	Dr. Butterworth
6th Contact	School Board President				Dr. Rakszawski

Counseling Services

The Bellefonte Area Middle School has two school counselors that are available to meet with students and parents/guardians and assist in a successful middle school experience. Students are assigned to a specific counselor for the school year, as noted below:

Last names A-L: Ms. Holly George - hgeorge@basd.net
Last names M-Z: Ms. Emily Bunk - ebunk@basd.net

Students are encouraged to meet with their assigned counselor when necessary, but a student must get a pass from the appropriate teacher in order to be released from class or homeroom.

Scheduling a Counseling Appointment

You may schedule an appointment by emailing your child's school counselor or calling the counseling secretary at 355-5466 (x5006) if you need to schedule an appointment with your child's school counselor. Please contact individual teachers as needed by phone or email if you would like to schedule a team meeting. The Faculty Directory is located on the district website. You will find phone extensions and email addresses there. Each team has a common plan period which is available for conferences.

Student Services

Services offered by community agencies in district schools shall be coordinated by and be under the general direction of the school district.

The following categories of services shall be provided by the district and included in the student services plan:

1. Developmental services that address students' needs throughout their district enrollment, which include: school counseling, psychological services, health services, home and school visitor services, and social work services that support students in addressing academic, behavioral, health, personal and social development issues.

2. Diagnostic, intervention and referral services for students experiencing problems attaining educational achievement appropriate to their learning potential.

3. Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists.

The district shall plan and provide for a Student Assistance Program (SAP) in accordance with applicable law and regulations.
The district shall be responsible to develop, implement and monitor a student services plan that complies with state regulations and is available to all students.
The district shall ensure that all persons delivering student services are specifically licensed or certified as required by law or regulations.

Migrant Students

The district has developed procedures regarding the development, implementation and evaluation of the district's program for migrant students. For more information, contact the building principal.

Website Information

Many of the teachers at the Middle School maintain websites that include information about the classes they are teaching. To access these websites, please follow the instructions listed below:

- Go to https://www.basd.net/o/bams/staff
- Search for the teacher's name
- Under your teacher's name, a link to their site is available if the teacher maintains a site.

Review of Instructional Materials by Parents/Guardians

School Board Policy 105.1 provides the information listed below regarding requests to review instructional materials.

Parents/guardians and students have an opportunity to review instructional materials and have access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.

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

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

1. To assist the school district in providing the correct records to meet the needs of the requesting party, the request must be in writing, setting forth the specific material being sought for review.
2. The written request will be sent to the building principal.
3. The district will respond to the parent/guardian or student within ten (10) school days by designating the time and location for the review.
4. The district may take necessary action to protect its materials from loss, damage or alteration and to ensure the integrity of the files, including the provision of a designated employee to monitor the review of the materials.

No parent/guardian or student shall be permitted to remove the material provided for review or photocopy the contents of such file. The taking of notes by parents/guardians and students is permitted.

Student Surveys

Per School Board Policy 135, all surveys and instruments used to collect information from students shall relate to the district's educational objectives.

The parent/guardian shall be informed of the nature and scope of individual surveys and their relationship to the educational program of their child and the parent's/ guardian's right to inspect, upon request, a survey created by a third party prior to administration or distribution to a student. Such requests shall be in writing and submitted to the building principal.

No student shall be required, without written parental consent for students under eighteen (18) years of age or written consent of emancipated students or those over eighteen (18) years, to submit to a survey, analysis, or evaluation that reveals information concerning:
Political affiliations or beliefs of student or parent/guardian.

Mental and psychological problems potentially embarrassing to the student or family.

Sexual behavior and attitudes.

Illegal, antisocial, self-incriminating and demeaning behavior.

Critical appraisals of other individuals with whom respondents have close family relationships.

Legally recognized privileged and comparable relationships, such as those with lawyers, physicians, and ministers.

Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Religious practices, affiliations, or beliefs of the student or parent/guardian.

However, such survey, analysis or evaluation may be conducted on a voluntary basis, provided that the student and parent/guardian have been notified of their rights and of their right to inspect all related materials and to opt the student out of participation.

The district shall implement procedures to protect student identity and privacy when a survey contains any of the restricted subject areas listed above.

The parent/guardian has the right to inspect the material and opt out the student from participating in any activity that results in the collection, disclosure or use of personal information for purposes of marketing or selling that information. This does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students.

Health Services

Students who need to see the nurse must secure a pass from their teacher. Please remember the school nurse should not be used in place of regular doctor visits or for diagnostic purposes. The

school nurse must contact a parent/guardian before a student can be released from school because of illness. A student should not call or text home prior to seeing the nurse. If the school nurse is unavailable, students should report to the main office.

The district requires students to submit to health and dental examinations, screenings and health monitoring in order to protect the school community from the spread of communicable disease and to ensure that the student's participation in health, safety and physical education courses meets the student's individual needs and that the learning potential of each student is not lessened by a remediable physical disability. The district shall maintain for each student a comprehensive health record which includes a record of immunizations and the results of tests, measurements, regularly scheduled examinations and special examinations. Staff members shall continually observe students for conditions that indicate health concerns or disability and to promptly report such conditions to the school nurse or designated staff. The district will notify all parents/guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP). All students at the Middle School will be scheduled to see the school nurse for various screenings throughout the year. Screening will be conducted with minimal classroom disruptions. Height, weight, and vision screenings are conducted in all grades, scoliosis screening in 6th and 7th grade, and hearing screening in 7th grade. Sixth grade students must have a physical exam and 7th grade students must have a dental exam. It is recommended that the student have these exams with their private health care provider and submit a copy of the exam report to the school nurse. However, these exams are provided at school if necessary.

All medications must be brought to school by a parent/guardian, or responsible adult. School Board policy specifically restricts students from carrying any medications except epinephrine pens and bronchodilator inhalers. Violations may result in an extended suspension from school and/or other disciplinary action. Any medications that need to be taken while at school MUST be brought to the health room in the original container labeled by a pharmacist or the original manufacture packing and MUST include the following: 1) student's name, 2) name of physician, 3) date of prescription, 4) name and telephone number of pharmacy, 5) name of medication, dosage, route, and frequency of administration, and 6) a signed order from the physician or dentist. Any medications that are not in properly labeled containers will not be administered by the school nurse. All medications brought into school by parents/guardians will need to be picked up prior to or on the last day of school. Any medications not picked up will be disposed of.

BASD Policy 210.1 addresses Student Self-Administration of Asthma Inhalers and Epinephrine Auto-Injectors. Please reference that policy or contact your School Nurse if you need more information. Before a student may possess or use an asthma inhaler or epinephrine auto-injector in the school setting, the district shall require the following:

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

employees of responsibility for the benefits or consequences of the prescribed medication.

3. A written statement from the licensed physician, certified registered nurse practitioner or physician assistant that states:
    a. Name of the drug.
    b. Prescribed dosage.
    c. Times medication is to be taken.
    d. Length of time medication is prescribed.
    e. Diagnosis or reason medication is needed, unless confidential.
    f. Potential serious reaction or side-effects of medication.
    g. Emergency response.
    h. Indication from health care provider on the order that student is capability and permitted to self administer said medication

Please contact the school nurse for more guidance.

A selection of over the counter medications which have been ordered by the school health care provider may be administered by the school nurse with a signed parent/guardian permission form. Over the counter medications not on this list will require an order from the student's health care provider and parent permission.

The disclosure of medical information to teachers without explicit consent from the parent/guardian is prohibited (Parents/Guardians desiring teachers to have specific information regarding health conditions of their children should contact the school nurse).

Physical education excuses provided by a physician must be turned in to the school nurse. All other physical education excuses from parents/guardians are given directly to the student's physical education teacher.

The school requires that each student must have emergency information on file. It is very important that schools have information readily available in the event that a student should become ill or have an accident. Please return the emergency information form at the beginning of the school year and notify the school of any changes to parent/guardian contact information.

In order to safeguard the school community from the spread of certain communicable diseases, the district requires that guidance and orders from state and local health officials, established district policy and administrative regulations, and district-approved health and safety plans be followed by students, parents/guardians and district staff. See Board Policy 203 for details or contact the School Nurse.

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.

Student Assistance Program (SAP)

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

English Language Learner Services

The district shall provide an effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners. The goal of the LIEP shall be to demonstrate success in increasing English language proficiency and student academic achievement so that EL students can attain the academic standards adopted by the district and achieve academic success. EL students shall be identified, assessed and provided appropriate instruction in accordance with the LIEP, and shall be provided an equitable opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations. See policy 138 for more information.

School Insurance

A student accident insurance program is approved yearly by the Bellefonte Area Board of Education and made available to students and faculty. Students and their parents/guardians are encouraged to take advantage of this program by purchasing protection. It is understood that such insurance covers participants in the school instructional program, all school activities, and school-sponsored social and athletic events. Parents'/Guardians' current insurance policy may

already cover their children at school and while involved in school activities. Parents/Guardians should consult their policy or their insurance agent to determine if additional coverage through the student accident insurance program is necessary and/or desired.

Learning Media Center (Library)

The Media Center offers a wide variety of interesting books for all reading levels, plus many reference and educational materials in print and non-print format. Also available for student and teacher use is a computer research lab. Students and teachers are encouraged to utilize the Media Center before school, during classroom research periods, and during tutorial. A permission form signed by a parent/guardian is required in order to sign out materials marked as mature as well as the eReaders and fine/lost or damaged book policies. The form is available on the Media Center website. All fines/lost or damaged book costs remaining on a student's account at the end of eighth grade will be added to their high school library accounts.

The school district uses a filtering system to assist in eliminating access to inappropriate websites. Students and parents/guardians are asked to fill out the Internet Acceptable Use Policy/Permission Form and return it to school at the beginning of each new school year.

Learning Media Center (Library) Tutorial Guidelines

To make the most effective use of tutorial time, students:

- Must arrive promptly with the tutorial group. Those who arrive late may be written up for being late or skipping.
- Are not to stop at the restroom on the way to the lab or the Media Center. Permission will be granted upon arrival in case of an emergency.
- Must bring all necessary materials along; passes will not be given to retrieve forgotten items.
- Need permission from their teacher to stop at their lockers on the way to the lab or Media Center.
- Are to work only on the assignments noted on their passes; students failing to do so will be reported to their teachers and face a possible loss of lab or Media Center privileges.

Lockers

Students are assigned a locker for storage of school supplies and personal items. Sixth graders just coming to the middle school sometimes have difficulty with locker combinations and should seek assistance from a teacher or building staff member. Despite this initial difficulty, it's critical for students to keep their lockers locked at all times for the protection of themselves and their belongings.

Students must adhere to the following locker rules:

- Opened containers of food may not be kept in lockers.
- Drinks must follow the guidelines in the next section titled "Open Containers".
- Lockers may not be shared with another student.
- Students are not permitted to give their combinations to another student.

- Students are not permitted to place their own lock on a locker.
- It's the responsibility of the student to keep his or her locker clean.
- Students are permitted at lockers before/after school, during tutorial, and during scheduled locker stops.
- For medical reasons, the use of perfume or deodorant sprays in or around lockers, in hallways, and anywhere else in the school is prohibited.
- Students should not bring items of value to school and store them in their lockers. They are taking a risk that these items may be lost or stolen.

District policy permits school authorities to check a student's locker and seize any illegal materials or any materials that violate school policy. Such materials may be used as evidence against the student in disciplinary proceedings. An individual student locker may be checked without previous notice.

Students must remember that school lockers are considered school property. Because of this, they are subject to periodic inspection without prior notification.

Lockers are subject to search based upon reasonable suspicion for the purpose of determining whether the locker is being used improperly for the storage of contraband, a substance or object that the possession is illegal, or any material that poses a threat to the health, welfare, or safety of the school population or violates school policy.

Open Containers

In addition to drinking water from the various fountains located around the school, students are permitted to carry water bottles during the school day. The water must be in a sealable water bottle (glass containers will not be permitted). If the water bottle becomes a disruption to the educational process, the privilege to carry the water bottle from class to class may be revoked.

Students are only permitted to drink water during the school day, unless granted permission by a teacher for a special classroom event. The only other time beverages other than water will be permitted is in the morning during breakfast and in the cafeteria during lunch. The beverage must be packed as part of the student's breakfast/lunch.

Lost and Found

Lost and found items are turned into the main office. Students should check with the staff in the main office to provide a description of the item. The office staff will then check to see if such an item was turned in. If not, the student can record the item on the office clipboard and include their name and description of the item. If it is found, the student will be notified.

Please do not bring valuable personal possessions to school. If you do bring something valuable to school *by mistake*, please ask a teacher or the office to hold it for you. In physical education class, ask your physical education teacher to hold jewelry or valuables for you.

If an item is lost or stolen, we will assist your child in trying to find the missing article. The

school is not financially responsible for your child's personal or school issued property.

Office Telephone

Students are permitted to use the office phone before and after school for emergency reasons. Those needing to use the office phone during the school day must present a pass from their teacher. Only emergency phone calls should be made from the office. Parents/Guardians who have an urgent message for their child should call the main office and the secretaries will give the information to the student.

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. A detailed list of snacks not permitted and acceptable snack foods is listed on the district's website.

Education for Homeless Youth

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

1. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;

2. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

4. "migratory children" who qualify as homeless under federal law because the children are living in circumstances described in clauses (i) through (iii) above. The term "migratory children" means children who are (or whose parent/guardian(s) or spouse(s) are) migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parent/guardians or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and,

5. "Unaccompanied homeless youth" including any child who is "not in the physical custody of a Parent/Guardian." This includes youth who have run away from home, been thrown out of their home, been abandoned by parents/guardians or guardians, or separated from their parents/guardians for any other reason.

Title I, Part A Services

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

a. Assessing all students and offering academic services to meet their needs.
b. Homeless Students are automatically eligible for Title I services.
    i. Items of clothing, particularly if necessary to meet a school's dress code or uniform requirement.
    ii. Clothing and shoes necessary to participate in physical education classes.
    iii. Student fees that are necessary to participate in the general education program.
    iv. Personal school supplies such as backpacks and notebooks.
    v. Food
    vi. Please contact Mr. Dan Park for additional student needs.
c. Services are provided in all schools.

2. The Title I, Part A reservation for students experiencing homelessness is determined by the Homeless Liaison and the Director of Federal Programs. The set-aside amount is based on the prior year's usage.
3. Title IA homeless set-aside funds can be used for the following:
    a. Clothing items
    b. Food items
    c. Gift cards
    d. Academic services and supports
    e. Hygiene items
    f. School supplies/backpacks
    g. Transportation
    h. Wifi/hotspots for students
    i. Please contact Mr. Dan Park for additional student needs that may be covered with Title I, Part A funds.
4. Any unspent Title IA homeless set-aside funds divert to the Title I budget.
5. The Homeless Liaison and the Director of Federal Programs meet to ensure the coordination between Title 1A and ECYEH services in order to meet the needs of students experiencing homelessness.

6. BASD provides basic supports for students experiencing homelessness in the following ways:
    a. Clothing closets in schools.
    b. Community donations
    c. Local Food Bank
    d. Supplies provided by the Regional Office
    e. School staff fundraisers/donations

Rights of Homeless Children and Youth

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

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

Family Engagement/Involvement:

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

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

Centre County Community Partnerships:

www.findingyourwayinpa.com - Resources for children and youth experiencing homelessness. This resource is also available through Google Play and the App Store as a phone app**.**

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

Click here to visit the Centre County PA Official Website for local information and important updates.

Food		
Centre Hall-Potter Township Food Pantry.	Operating under normal hours 3rd Tuesday of each month 12:30-4:00pm	(814) 531-6151 *Grace United Methodist Church* *127 S. Pennsylvania Ave. Centre Hall PA 16828*
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) *131 S. Allegheny St. Bellefonte PA 16823*
Food Bank of State College	Mondays 1:00pm-4:30pm; Wednesdays and Fridays 1:00pm-3:30pm.	(814) 234-2310 *1321 S. Atherton St. State College PA 16801*
Penns Valley Family Service Center	Tuesdays 8:00am-12:00pm BY APPOINTMENT ONLY.	(814) 349-5850 *337 E. Aaron Sq. Aaronsburg PA 16820*
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 *Snow Shoe United Methodist Church - 501 S. Moshannon Ave. Snow Shoe PA 16874*
YMCA Lunch Programs -	Centre Hall is providing food 12:00pm -1:00pm every weekday and providing backpacks of food for weekends. Bellefonte Area grab and go meals are served at the following locations Monday through Friday 12:00pm - 1:00pm:	https://www.ymcaofcentrecounty.org/programs/youth-development/feeding-our-children/ *YMCA in Bellefonte* *Logan Fire Company* *Beaver Farms* *Governor's Gates Apt buildings* *Pleasant Gap Elementary School*

	Bald Eagle area grab and go meals are served at the following locations Monday through Friday 12:00pm - 1:00pm:	*Continental Courts (playground pavilion)* *Marion-Walker Elementary School* *Citizen's Fire Company* *Pine Glen Fire Company* *Snow Shoe EMS* *Wingate Elementary*
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	
Safety & Mental Health	**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/
Childcare		

● **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.
Housing & Utility Assistance	Due to COVID-19, the Federal Government has instituted the CARES Act, which includes a temporary moratorium on eviction filings. See the HUD COVID-19 FAQs for Public Housing Agencies or the CARES Act itself for direct information.	
Centre Safe, formerly Women's Resource Center	(counseling, advocacy, shelter, and other support related to domestic violence or assault) Available 24/7	Call: 814-234-5050 Web: www.centresafe.org
Centre House Homeless Shelter		Call: 814-237-5508 *217 E Nittany Ave, State College, PA 16801*
Housing Transitions		Call: 814-237-5508 *217 E Nittany Ave, State College, PA 16801*
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/ *325 West Aaron Drive State College, Pennsylvania 16803*
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/
Transportation	Click here for CATA Bus Schedules	

School Resource Officers

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

Email addresses for our SRO's are listed below:

Officer Shawn Luse: sluse@basd.net
Officer Mike Lyons: mylons@basd.net

SECTION FOUR ~ ACADEMIC INFORMATION

Grading

Grade reports at the Bellefonte Area Middle School are issued every nine weeks. Students are provided grading criteria by their teachers at the beginning of the semester or year. In most classes, the following grading scale will be used:

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

Academic Integrity

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

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

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

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

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

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

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

Homework

Bellefonte Area School District advocates the concept of homework to provide an additional positive learning opportunity that enhances home/school communication. The Board of Education has established a homework policy (#130) available in the school office for your review.

Honor Roll

Students who excel in their academic studies are recognized by achieving honor roll status each marking period according to the following criteria:

Distinguished Honor Roll: 100 – 95% in all of the courses listed on the report card

High Honor Roll: 94 – 91% in all of the courses listed on the report card

Honor Roll: 90 – 85% in all of the courses listed on the report card

Any grade of F excludes students from honor roll consideration.

Summer School

Each summer, the Bellefonte Area Middle School offers a summer school program for those students who have failed one, two, or three courses during the school year. Summer school is typically a three to four week program that is held in July. Students who earn failing grades in three or more courses, and do not attend summer school, will be retained in the same grade the following year.

Textbook Care/Obligations

Students at Bellefonte Area Middle School are expected to take the utmost care of their textbooks and class materials. Students and parents/guardians will be charged for all missing and damaged textbooks and class materials.

SECTION FIVE ~ PROCEDURES TO FOLLOW

Daily Attendance Record

Attendance at Bellefonte Area Middle School is taken on a period by period basis. The student day is divided into eight sections which is equal to eight periods. A full day's absence is recorded after a student misses eight total periods (lunch is exempt from the total count). The periods are cumulative and do not have to occur on the same school day. If the student misses eight periods for a non-excusable reason, this will be recorded as an illegal absence.

The entire attendance policy #204 can be found at https://go.boarddocs.com/pa/bellasd/Board.nsf/Public?open&id=policies# .

Attendance Procedures

The Board requires that all students enrolled in the district schools attend school regularly in accordance with the laws of the state. The educational program offered by this district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. The regular contact of students with one another in the classroom and participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

Attendance shall be required of all students enrolled in schools during the days and hours that the school is in session, except that a principal or teacher may excuse a student for temporary absences when they receive satisfactory evidence of such mental, physical, or other urgent conditions which may reasonably cause the student's absence.

Reasonable cause for absence from school:

- Illness
- Quarantine
- Recovery from an accident
- Death in the family
- Impassable roads and/or natural disasters
- Family emergencies
- Other reasonable causes as permitted by Board policy

Absences shall be treated as unlawful until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence. Medical excuses must be submitted within ten (10) days of the absence.

A maximum of ten (10) days of cumulative lawful absences verified by parent/guardian notification may be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed physician.

The Board shall permit a student to be excused for participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group upon written request prior to the event.
The Board will recognize other justifiable absences for part of the school day. These shall include medical or dental appointments that cannot be scheduled outside the school day, court appearances, family emergencies, and other urgent reasons.

School attendance is compulsory from the time the child enters the lowest grade of an elementary school above kindergarten, which shall be no later than at the age of eight (8) years, until the age of eighteen (18), or graduation from a regularly accredited senior high school.

Written Excuses for Absences

Parents/Guardians are required to submit a written explanation for the legal absence of their child within three (3) days from the date of the child's return to school. Medical excuses must be submitted within ten (10) days of the absence in order for it to be considered medically excused. Failure to provide such written explanation or failure of the child to present the excuse to the principal and/or designee will result in the absence being declared unexcused and/or unlawful, as provided in law. The mere fact that a parent/guardian provides a written explanation does not qualify the absence as excused. The absence must be for a legal reason as determined by law.

Excuses may be emailed to msatt@basd.net or faxed to 814-353-5350. Any attendance related

questions can be directed to the attendance clerk, Ms. Justine Bercel, either by email at jbercel@basd.net or phone at 814-355-5466 ext 5001. Although a phone call is appreciated when your student will be absent, written documentation is still required.

Unexcused Absences

Examples of unexcused absences are listed in the table below. This list is not all-inclusive and does not preclude the classification of other absences as illegal or unexcused.

Unexcused/Illegal Absences:

- Attendance at non-sponsored sporting events
- Absence for PERSONAL reasons (EX: needed at home)
- Babysitting
- Overslept/Car would not start
- Gainful employment
- Hunting and Fishing
- Missing the school bus or personal transportation
- Shopping
- Trips not approved in advance (example: going out of town)

After each of the first three (3) unexcused days:

- Contact by Attendance Officer or the Attendance Clerk
- First, Second and Third offense letter sent
- Upon the third unlawful absence, a School Attendance Improvement Plan will be developed cooperatively with all stakeholders through a school family conference

On the 6th unexcused day:

- Contact by Attendance Officer or the Attendance Clerk
- First arrest notice sent by certified mail
- Student referred to any combination of the following: District Magistrate, Office of Children and Youth Services, Office of Probation

On subsequent illegal absences, additional referrals to District Magistrate, Office of Children and Youth Services, Office of Probation may be made.

Repeated infractions of Board policy requiring the attendance of enrolled students may constitute misconduct and disobedience to warrant the student's suspension or expulsion from the regular school program.

School Attendance Improvement Plan

Pennsylvania state attendance laws mandate that before any legal proceedings to address truancy take place a School Attendance Improvement Conference must be held. This is simply a meeting that takes place between the student and their parents/guardians and representatives from the school. This meeting may take place in person or over the phone if the parent/guardian prefers.

It is not mandatory that students or their parents/guardians attend this meeting if they do not wish to, though they will still be invited and encouraged to attend. If the school does not receive a response after multiple attempts to schedule this meeting, the meeting will be held regardless and the accompanying paperwork will be mailed home to the parent/guardian.

The purpose of this meeting is to meet as a team and identify what barriers are preventing the student from regular school attendance and work together to address them. The finished product is formally referred to a School Attendance Improvement Plan and will outline the specific steps necessary to help the student as well as the parents/guardians improve school attendance. The ultimate goal of this process is to work together and avoid any further proceedings involving the District Magistrate and/or Children and Youth Services (CYS).

Monitoring Student Attendance

The Superintendent or designated administrator develops procedures for the attendance of students which:

1. BASD attendance clerk or officer will notify the parent(s)/guardian(s) of the first and second unlawful absences, or when a student accumulates five (5) tardies to school.
2. BASD building principal or designated administrator will notify the parent(s)/guardian(s) of third unlawful absence, or ten (10) tardies to school.
3. Following the third unlawful absence or ten (10) tardies the District will coordinate a School Attendance Improvement Conference to discuss the truancy and develop a mutually agreed upon School Attendance Improvement Plan.
4. On the 6th unlawful absence or the 15th unexcused tardy to school the student will be referred to either the Office of Children and Youth, Juvenile Probation Office, and/or the District Justice.

For every absence, the parent(s)/guardians(s) will be contacted at home or work by the Attendance Officer or the Attendance Clerk.

- After five (5) total days absence (dependent on nature of absence), a letter will be sent to the home
- After five (5) total days or three (3) consecutive days and no parent/guardian contact, a home visit may be made by the Attendance Officer and possibly by the school nurse
- After ten (10) total days:
    - Letter to parent/guardian; doctor's excuse for future absences may be required
    - May be referred to SAP Program

Tardiness to Class

Tardiness includes being late to homeroom, class, and other obligations. Unexcused tardiness will result in disciplinary action may include suspension from school and/or referral to the District Justice.

Tardiness to homeroom or class is reported to the office. If a student accumulates a total of five

tardies (lates), a discipline referral will be completed and given to the vice-principal. For disciplinary actions/consequences, refer to the disciplinary matrix in the back of the handbook.

All tardies of five (5) minutes or more will result in a cut to class and the consequences that follow for a class cut.

Non-Cumulative Absences

Non-cumulative absences include:

- Death in the immediate family
- Subpoenaed court appearance
- Verified acute or chronic medical condition as documented by the parent/guardian and physician, and medical or dental appointments that cannot be scheduled at a time other than during school hours; a physician's note related to a chronic condition must state that the severity of the condition will prohibit the student from attending school as specified by the physician
- Pre-approved absences from school such as excused educational tours and trips, approved college visitation day, and excused religious observance or instruction

When a student accumulates seven (7) days of absence not attributable to the aforementioned conditions or is absent for five (5) consecutive days, a referral to the attendance officer shall be made and a letter will be sent to the student/parent/guardian. The purpose of the letter shall be to review the student's absences and to state clearly to the student and parent/guardian the consequences of ten (10) absences. Attendance verification shall be the parents'/guardians' responsibility.

Absences of five (5) or more consecutive days require a doctor's note or a medical excuse upon return.

Early Dismissal Precautions

No student is allowed to leave school early except at their parents'/guardians' request. Either a request must be received from the parent/guardian in writing, or the parent/guardian must appear at the school office requesting that the child be dismissed in their care.

Requests by telephone must be verified by the building principal or designee. All requests for early dismissal must be for proper and legitimate reasons.

Educational/Vacation Tours and Trips

In accordance with basic Board policy, it is necessary that family trips for educational purposes be considered within the context of school purpose and the law.
Upon receipt of a written request from the parents/guardians of the students involved, students may be excused from school attendance to participate in an educational tour or trip in accordance with state regulations. Such travel shall be at the expense of the parent/guardian and shall be

subject to direction and supervision by a parent/guardian.

Approval of these trips shall be requested, in writing, on forms provided by the district. Requests must be submitted 1 week before the date of departure and should be completed in detail. Forms will not be accepted after the trip. Forms are available on the Middle School Website under Site Shortcuts-Attendance Information.

Submission of the form does not constitute approval. These requests will be evaluated on the following criteria:

- Length of trip – number of school days the student will miss
- Only ten (10) days per year shall be considered
- Trips will not be approved during the PSSA tests, Keystone Exams, Mid-term Exam and Final Exam testing windows
- If Take Your Child to Work day falls during the testing window, this absence will not be approved.
- The number of absences accumulated prior to the scheduled trip
- The purpose, itinerary, and supportive educational aspects must be clearly explained for justifying such an experience beyond the classroom
- Approval will be contingent upon the student's academic progress, attendance record, discipline record, and on the student's responsibility for keeping up with assignments during the trip

If approval is granted before the trip is taken, the student's absence will be excused. If prior approval is not received, the absence will be classified as an unlawful and/or unexcused absence. Should the student's absence extend beyond the approved time, such days will be classified as unlawful and/or unexcused. If approval is denied, the absence will be classified as an unlawful and/or unexcused absence unless a doctor's excuse is provided.

All students are responsible for making up school work and tests missed during an approved trip. All missed assignments must be turned in within 5 school days of returning from the trip.

PSSA Testing Window 2026-2027

Assessment	Dates	Grades
English Language Arts	April 26 - 30, 2027	Grades 3-8
Mathematics, Science and Make-ups	May 3 - May 7, 2027	Grades 3-8
Mathematics, Science, and Make-ups (Optional)	May 10 - 14, 2027	Grades 3-8

Students in grades 6-8 will not be permitted to take a trip during the day a PSSA test is scheduled.

Part-Time Employment

Students fourteen (14) to seventeen (17) years of age who are employed during vacation periods or part-time jobs during the school year must obtain an employment certificate. If the part-time employment interferes with school attendance and achievement, the certificate may be revoked.

Any parent/guardian of a student who fails to comply with compulsory attendance requirements shall be reported to the District Justice and fines could be imposed.

Children of Separated/Divorced Parents/Guardians

In the event that a separated/divorced parent/guardian having custody of a child desires that the child not be released in the care of the other parent/guardian, the school will comply with their wishes, provided they file with the school a copy of the court order authorizing their custody.

Religious Excusal

All absences occasioned by the observance of religious holidays, as designated by the Department of Education, of the student's religion shall be excused. No student so excused shall be deprived of an award or eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.

Assignments for Absent Students

Upon the request of a parent/guardian, every attempt will be made to contact the teachers in order to obtain assignments for any student who has been absent for multiple days. Assignments, for the days requested, will be sent to the office so that a parent/guardian may come into the school and pick them up for their child. Allow 24 hours from the time the request has been made to receive the work. Please call 814-355-5466 and check to see if assignments have been brought to the office prior to coming into the school.

Make-Up Work Guidelines

Students must be given the opportunity to make up missed work and tests after any absence. The following guidelines should be used for make-up work:

- It is the responsibility of the student, upon returning to school, to contact the teacher for make-up work and to complete that work.

- It is the responsibility of each teacher to provide make-up work for an excused absence.
- Students will be given a reasonable amount of time for make-up work, unless they were already aware of the assignment. A student will be given one day after each day's absence. (Example: 3 days of absence = 3 days of make-up time)
- Teachers may use their discretion to further extend the amount of time for make-up work.
- If a student fails to complete a test/assignment that has been rescheduled by a teacher due to an 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 take any test scheduled or submit work due that day.
- Students may make up all work missed during a suspension from school within the allotted time established above.

Crisis Response Team

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to know that the Bellefonte School District, and more specifically, the Middle School, has made preparations to respond to such situations. Should a major crisis occur during school hours, your child will be cared for at the Bellefonte Area Middle School.

Your assistance and cooperation is necessary in any emergency. Please follow the procedures listed below:

- Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.
- Do not telephone the school. Telephone lines may be needed for emergency communication.
- Check the middle school website for Crisis Information. Turn on your radio or television for emergency announcements.
- In the event of a serious emergency, students will be kept at the Middle School or taken to a secure alternate site until they are picked up by an identified adult who has been listed on the child's Emergency Card. Please consider the following criteria when you authorize another person to pick up your child at school:

  The person should be:
  - 18 years of age or older
  - Usually home during the day or generally available during school hours
  - Known to your child
  - Aware and able to assume this responsibility

The decision of what to do during crisis situations is based on the safety of the children. Please discuss these matters with your immediate family. Planning ahead will help all of us.

Questions or Concerns may be addressed to the Bellefonte Area Middle School Crisis Response Team (CRT):

- Dr. Garman, Principal - Team Coordinator – Incident Command Center
- Mr. Runk, Vice-Principal – Staff Notification Coordinator

- Ms. Fisher and Ms. Bercel – Communications and Transportation
- Ms. H. George and Ms. E. Bunk– Student and Family Services
- Ms. Weaver – Buildings and Grounds Coordinator
- Ms. Griel, School Nurse – Triage Coordinator
- Mrs. Frye – Food Service Staff Coordinators

Evacuation Procedures

Evacuation (fire) drills are held once a month and are unannounced. At the sounding of the fire alarm, students will leave the building quickly and quietly at the direction of their teacher or appropriate staff person. Direction signs are found above the doors or on the bulletin board in each room. In the event of an actual emergency during which students must vacate the building and will not be permitted to return to the Middle School, they will proceed to the high school auditorium or gymnasium where they will wait for their bus or other transportation.

Throughout the school year a variety of emergency drills take place. Fire drills or lockdown drills are held each month. Severe weather drills are also practiced periodically. The drills are designed to instruct students and staff in procedures that are specific to the drill. The purpose of the drills is to ensure the safety of all students and staff.

School security drills are designed to practice procedures to respond to other emergency situations such as an act of terrorism, armed intruder situation or other violent threat. School security drills are conducted in accordance with Policy 805 and 24 P.S. §15-1517 with one (1) drill being held within ninety (90) days of the start of the school year.

Bus Evacuation Drills

Bus evacuation drills are held twice a year. Students are typically informed the day before to ensure appropriate dress. During the drill, the driver assists students as they utilize emergency exits on the bus and shows them where first aid kits and fire extinguishers are located.

Emergency Closing of School

The need to close school due to the weather or an emergency will be announced on the Thrillshare notification system and following radio stations: WBLF, 3WZ, WMAJ or WRSC. Stations will announce school closings at regular intervals. The school district website will also contain information on a school delay or cancellation.

Hallways and Hall Passes

Appropriate hallway behavior includes walking on the right hand side of the hallway, using a quiet voice, using appropriate language, and being respectful of the rights of ALL students and staff. Violations of school rules that occur in the hallways will result in disciplinary referrals.

Hall passes are important to maintaining accountability of students and a quality academic environment.

- Students may only be in the hallways during class periods with a valid pass card signed by

school staff. Students must take the most direct route to their destination. Students can expect teachers, principals, and other school officials to ask for a hall pass at any time they are in the hallways during class time. Anyone without a pass will be escorted to their class or taken to the main office.

- Students must sign out and then back in on the classroom sign out sheet prior to leaving the room for a destination.
- Students who abuse the pass privilege may lose pass privileges. Students who attempt to circumvent the system could face additional disciplinary action or be placed on hallway restriction.

Physical Education Procedures

Physical education classes are scheduled three times per cycle. Since physical education grades are based on active participation, students are only excused from participating in physical education for medical reasons. Students experiencing health problems are expected to dress and participate to the best of their ability. Serious health problems that are physically debilitating must be documented by an attending physician, with specific notes as to the extent of the student's ability to participate. Physician's notes are to be given to the school nurse.

Detailed expectations for physical education class will be provided on the first day of class by the teacher. One such expectation is that students will come prepared to dress in clothing appropriate for physical education class, other than that which is worn to school that day. Teachers will define what is considered appropriate clothing for class.

Students will not be assigned a locker, but students may use one during class to hold clothing and books. Students should never bring items of value into the locker room and items should never be left in the locker room overnight. Any valuables should be given to the teacher to be locked in the office during class. The use of perfume or deodorant aerosol sprays is prohibited in locker rooms and the building in general. Roll-on deodorants are recommended.

Transportation

Safety is an issue of critical importance in regard to school bus transportation. Appropriate behavior of students goes a long way to ensure the safety of those on the bus and of others in its proximity. Bus drivers have the same authority as school personnel and in order to enforce safety and social standards, they will determine the degree of talking and activity permissible. Riding the bus is a privilege, not a right. Any violation of bus rules will result in disciplinary action. Serious and/or continued violations may result in students being banned from riding the bus, thus requiring parents/guardians to provide alternative transportation to school.

Another issue of safety is to ensure that students are being transported to their home or another parent/guardian designated location. Students will not be permitted to ride an alternate bus to or from school without approval from the Director of Transportation. If an emergency situation is approved by the Transportation office, a Bus Boarding Pass will be issued. This pass is signed by a building administrator and given to the student by the end of the school day. Students must present the Bus Boarding Pass to the driver of the alternative bus upon entering. Absence of a

pass will prohibit the student from riding an alternative bus. Requests to ride an alternate bus can only be permitted if seats are available on that bus.

The school district's bus policy is made available at the beginning of each year to parents/guardians and students when bus routes are announced. Students and parents/guardians should familiarize themselves with this policy to ensure safe travel to and from school. For questions or concerns about transportation, contact Karen Moore at 814-355-4812, ext 3033 or by email: kmoore@basd.net

School Bus Surveillance

For the safety of students and to maintain proper standards of conduct, a video surveillance system is in use on district school buses. This system is intended to assist the administration, bus contractors, and drivers in observing behavior and preventing violation of bus rules and regulations. Student behavior may be recorded and disciplinary action may be taken based on the behaviors recorded.

Pursuant to Section 5704 (18) of Title 18 of the Pennsylvania Consolidated Statutes, The Bellefonte Area School District reserves the right to and may incorporate the use of audio recording equipment on school buses and district owned vehicles to help ensure the safety of our students. These recordings may be used to provide evidence when disciplinary actions are imposed by the district. This shall only apply when a school bus or school vehicle is used for a school related purpose.

Permission for Students and Media

Periodically, we have television stations and newspaper reporters who come to our schools for different events. They almost always ask to take photographs of our students, and sometimes they also want to interview children. That means that when we're doing something truly exciting, we want to have our students interviewed and photographed. We also like to include student pictures on the district website (www.basd.net), our BAMS Facebook page, and Twitter account. There are many exciting activities and events that we're proud to share with the community using the internet. We would like the opportunity to include more children in those exciting news stories on the district website. This allows us to promote the great and exciting happenings in our school.

Parents/Guardians who object to having photos or names of their child(ren) published to a website or any other form of media must notify their student's building administrator in writing and/or via email.

SECTION SIX ~ SCHOOL RULES AND POLICIES

The successful and effective operation of any organization and institution requires that certain structures, procedures, and rules are in place. The Bellefonte Area Middle School is no exception. It's necessary that students and parents/guardians become familiar with the major

rules at the middle school. A claim that one did not know that something was against the rules is not a valid excuse. The School Board recognizes that there may be situations where disciplinary actions/consequences may require administrative discretion.

School Rules and "In-Loco Parentis"

From the time students leave home each morning to the time they return home each afternoon, school officials are responsible for their well-being. This authority is called *in loco parentis*, meaning "in place of the Parent/Guardians." Because of *in loco parentis*, it is the school's responsibility to ensure the rights and well-being of all students, as well as take measures necessary to provide a positive and safe learning environment.

At the Bellefonte Area Middle School, we have four school-wide rules:

- Be Respectful
- Be Kind
- Be Safe
- Be Here and Ready

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

School-Wide Positive Behavior Support (SWPBIS)

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

Raider Cards

In an effort to recognize our student's outstanding efforts in their school community, students will be rewarded with Raider Cards. These rewards can be used to purchase items at the school store. Students may also choose to enter their Raider Cards in drawings for special rewards. Students should not trade raider cards with other students.

Bomb Threats

Communicating a bomb threat in any way is strictly prohibited at the Bellefonte Area Middle School. This is a matter that is taken very seriously and the following action will be taken:

- The police will be contacted immediately.
- Parents/Guardians will be notified and asked to come into the school.
- The superintendent/school board will be notified.

- That student will be suspended out-of-school immediately for a period of ten (10) days.
- In addition to the ten (10) day OSS, a student will be placed in an alternative education school or be expelled permanently from school at the discretion of the superintendent/school board.

Fighting and Harassment

Two major rules of the Middle School that need to be detailed involve the physical and emotional safety of students. While violation of these rules could likely result in harm to others, assuredly, a violation will result in disciplinary action.

- Physical fighting is prohibited at the Bellefonte Area Middle School. If one student hits, slaps, kicks, pushes, bites, or chokes a second student, the second student is to move away and report the incident to a school staff person. While students may take actions to protect themselves (i.e., putting hands or arms up to block attack), under no conditions is retaliation permitted. Any act of hitting, kicking, etc. back is construed as retaliation. Consequences will be a minimum of one (1) day in-school suspension for any physical contact.
- Verbal intimidation, sexual harassment, or harassment is forbidden at the Bellefonte Area Middle School. Students may not make statements that are hurtful, that threaten, that lead to feelings of discomfort, or that are racist or sexist in nature. If one student verbally intimidates or harasses a second, the second student is to report the incident to a staff member. Under no conditions is retaliation permitted. Complaints of harassment will be investigated promptly and corrective action will be taken when allegations are verified.

In certain cases of physical attack or verbal harassment, legal authorities may be notified and the student responsible for such may be required to undergo psychological evaluation before returning to school.

Report Harassment/Bullying

If a student of BAMS is being bullied or harassed, please contact the appropriate school counselor or building administrator at 814-355-5466.

Ms. George	Counseling	x 5007
Ms. Bunk	Counseling	x 5008
Mr. Runk	Vice-Principal	x 5004
Dr. Garman	Principal	x 5003

Students are also encouraged to fill out an online incident report when instances of bullying are occuring. The form can be found on the BAMS website.

Bullying/Cyberbullying/Hazing

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

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

- Substantial interference with a student's education
- Creation of a threatening environment
- Substantial disruption of the orderly operation of the school

Bullying, as defined in this policy, includes cyberbullying.

BAMS encourages students who have been bullied to promptly report such incidents to the classroom teacher, school counselor, building principal or any member of the faculty/staff.

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

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

- Parent/Guardian conference
- Loss of school privileges
- Transfer to another school building, classroom or school bus
- Exclusion from school-sponsored activities
- Detention
- Suspension
- Expulsion
- Referral to law enforcement officials

A Bullying/Cyber bullying parent/guardian guide is available on our website and in the back of this handbook to help parents/guardians handle bullying situations with their children.

The district prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours. No student, parent/guardian, coach, sponsor, volunteer or district employee shall engage in, condone or ignore any form of hazing. The district encourages students who believe they, or others, have been subjected to hazing to promptly report such incidents to the building principal or designee.

Weapon Policy

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

- Weapons are not permitted anywhere on school grounds or on buses that transport students to school.

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

- Items that can be considered weapons, and subject to confiscation/discipline include:
  - Chains, as jewelry or on wallets
  - Razors and blades
  - Cap guns

Should a knife or other implement be brought to school by mistake, the student MUST bring it to the office immediately and explain the situation. It is extremely important for students to refrain from making this mistake, as "zero tolerance" requires harsh punishment that could result in a one-year expulsion from school. See Board Policy 218.1 for more information.

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

Student Searches

Searches are outlined in Board Policy 226. Student searches must be justified at their inception by reasonable suspicion that policy or law has been violated or is being violated and that evidence of the violation will be disclosed by the search, and the search actually conducted must be reasonably related in scope to the circumstances which justified the search at its inception.

School district administrators are authorized, under circumstances justifying such a search as described above, to require students or other persons under the administrator's jurisdiction to submit to a thorough search of their person and personal belongings including, but not limited to, clothing, shoes, handbags, backpacks and wallets to seize any unauthorized materials. If a school district administrator is not present, School Resource Officers are authorized to conduct searches of students and/or their property using reasonable suspicion as a School District Administrator would. This includes circumstances that occur both during and outside of the school day at any school affiliated event. A metal detecting wand may be used during the search.

Any individual/student who refuses to comply or cooperate with these expectations will result in

parent/guardian and local law enforcement contact, as well as possible suspension from school and subject to other disciplinary action. If a more extensive search is required, it will be conducted by local law enforcement.

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

Electronic Device Searches

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

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

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

Disciplinary Referral Forms

Disciplinary referrals are write-ups that help keep the office informed of behavioral difficulties that arise. If a student behaves inappropriately, any school staff member or bus driver may complete a referral form and hand it in to the office.

Students meet briefly with either the principal or vice principal to review and receive a copy of the referral form. Students also have the opportunity to reflect on the inappropriate behaviors for which they've been cited. Consequences for referrals may include a warning, lunch detention, detention, in-school suspension, and/or out-of-school suspension. In each case, parents/guardians will be contacted by mail, email and/or telephone informing them if a consequence is given.

Students receiving numerous referrals can begin to lose privileges afforded to their classmates such as field trips, school assemblies, dances, or other programs.

Detention

At the Bellefonte Area Middle School, a system of issuing detentions is in place to reinforce the rules and procedures identified for the effective operation of the school. Detentions are issued by an office administrator.

Office detentions:

- Are held on Monday, Tuesday, Wednesday and Thursday afternoons from 3:20-4:20 pm.
- Are scheduled by the principal or vice principal.

- Are rescheduled only by request of parent/guardian with a reasonable and acceptable excuse, not for extracurricular activities.
- Must be made up the next scheduled detention day in the event of a student absence.
- Prohibit a student from participating in an extracurricular activity on the day of the detention, during the detention time.

Lunch detentions:

- Are scheduled by the principal or vice-principal. May also be assigned lunch detention by teachers on lunch duty for their behavior at lunch/outdoor free-time.
- Occur during the student's lunch time in a location other than the cafeteria.

When a student's behavior violates their responsibility to care for district facilities by causing damage, mess, or disruption to school spaces, such as hallways, cafeterias, or restrooms, the administration, following proper notice of the infraction to the student and parent or guardian, will work with the student to draft a Restorative Agreement. This agreement may include community-minded restitution, such as restoring the physical space after school hours under staff supervision. Completion of this agreement satisfies the disciplinary requirement and avoids further exclusionary consequences, such as suspension.

Suspension Program

At the Bellefonte Area Middle School, serious or repetitive disciplinary infractions may result in student suspension. There are two possible options the administration may utilize: Out-of-school suspension (OSS) or in-school suspension (ISS). Students serving either one are ineligible to participate in any school related activities or sporting practice or events throughout the duration of the suspension.

Out-of-School Suspension

The daily schedule and expectations of a student in OSS are as follows:

- Is not permitted on school grounds or at school-sponsored events for the duration of the suspension
- Work is provided by teachers at the outset of suspension
- Returns to school with work finished at the completion of the suspension

In-School Suspension

The daily schedule and expectations of a student in ISS are as follows:

- Rides normal transportation to and from school
- Reports to homeroom as normal for attendance
- Reports to the ISS room at the end of homeroom
- Remains in seat and in ISS room for the day - all work is delivered by teachers
- Eats lunch in the ISS room
- Follows all ISS room rules and instructions of the ISS teacher

Failure to abide by ISS rules will result in the assignment of additional time in the ISS room or OSS.

Students who are assigned to the In-School Suspension room are expected to follow the rules set forth by the In-School Suspension teacher.

Dress Code Policy

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

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

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

- Students must wear footwear in school.
- Shorts and skirts must be at least mid-thigh in length.
- No clothing or face coverings are permitted to be worn that have:
    - Cigarette or alcohol logos.
    - Depictions of drugs, drug use, or drug innuendo.
    - Inappropriate words, pictures, language, or sexual connotations.
    - Advertisements for establishments that contain alcohol or sexual innuendo (i.e., Hooters).
    - The words bar, lounge, or tavern on it.
    - When standing with arms down, student's upper garment should meet the lower garment.
- No tank tops, shirts with spaghetti straps, muscle shirts, or halter tops are permitted. Sleeveless shirts should have shoulder straps at least 3 inches wide. If a student chooses to wear a shirt that has large arm openings, an undershirt must be worn to not expose the skin on the sides of the torso.
- Pants or jeans must be worn so that no underwear is exposed.
- Capes and/or blankets are not permitted to be worn due to safety concerns
- Please remember to remove all headwear, including hats, bandanas, hoodies, du-rags, and sunglasses upon entering the building. (Bandana-like material may be utilized as a headband but the width of the headband should not exceed 2 inches. The headband must be worn in the hair as a traditional headband and not on other parts of the body.)

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

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

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

Substitute Teachers

At Bellefonte Area Middle School, we are appreciative of the dedicated individuals who enter our building on a daily basis to fill positions of absent teachers. Though they are not the regular classroom teacher, substitute teachers play a crucial role in the functioning of our building as well as the education of our students every single day. As visitors to our building, it is fully expected that they are treated with the utmost respect and that the rules and expectations of the building as well as the classroom are adhered to when they are here. Please know that consequences for misbehavior for a substitute teacher may be more substantial and that any such behavior will not be tolerated. When students interact with our substitute teachers, their behavior is representative of this school as a whole as well as their parents/guardians who work to instill good character traits and decision-making.

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.

Acceptable Use Guidelines

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

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

The purpose of providing access to the BASD network and the Internet is to support education within the schools of the Bellefonte Area School District by providing the opportunity to develop 21st Century skills such as: collaboration, communication, creativity, critical thinking, research and digital citizenship. Bellefonte Area Middle School adheres to the Acceptable Use Policy as outlined by the Bellefonte Area School Board of Directors. You may view this policy on the District web site: www.basd.net and look under School Board, Board Policies.

Access to the BASD network and the Internet is a privilege, not a right. All BASD students are provided with BASD network user accounts. Access to the BASD network and the Internet is a privilege, not a right. Inappropriate use may result in a cancellation of those privileges. Each user of the BASD network is responsible for any and all activity initiated by their account. Student use of Generative AI software/platforms is not permitted on any coursework/assignments/assessments unless explicitly outlined by the teacher.

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

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

Users are responsible for selecting a secure password for their account and for keeping the password secret at all times. Passwords must never be given out.

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

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

Google requires parental consent for use of apps that are not considered core services. Apps that are not included core services are considered additional services. Additional services include YouTube, Google Earth, Maps, My Maps, Translate, Applied Digital Skills, Chrome Canvas, Chrome Web Store, Google Play, CS First, Arts & Culture, and Google Bookmarks. These additional services have been available to students for many years and have been valuable educational resources.

Please submit this form if you do not give consent for your child to access additional services. Additional information regarding content filtering, Google Classroom, and online safety can be found on our Technology Resources for Parents page at https://sites.google.com/basd.net/technology-resources/home.

Internet Permission Form

All students must complete and return the Internet Acceptable Use Policy/Permission Form. A student will not be granted access to the internet until this form has been signed and returned to the school.

Student Email Use

Students will be provided email addresses for school use only. The use of this email accessed both on campus and off must be for academic use only and must abide by all pertaining school

rules. All emails will be recorded and students will be expected to follow proper school behavior in using this service.

Students are not to use email to threaten, harass, bully, intimidate, or cause alarm to others. Failure to use school email appropriately will result in the suspension of the service and/or further disciplinary consequences as applicable.

Electronic Device Guidelines

Electronic device use is restricted at Bellefonte Area Middle School. Students must keep their electronic devices in their lockers at all times unless otherwise directed or assigned by a teacher. As this is the case, the only reason a student will be permitted to use an electronic device throughout the day is for an academic purpose, or another purpose determined by a teacher.

As per the policy, students may possess cellular telephones on school district property and at school district events. They shall be used only in a manner that is not disruptive to the school and its educational activities. Principals may, in addition, adopt and enforce reasonable rules and regulations thereto, and as situations may warrant, revoke such privileges for any and all students.

Cell phones may be used only before or after school. Cell phones and other electronic devices must be turned off and locked in lockers during the instructional day. Students must turn off cell phones from 8:00 AM through the end of the school day at 3:15 PM. Students are permitted to use cell phones until 7:55 AM, provided they are used in a manner that is not disruptive or that violates any school policy. Students are responsible for the safe-keeping of their own electronic devices. The school will not be responsible for replacing any lost or stolen items nor be held liable.

The chart below details consequences for restricted electronic devices:

Violation/Offense	Consequence
1	Confiscated/Returned to student
2	Confiscated/Returned to Parent/Guardian/Detention
3	Confiscated/Returned to Parent/Guardian/ISS/Cell phone banned at school

Unauthorized use/or possession of electronic devices shall result in progressive discipline measures as stated in board policy and student handbook.

One-to-One Chromebooks

Every student at BAMS will be assigned a Chromebook for use during the school year. Students are permitted to take their Chromebooks home. Students will not turn them into the school during the school day and as a result will be responsible for their Chromebooks at all times, in and out of school. Students are encouraged to take their Chromebooks home daily as they can use them to continue their education during any sudden or unexpected school closures. Students are expected to bring their fully charged Chromebooks to school with them each day. There will be a limited number of Chromebooks available in the library for students to sign out if a student would need one throughout the day.

Care of Devices:

Students are responsible for the general care of the devices that have been issued by the District, but should never attempt to repair any damage. If a student is having technical issues with their Chromebook, they should let their teacher know. 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. District-owned devices should never be taken to an outside computer service for any type of repairs or maintenance.

The following recommendations are general guidelines for taking care of District devices; however, these recommendations do not limit the liability for the care of District devices.

<u>General Precautions</u>

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

<u>Cases</u>

- Each student will be issued a protective case for their device that is to stay on the chromebook at all times.
- Although the cases are reinforced to help protect the device, they are not guaranteed to prevent damage. It remains the student's responsibility to care for and protect their device.

Damages, Repair Costs and Replacement Costs:

Personal responsibility on the part of the student is a goal and a key for the success of this program. The devices are expensive pieces of equipment.

Damages, Repairs and Replacement:

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

Equipment Repair Costs

- Chromebook replacement fee: $225.00
- Screen: $50.00
- Touchpad: $50.00
- Individual Key: $5.00
- Full Keyboard: $50.00
- Charger: $30.00
- Case: $20.00
- Other Damages: Will be on a case by case basis
- Negligent, malicious, or willful damage to equipment and/or theft of equipment may also subject the student to prosecution and punishment under law and/or discipline under the Code of Student Behavior

Replacement Devices

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

Carrying Devices

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

Screen Care

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

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

Headphones for Chromebooks

Due to health concerns, the school will not be providing students with headphones or earbuds. We ask that all students purchase their own set for use when necessary during the school day.

Internet Filtering

In order to provide a safeguard to help prevent the access of inappropriate material, and to comply with the Children's Internet Protection Act, Internet access will be filtered using filtering software. The filtering will be in place for all Internet access provided by BASD. Furthermore, all Internet access will be filtered and potentially made available to District employees anytime students are using their district-issued devices or when they are on a personal device and signed into their BASD Google account. Use of a filtering program does not remove the responsibility of network users to restrict their online activities to activities that comply with the guidelines and standards of the acceptable use policy.

Smoking/Tobacco Policy

Tobacco use by students presents a health and safety hazard that can have serious consequences for both users and nonusers and the safety and environment of the school. Smoking, chewing, and the possession of tobacco and/or paraphernalia – including lighters, vaporizers, vaporizer cartridges (full or empty) – are prohibited in school buildings, school buses or on school property owned by, leased by, or under the control of the school district. If a student's name is reported to the office for suspicion of a tobacco product (usage or possession), the student is subject to possible search, parent/guardian notification, and disciplinary action (if a tobacco product is found).

**Use of tobacco is also prohibited in cars parked on school property and on walks surrounding the school. This also applies to students on school-sponsored activities that are held off school*

property.

Act 145 of 1996 (Tobacco Prohibition):

- Prohibits the use of all tobacco products in schools, including school restrooms.
- Pupils who possess or use tobacco in school, on a school bus or on school property commit a summary offense and will be referred to the District Justice in addition to school consequences.
- School districts must initiate prosecution.
- Upon conviction of the offense, the student is fined an undisclosed amount for the benefit of the school district and assessed court costs.
- Tobacco is defined as a lighted or unlighted cigarette, cigar, pipe or other lighted smoking product and smokeless tobacco in any form.

First time offenses will result in disciplinary consequences and an option to attend a smoking cessation program of the students choosing at the student's and/or parent/guardian's expense. The student and parent/guardian are responsible to provide documentation of completion of a cessation program, in the form of an official letter from the provider, within four (4) weeks of the violation date to the administration of Bellefonte Area Middle School. If a cessation program is not applicable to the situation, an alternative assignment may be given in lieu of the program, such as a presentation/education of the risks of such behavior. If such documentation of completion is not received within this time frame, the student will be referred to the District Magistrate/Justice. Students will also be referred to the BAMS Student Assistance Program (SAP).

The Bellefonte Area Middle School reserves the right to treat items such as electronic cigarettes (e-cigarette), vaporizers, nicotine patches, nicotine gum, other nicotine-delivering substances, chemicals or devices that produce the same flavor or physical effect of nicotine substances, and any other "tobacco innovation" as a violation of the school's tobacco policy and/or a violation of the school's drug and alcohol policy based on individual circumstances. See Board Policy 222 for more information.

Video Cameras

BAMS utilizes video cameras to maintain safety within the school. Footage from these cameras is utilized for and subject to disciplinary consequences. Footage from these cameras is used by school personnel and is not made public as we are required by law to protect the confidentiality of our students.

Disciplinary Code

Observance of the rules and regulations that govern all phases of school life is expected of all students attending the Bellefonte Area Middle School. Some of the most common types of disciplinary problems and the procedures for dealing with them are described in the following section. It's understood that the disciplinary actions described herein represent minimal penalties and are intended to only act as a guide for administrative action. In all cases, the student's past

record, attitude, and willingness to cooperate in correcting behavior problems will be considered. This disciplinary code has been approved by the Bellefonte Board of Education and will be implemented by the administration.

The chart detailed on the following pages notes and defines the disciplinary actions addressed by the code, as well as the consequences for first, second, and subsequent occurrences. Students and parents/guardians are advised to familiarize themselves with the disciplinary code.

Students/individuals who incite a disciplinary incident are also subject to disciplinary consequences. If a consequence is given, parents/guardians will be notified.

The Board recognizes that there may be situations where disciplinary actions/consequences may require administrative discretion.

DISCIPLINARY INFRACTION	DEFINITION	FIRST OCCURRENCE	SECOND OCCURRENCE	SUBSEQUENT OCCURRENCES
CUTS, LEAVING SCHOOL GROUNDS W/O PERMISSION, LEAVING CLASSROOM W/O PERMISSION, TRUANCY, OTHER ILLEGAL ABSENCES	Failure to report to school or class; Leaving school grounds before or during school.	Detention(s) assigned; One detention for each class missed; One day of suspension for each incident of leaving school grounds; Parent/Guardian notified.	Same as the first occurrence.	Administrator Review: Possible suspension up to ten days; Possible placement on behavioral program; Parent/Guardian/Student/ Administrator conference.
CUTTING OF DETENTION	Failure to report to an assigned office or teacher detention.	Two detentions assigned for each detention missed; Parent/Guardian notified.	Same as first occurrence.	Administrator Review: Possible suspension up to ten days; Possible placement on behavioral program; Parent/Guardian/Student/ Administrator Conference.

INAPPROPRIATE LANGUAGE TOWARDS STAFF	Swearing; Use of foul or abusive language or gestures that are directed towards staff members.	One to three days of suspension; Parent/Guardian notified.	Three to five days of suspension; Parent/Guardian notified.	Administrator Review: Possible suspension up to ten days; Possible placement on behavioral program; Parent/Guardian/Student/ Administrator conference.
INSUBORDINATION	Refusal to respond to a reasonable request.	Range of warning to a lunch detention to one after school detention; Parent/Guardian notified.	Range of warning to two lunch detentions to two detentions; Parent/Guardian notified.	Administrator Review: Possible suspension up to ten days; Possible placement on behavioral program; Parent/Guardian/Student/ Administrator conference.
MISCONDUCT FOR A SUBSTITUTE TEACHER	Student misbehavior that occurs while under the supervision of a substitute teacher.	Warning letter sent home to Parent/Guardians and placed in student's office file. Range of two lunch detentions to a day of after school detention.	Second letter sent home to Parent/Guardian; Range of two lunch detentions to three days after school detention.	Each subsequent misbehavior results in a letter sent home to Parents/Guardians; One to three after school detentions will be assigned; Parent/Guardian/Student/ Administrator conference.

DISCIPLINARY INFRACTION	DEFINITION	FIRST OCCURRENCE	SECOND OCCURRENCE	SUBSEQUENT OCCURRENCES

TARDINESS TO CLASS	Being late to class and other obligations; Tardies in excess of 5 minutes will be considered a cut (see above).	Accumulation of five tardies results in a range of warning to one after school detention; Parent/Guardian notified.	Accumulation of ten tardies results in up to two after school detentions; Parent/Guardian notified.	Accumulation of 15 tardies=up to three detentions; 20 tardies=up to 1 ISS; 25 tardies=up to 2 ISS; 30 tardies= up to 3 ISS; 35 + tardies=possible OSS;
TARDINESS TO SCHOOL	Being late to school; Tardies in excess of 5 minutes will be considered a cut (see above).	Accumulation of five tardies to school: Administration/ student meeting; warning.	Accumulation of ten tardies to school: 1 detention assigned; student/Parent/Guardian/ administrator meeting.	Referral will be made to the District Justice after 15 tardies to school/homeroom and each 5 after that; Possibility of monetary fines.
INAPPROPRIATE LANGUAGE/ GESTURES	Use of foul or abusive language or gestures undirected or directed towards others.	Range of detention Range of multiple lunch detentions to one day suspension; Parent/Guardian notified.	Range of detention to three days of suspension; Parent/Guardian notified.	Administrator Review: Possible suspension up to ten days; Possible placement on behavioral program; Parent/Guardian/Student/ Administrator Conference.
CAFETERIA MISCONDUCT	Inappropriate cafeteria behavior such as leaving seat without permission or throwing food.	Range of warning to two lunch detentions to two after school detentions; Possible assigned seat or assigned to eat in the ISS room; Parent/Guardian possibly notified.	Range of consequence same as first occurrence; Possible suspension; Parent/Guardian notified.	Administrator Review: Possible detentions; Possible suspension up to ten days; Possible placement on behavioral program; Parent/Guardian/Student/ Administrator conference.
DISCIPLINARY INFRACTION	**DEFINITION**	**FIRST OCCURRENCE**	**SECOND OCCURRENCE**	**SUBSEQUENT OCCURRENCE**

INAPPROPRIATE BEHAVIOR	Any form of disruptive behavior resulting in referral to the office; Includes misconduct and/or public displays of affection on the bus, in the cafeteria, in classrooms, and in the hallways.	Range of warning to suspension; Parent/Guardian notified.	Range of warning to suspension; Parent/Guardian notified.	Administrator Review: Possible detentions; Possible suspension up to ten days; Possible placement on behavioral program; Parent/Guardian/Student/ Administrator conference.
BUS VIOLATIONS	Any form of disruptive behavior resulting in referral to the office.	Range of a warning up to three days removal from bus.	Range of three to five days removal from bus.	Range of 10 days removal from bus to being suspended from the bus for the remainder of the year.
HARASSMENT and/or BULLYING	Verbal, written, or physical taunting of others; Can occur one time or repeatedly for a period of time.	Range of warning to one detention and/or one to three days of suspension; Parent/Guardian notified if a detention or ISS is given. Possible police notification.	Two detentions and/or three to five days of suspension; Parent/Guardian notified; Possible police notification.	Administrator Review: Suspension up to ten days and/or possible alternative placement; Parent/Guardian/Student/ Administrator conference; Possible police notification.
SEXUAL HARASSMENT	Any form of harassment based on gender or gender identity.	Range of warning to one detention and/or one to three days of suspension; Parent/Guardian notified if a detention or ISS is given. Possible police notification.	Two detentions and/or three to five days of suspension; Parent/Guardian notified; Possible police notification.	Administrator Review: Suspension up to ten days and/or possible alternative placement; Parent/Guardian/Student/ Administrator conference; Possible police notification.

DISCIPLINARY INFRACTION	DEFINITION	FIRST OCCURRENCE	SECOND OCCURRENCE	SUBSEQUENT OCCURRENCES
ETHNIC HARASSMENT	Any form of harassment against another's culture, heritage, or other characteristics.	Range of warning to one detention and/or one to three days of suspension; Parent/Guardian notified if a detention or ISS is given. Possible police notification.	Two detentions and/or three to five days of suspension; Parent/Guardian notified; Possible police notification.	Administrator Review: Suspension up to ten days and/or possible alternative placement; Parent/Guardian/Student/ Administrator conference; Possible police notification.
THEFT OR DEFACING SCHOOL and/or PERSONAL PROPERTY	Removal of property belonging to the school or another person; Damage and destruction to school or personal property.	Range of one detention to five days of suspension. Possible police notification.	Three to five days suspension; Parent/Guardian notified; Possible police notification.	Administrator Review: Possible suspension up to ten days; Possible placement on behavioral program; Parent/Guardian/Student/ Administrator conference; Possible police notification.
FIGHTING/ PHYSICAL HARASSMENT	A student hits, slaps, kicks, pushes, bites, or chokes a second student. Any other physical action that inflicts pain or discomfort on another student.	Range of one detention to five days of suspension; Parent/Guardian notified; possible police notification.	Range of one day suspension to 10 days out of school suspension; Parent/Guardian notified; possible police notification.	Administrator Review: Possible suspension up to ten days; Possible placement on behavioral program; Parent/Guardian/Student/ Administrator conference; Possible police notification
ACADEMIC INTEGRITY POLICY VIOLATION	Cheating, plagiarism, fabrication/ forgery, obstruction, multiple submissions	Range of detention to two detentions; Zero grade given; Parent/Guardian notified.	Range of detention to three detentions or suspension; Zero grade given; Parent/Guardian notified.	Administrator Review: Possible detentions or Possible suspension up to ten days; Possible placement on behavioral program; Parent/Guardian/Student/ Administrator conference.

ELECTRONIC DEVICES **CELL PHONES**	Possession of electronic devices; Cell phone visible or turned on during school day.	Item confiscated; Student makes an appointment with an administrator to have their phone returned.	Detention assigned; Parent/Guardian notified; Item confiscated; Returned to Parent/Guardian/ guardian only	Item confiscated and returned only to a Parent/Guardian; Student banned from having a cell phone at school; One day ISS; Parent/Guardian/Student/ Administrator conference.
DISCIPLINARY INFRACTION	**DEFINITION**	**FIRST OCCURRENCE**	**SECOND OCCURRENCE**	**SUBSEQUENT OCCURRENCES**
INAPPROPRIATE USE OF TECHNOLOGY	Use of technology for reasons other than educational purposes, such as using proxy servers to bypass GoGuardian, excessive gaming, listening to explicit music, or watching inappropriate videos.	Range of warning to suspension; Access may be limited or revoked.	Range of detention to two days suspension; Access may be limited or revoked; Parent/Guardian notified.	Three days suspension; Access to the Internet and computers revoked; Parent/Guardian/Student/ Administrator conference.
DRESS POLICY VIOLATION	See page 43 for complete listing of Dress Policy.	Warning given and student is asked to change inappropriate clothing or remove articles; Student is given opportunity to call home for clothing; Will remain in ISS until change is made; Jewelry, chain wallet, and/or clothing may be confiscated and held for Parent/Guardians to pick up at school.	Same as first occurrence; Range of warning to two detentions; Parent/Guardian notified.	Administrator Review: Possible detentions; Possible suspension up to ten days; Possible placement on behavioral program; Parent/Guardian/Student/ Administrator conference.

DISCIPLINARY INFRACTION	DEFINITION	FIRST OCCURRENCE	SECOND OCCURRENCE	SUBSEQUENT OCCURRENCES
POSSESSION OF LIGHTERS, MATCHES	Possession of lighters, matches or tobacco products.	Parent/Guardian notified.	Lunch Detention	Administrator Review: Possible suspension up to ten days; Administrator conference.
TOBACCO/ ELECTRONIC CIGARETTES	Possession, use or distribution of any tobacco product, electronic cigarette, vaporizer or any other nicotine product or "tobacco innovation."	Suspension of up to two days, potential referral to District Magistrate.	Suspension of 2-4 days, potential referral to District Magistrate.	Administrator Review: Possible suspension up to ten days; Administrator conference.
Tobacco: Possession of Tobacco in any form will result in a referral to the District Magistrate's office and can include monetary fines. Review information in the Tobacco section of this handbook for information on the first time offender cessation options in lieu of a fine from the District Magistrate.				
DRUG OR ALCOHOL POSSESSION OR USE	Possession or use of drugs, of alcohol, or of look-alike drugs or alcohol.	See Drug and Alcohol Policy on pages 61-65		
POSSESSION OF OR USE OF WEAPONS	Possession or use of anything that may serve as a weapon. See page 40 for examples of weapons or items used as such.	Parents/Guardians notified; Legal Authorities, Superintendent, and School Board notified; Out-of School Suspension of ten days; Psychological Evaluation may be required; One-Year Expulsion From School for First Offense.		
ATTEMPTED ARSON OR ACTUAL ARSON, POSSESSION OF OR	Attempting to start or actual starting of a fire;	Parents/Guardians notified; Legal Authorities, Superintendent, and School Board		

USE OF FIREWORKS OR EXPLOSIVES, BOMBS, OR MAKING THREATS TO CAUSE HARM	Possession of or use of fireworks or explosives; Communicating a bomb, fire, death, explosion, or other threat to cause harm.	may be notified; Suspension up to ten days; Psychological Evaluation may be required; Expulsion if appropriate.

School Board Policy 218 provides more information about student discipline. This includes activity that happens both on and off campus. Below you will find more information regarding discipline for activities that take place off of school grounds.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Student Code of Conduct if any of the following circumstances exist:

The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.

The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.

Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.

The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Student Code of Conduct if conducted in school.

The conduct involves the theft or vandalism of school property.

Informal Hearing Definition

When an out-of-school suspension is of three (3) or more school days, the student and parent/guardian will be given the opportunity to meet for (or participate in) an informal hearing with the administration. Informal hearings are meetings where the administration and parent/guardian discuss the suspension and its circumstances. Initial notification of suspension and possible informal hearing will occur within twenty-four (24) hours of discussion of such consequences with the student. Informal hearings may occur over the phone at the request of a

parent/guardian.

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.

Drugs, Alcohol, and Associated Items

The Board recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. As an educational institution, the schools shall strive to prevent abuse of controlled substances. The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, on school property, and at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities.

Definitions - For the purpose of administering this policy, the following definitions shall apply:

- **Controlled Substance** - any substance listed as illegal or controlled under current applicable Federal or State laws. The term "controlled substance" includes any substance, which is represented to be, or which is thought to be a controlled substance. This includes but is not limited to: look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants such as glue and aerosol products, substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law such as herbal incense or other products containing synthetic cannabinoids, any device/substance that tests positive for any level of THC (including but not limited to delta-8 and delta-9), prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.

- **Non-prescription Drugs** - substances commercially packaged and sold over-the-counter in retail stores or distributed by mail, which either contain drugs of any type or purport to produce drug-like effects. Examples can include, but are not limited to acetaminophen or ibuprofen, cough syrup, Benadryl, decongestants, mentholated eye drops/lip balms/lotions, etc.

- **Prescription Drugs** - substances obtainable only by prescription from a physician.

- **Paraphernalia** - tools or equipment (including communication devices) whose function is to aid a user in preparing for consumption, consuming or selling or distributing any type of unauthorized substance. Examples include, but are not limited to: pipes, scales, vaporizers, bowls, bongs, rolling papers, syringes, vials, zipper storage bags, roach clips, and/or modified everyday items such as pen/pencil tubes, etc.

- **Possession** - keeping or carrying in hands, pockets, wallets, purses, or anywhere about the body. Including within lockers or automobile; or in books, papers, or any other medium or container, which a student may carry or transport.

- **Distribution** - giving, selling, or passing to another person on school property, on school buses, or on the way to or from school.

- **Possession with Intent to Distribute** - possession of any quantity of unauthorized substance, which could not reasonably or safely be consumed within the school day. Example: Possession of more than four tablets of a nonprescription drug, for which the recommended dosage is "two tablets every four hours".

- **Misrepresentation** - any attempt to distribute a substance which has been inaccurately described or implied to the receiver as a controlled substance, or has been implied to have a value other than its actual value.

- **Unauthorized Substance** - this includes, but is not limited to, products containing alcohol, tobacco, anabolic steroids not to include HGH (human growth hormone), controlled substances, paraphernalia, prescription and non-prescription drugs and materials known to cause drug-like effects.

- **Use (of an unauthorized substance)** - either the actual use during school, or being under the influence during school, or being under the influence during school hours or at school-sponsored activities after school hours, or use prior to arrival at school, which evidences itself by strong odor or any unusual behavior.
-

Summarization of Drug and Alcohol Administrative Guidelines

SITUATIONAL CATEGORY	IMMEDIATE ACTION/ REFERRAL	INVESTIGATION	NOTIFICATION OF Parent/Guardian/ GUARDIAN	NOTIFICATION OF POLICE	DISPOSITION OF SUBSTANCE	DISCIPLINE/ TREATMENT
A student is suspected of possible drug or alcohol use. There is no violation or physical evidence.	The student is informed of available help and encouraged to seek assistance. A referral is made to the Student Assistance Team (SAP).	SAP will process the student.	As determined by school Specific SAP process.	At the discretion of the principal.	Not applicable.	None. An intervention conference will be held if the SAP feels it is indicated by the data.
A student contacts a staff member in regard to the drug or alcohol use of another student.	The student who contacts a staff member is encouraged to get the student with a problem to personally seek assistance through SAP.	Staff member refers suspended student to SAP.	Non Applicable.	At the discretion of the principal.	Not applicable.	None. SAP will monitor the student.

A student volunteers information about personal drug or alcohol use and asks for help.	The student is informed of services available and encouraged to seek assistance through SAP. Staff member refers student to SAP.	SAP will process the student.	As determined by school specific SAP process.	At the discretion of the principal.	Not applicable.	None. SAP will monitor the student.
Student voluntarily confirms suspected possession or use. No substances found at school.	The student is informed of services available and encouraged to seek assistance through SAP. Staff member refers student to SAP.	SAP will process the student.	As determined by school specific SAP process.	At the discretion of the principal.	Not applicable.	SAP will monitor the student.
The student has a drug or alcohol related medical emergency.	The principal and nurse will be summoned immediately. Student will be transported to medical facility. Referral to SAP.	The principal will investigate the incident. The student, their locker and other possessions will be searched. Confiscation of any found substance. SAP will process the student.	Yes, requested presence.	Yes.	Analysis will be made for possible use in further proceedings.	If there is evidence of further violation, see appropriate situational category.
SITUATIONAL CATEGORY	**IMMEDIATE ACTION/ REFERRAL**	**INVESTIGATION**	**NOTIFICATION OF Parent/Guardian/ GUARDIAN**	**NOTIFICATION OF POLICE**	**DISPOSITION OF SUBSTANCE**	**DISCIPLINE/ TREATMENT**
The student possesses drug-related paraphernalia. No evidence of use.	Principal is summoned. Paraphernalia is confiscated. Referral to SAP. Staff member writes an anecdotal report of the incident.	The principal will investigate the incident. The student, their locker and other possessions will be searched. Confiscation of substance. SAP will process the student.	Yes.	At the discretion of the principal.	Analysis, if warranted, will be made for possible use in further proceedings.	Required meeting with the principal. If there is evidence of further violation, see appropriate situational category. Informal hearing. 1-10 days out-of-school suspension. Mandated referral for drug and alcohol assessment. Student must follow treatment recommendations.

A student possesses, uses or is under the influence of drugs or alcohol. First offense. Cooperative behavior.	Principal is summoned. Referral to SAP. Staff members write an anecdotal report of the incident.	The principal will investigate the incident. The student, their locker, and other possessions will be searched. Confiscation of substance. SAP will process the student.	Yes, requested to come to the school as soon as possible.	Yes.	Analysis will be made for possible use in further proceedings.	Informal hearing. Up to 10 days in- or out-of-school suspension. Mandated referral for drug and alcohol assessment. Student must follow treatment recommendations. Possible placement in alternative education. Possible formal hearing for expulsion from school. A letter from the D/A provider must be provided to building administration to verify the completion of or confirmation of continuation of D/A sessions, prior to end of suspension. Lack of this documentation will result in an expulsion hearing if one is not already taking place.
A student possesses, uses or is under the influence of drugs or alcohol. First offense. Uncooperative behavior.	Principal is summoned. Referral to SAP. Staff member writes an anecdotal report of the incident.	The principal will investigate the incident. The student, their locker and other possessions will be searched. Confiscation of substance. SAP will process student.	Yes, requested to come to the school as soon as possible.	Yes.	Analysis will be made for possible use in further proceedings.	Informal hearing. Up to 10 days in- or out-of-school suspension. Possible formal hearing for expulsion from school. Mandated referral for drug and alcohol assessment.Student must follow treatment recommendations. Possible placement in alternative education. A letter from the D/A provider must be provided to building administration to verify the completion of or confirmation of continuation of D/A sessions, prior to end of suspension. Lack of this documentation will result in an expulsion hearing if one is not already taking place.
SITUATIONAL CATEGORY	**IMMEDIATE ACTION/ REFERRAL**	**INVESTIGATION**	**NOTIFICATION OF PARENT/ GUARDIAN**	**NOTIFICATION OF POLICE**	**DISPOSITION OF SUBSTANCE**	**DISCIPLINE/ TREATMENT**
A student possesses, uses or is under the influence of drugs or alcohol at a school related or school sponsored activity on or off school property.	Chaperones will contact the group advisor and principal. Referral to SAP.	The principal will investigate the incident. The student, their locker, and other possessions will be searched. Confiscation of substance. SAP will process the student.	Yes.	Yes.	Analysis will be made for possible use in further proceedings.	The student will be sent home immediately at parent/guardian expense or detained until a parent/guardian can accompany the student. Further discipline as provided by the appropriate situational category will be administered following the principal's investigation. Mandated referral for drug and alcohol assessment.

						Student must follow treatment recommendations. Possible placement in alternative education. Possible formal hearing for expulsion from school. A letter from the D/A provider must be provided to building administration to verify the completion of or confirmation of continuation of D/A sessions, prior to end of suspension. Lack of this documentation will result in an expulsion hearing if one is not already taking place.
A student caught again in possession, use or under the influence of drugs or alcohol.	Principal is summoned. Referral to SAP. Staff member writes an anecdotal report of the incident.	The principal will investigate the incident. The student, their locker, and other possessions will be searched. Confiscation of substance. SAP remains actively involved with the student.	Yes, requested to come to the school as soon as possible.	Yes.	Analysis will be made for possible use in further proceedings.	Informal hearing. Up to 10 days in- or out- of-school suspension. Formal Board hearing for expulsion. Mandated referral for drug and alcohol assessment. Student must follow treatment recommendations. Possible placement in alternative education. A letter from the D/A provider must be provided to building administration to verify the completion of or confirmation of continuation of D/A sessions, prior to end of suspension. Lack of this documentation will result in an expulsion hearing if one is not already taking place.
A student is distributing a drug, alcohol, or controlled substance.	Principal is summoned. Referral to SAP. Staff member writes an anecdotal report of the incident.	The principal will investigate the incident. The student, their locker, and other possessions will be searched. Confiscation of substance. SAP remains actively involved with the student.	Yes, requested to come to the school as soon as possible.	Yes.	Analysis will be made for possible use in further proceedings.	Informal hearing. Up to 10 days in- or out-of-school suspension. Possible formal Board hearing for expulsion. Mandated referral for drug and alcohol assessment. Student must follow treatment recommendations. Possible placement in alternative education. A letter from the D/A provider must be provided to building administration to verify the completion of or confirmation of continuation of D/A sessions, prior to end of suspension. Lack of this documentation will result in an expulsion hearing if one is not already taking place.
Revised June 11, 2012						

FERPA

The following information is provided to notify students of their rights and privileges under the Family Educational Rights and Privacy Act (FERPA), a federal law which protects the confidentiality of student educational records by limiting their disclosure. FERPA guarantees parents/guardians and "eligible students" (students eighteen years of age or older) certain rights which are described below:

- Access to Records
  - Parents/Guardians or eligible students have the right to inspect their child's or their own educational records, to receive copies of the records in most cases, and to have a school officer explain the records if requested.
- Challenge to Records
  - Parents/Guardians or eligible students have the right to request that their educational records be changed if they are inaccurate, misleading, or violate students' rights, and to have a hearing if that request is refused.
- Disclosure
  - FERPA provides that educational records cannot be released without the written consent of the parent/guardian or eligible student, except in certain specified instances.
- Directory Information
  - Information which is labeled "Directory Information" by a school district is excluded from FERPA'S protection from release and can be released without parent/guardian or student consent. In this district, the directory information that is released to the public consists of student names, addresses and phone numbers. If you do not want some or all of this information about your child released, you may prevent its disclosure by contacting the school district.
- Policy
  - A more detailed explanation of student rights, the procedures to follow, and the limitations on the release of records is presented in the School District's FERPA policy statement.
- Complaints
  - If students believe that the School District is not complying with the FERPA or not guaranteeing them their rights outlined above, they may file a letter of complaint with the federal office in charge of enforcing the Act at the address below:

FERPA OFFICE
Department of Education
Room 4511 - Switzer Building
Washington, D.C. 20202

Integrated Pest Management Letter for Parents/Guardians

The Bellefonte School District uses an Integrated Pest Management (IPM) approach for managing 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 the 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. 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. If you would like to be placed on this registry, please complete the enclosed form.

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

Each year the district will prepare a new notification registry.

If you have any questions, please contact Tom Lannen, IPM Coordinator.

Sincerely,

Tom Lannen
Supervisor of Buildings and Grounds

Pesticide Notification Registry Form

If you want to be notified, please fill out this form and return to your child's teacher.
No response is necessary if you do not want to be notified. (Please make sure that the phone number is correct.)

Student Name_____

Parent/Guardian
Name_____

*Notify me via School Messenger at telephone # ( )_____

Please fill in the appropriate school(s) that your child/children attend to receive notification about a pesticide application:

_____ School

***Notifications will be sent by the Thrillshare system.**

If you would like to be notified via e-mail, please e-mail a request to: sheimer@basd.net
In the subject line type "Pesticide Notification"
We need your name, your child's/children's name and the school(s) they attend.

Bullying/Cyberbullying Guide for Parents/Guardians

Tips for Parents/Guardians: What to Do if Your Child Is Being Bullied

If your child is being bullied at school, this can be a very painful experience for your child and your family. Here are some things you can do to support your child if he or she is being bullied:

- Never tell your child to ignore the bullying.
- Don't blame your child for the bullying. Don't assume your child did something to provoke the bullying.
- Allow your child to talk about his or her bullying experiences. Write down what is shared.
- Empathize with your child. Tell him or her that bullying is wrong, that it is not his or her fault, and that you are glad he or she had the courage to tell you about it.
- If you disagree with how your child handled the bullying situation, don't criticize him or her. It is often very difficult for children to know how best to respond.
- Do not encourage physical retaliation.
- Check your emotions. A Parent/Guardian's protective instincts stir strong emotions. Although it is difficult, step back and consider the next steps carefully.
- Contact a teacher, school counselor, or principal at your school immediately and share your concerns about the bullying that your child has experienced.
- Work closely with school personnel to help solve the problem.
- Encourage your child to develop interests and hobbies that will help build resilience in difficult situations like bullying.
- Encourage your child to make contact with friendly students in his or her class, or help your child meet new friends outside of school.
- Teach your child safety strategies, such as how to seek help from an adult.
- Make sure your child has a safe and loving home environment.
- If you or your child need additional help, seek help from a school counselor and/or mental health professional.

Tips for Parents/Guardians: What to Do if Your Child Bullies Others

If your child bullies other children at school, it will need to be stopped. Here are some things you can do at home to address the issue with your child:

- Make it clear to your child that you take bullying seriously and that it is not okay.
- Make rules within your family for your child's behavior. Praise your child for following the rules and use non-physical and logical consequences when rules are broken. A logical consequence for bullying could be losing rights to use the phone to call friends, using email to talk with friends, or other activities your child enjoys.
- Spend lots of time with your child and keep close track of his or her activities. Find out who your child's friends are and how and where they spend their free time.
- Build on your child's talents by encouraging him or her to get involved in positive activities (such as clubs, music lessons, or nonviolent sports).
- Share your concerns with your child's teacher, counselor, and/or principal. Work together to send a clear message to your child that his or her bullying must stop.

- If you and your child need more help, talk with a school counselor and/or mental health professional.

Tips for Parents/Guardians: What to Do if Your Child Witnesses Bullying

Many children are observers or "bystanders" in cases of bullying at school. It is important that even students who are bystanders in a bullying situation take action to get help, so the bullying stops. If your child talks to you about the bullying that he or she witnesses at school, you are encouraged to do the following:

- Teach your child how to get help without getting hurt.
- Encourage your child to verbally intervene if it is safe to do so, by saying such things as: "Cool it! This isn't going to solve anything."
- Tell your child not to cheer on or even quietly watch bullying. This only encourages a child who bullies—who wants to be the center of attention.
- Encourage your child to tell a trusted adult about the bullying. Talking to an adult is not "tattling"—it is an act of courage and safety. Suggest going to an adult with a friend, if that will make it easier.
- Help your child support others who tend to be bullied.
- Teach your child to include these children in activities.
- Praise and reward "quiet acts of courage"—where your child tried to do the right thing to stop bullying, even if he or she was not successful.
- Work with your child to practice specific ways he or she can help stop bullying. For example, role-play with him or her what he or she could say or do to help someone who is being bullied.

What Parents/Guardians Can Do to Prevent and Address Cyberbullying

- Adults seldom are present in the online environments frequented by children and youth. Therefore, it is extremely important that adults pay close attention to cyberbullying and the activities of children and youth when using these new technologies.
- Cyberbullying occurs when children and youth use cyber-technologies such as text messaging, Internet sites, and cell phones to bully others. Indirect forms of bullying like this can include spreading of false rumors, gossip, and verbal taunts or attacks. Like bullying that happens in person, cyberbullying can have serious, and sometimes legal consequences for the ones doing the bullying.

Here are some ideas of ways to protect your child from cyberbullying or address the issue if you find your child is cyber bullying others:

Suggestions for Parents/Guardians: Tips to Help Prevent Cyberbullying

- Keep your home computer(s) in easily visible places, such as a family room or kitchen.
- Talk regularly with your child about online activities he or she is involved in.
    - Talk specifically about cyberbullying and encourage your child to tell you immediately if he or she is the victim of cyberbullying, cyberstalking, or other illegal or troublesome online behaviors.

- Encourage your child to tell you if he or she is aware of others who may be the victims of such behavior.
- Explain that cyberbullying is harmful and unacceptable behavior. Outline your expectations for responsible online behavior and make it clear that there will be consequences for inappropriate behavior.

Although adults must respect the privacy of children and youth, concerns for your child's safety may sometimes override these privacy concerns. Tell your child that you may review his or her online communications if you think there is reason for concern.

Consider installing parent/guardian control filtering software and/or tracking programs, but don't rely solely on these tools.

Tips For Dealing With Cyberbullying That Your Child Has Experienced

Because cyberbullying can range from rude comments to lies, impersonations, and threats, your responses may depend on the nature and severity of the cyber bullying. Here are some actions that you may want to take after the fact:

- Strongly encourage your child not to respond to the cyber-bullying.
- Do not erase the messages or pictures. Save these as evidence.
- Try to identify the individual doing the cyberbullying. Even if the cyber-bully is anonymous (for example, is using a fake name or someone else's identity), there may be a way to track him or her through your Internet service provider. If the cyberbullying is criminal (or if you suspect that it may be), contact the police and ask them to do the tracking.
- Sending inappropriate language may violate the "terms and conditions" of email services, Internet service providers, Web sites, and cell phone companies. Consider contacting these providers and filing a complaint.
- If the cyberbullying is coming through email or a cell phone, it may be possible to block future contact from the individual who cyberbullied. Of course, he or she may assume a different identity and continue the bullying.
- Contact your school if the cyberbullying is occurring through your school district's Internet system or during the school day. Even if the cyberbullying is occurring off campus, make your school administrators aware of the problem. They may be able to help you by being watchful for face-to-face bullying occurring in school.
- Consider contacting the cyber-bully's parents/guardians. These parents/guardians may be very concerned to learn that their child has been cyberbullying others, and they may effectively put a stop to the bullying. On the other hand, these parents/guardians may react very badly to your contacting them. So, proceed cautiously. If you decide to contact a cyberbully's parents/guardians, communicate with them in writing—not face-to-face. Present proof of the cyberbullying (for example, copies of an email message) and ask them to make sure the cyberbullying stops.
- Contact the police if cyberbullying involves acts such as threats of violence; extortion; obscene or harassing phone calls or text messages; harassment, stalking, or hate crimes; or child pornography. If you are uncertain if cyberbullying violates criminal laws, contact

your local police, who will advise you.

http://www.olweus.org/public/bullied_child.page (2/2010)

The information above was adapted from a publication originally created for "Take a Stand. Lend a Hand. Stop Bullying Now!" a campaign of the Health Resources and Services Administration, U.S. Department of Health and Human Services.

www.StopBullyingNow.hrsa.gov. Used with permission. The names "Olweus" and "Olweus Bullying Prevention Program" are protected as trademarks, and may not be used in any way that involves self-promotion or the sale of products without the written permission of Hazelden as the publisher. All rights reserved. Duplicating this material for personal or group use is permissible.

Safe2Say Something Helpline

Bellefonte Area School District, in partnership with the state, launched the safe2say something helpline through the safe2say program. The initiative, mandated by state law known as Act 44, is an anonymous reporting system designed to help students and staff recognize warning signs of individuals who may be a threat to themselves or others, especially through social media.

The program trains students and school staff members how to recognize those signs and signals, and to "say something," either by using the safe2say something hotline and/or applications or to tell an adult or trusted adviser. Specifically, the program educates participants to:

- Recognize the signs and signals of at-risk behaviors – especially within social media;
- Take every sign and signal seriously; act quickly to get help by talking to a trusted adult or report it anonymously through the s2ss office of the attorney general 24/7 crisis center, mobile app, or website;
- Respond to and manage the submitted tip via a school-based multi-disciplinary educator and administrator teams.

To learn more, visit www.saysomething.net or download the mobile apps for apple and android devices. The safe2say reporting system may be accessed by calling the crisis center at 1-844-5-saynow.

Special Education Annual Notice

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

Notice to Parents/Guardians

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

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

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

Evaluation Process

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

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

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

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

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

INTERMEDIATE UNIT OFFICE
Central Intermediate Unit # 10
345 Link Road
West Decatur, PA 16878
814-342-0884 or 800-982-3375 (PA Only)

The school district or intermediate unit will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, marital status or because a person is a disabled veteran or a veteran of the Vietnam era. No preschool,

elementary or secondary school pupil enrolled in a school district or intermediate unit shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status or financial hardship.

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BELLEFONTE AREA SCHOOL DISTRICT

Elementary Faculty/Staff Handbook

2026-2027

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

****

Welcome another school year at Bellefonte Area Elementary Schools!
This handbook is designed to be a guide to the faculty's and staff's responsibilities and expectations at the elementary level. Included in this handbook, you will find important information that will guide you through your days in the elementary schools.

****

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

Building Administrators:

Bellefonte Elementary:	Mr. Mike Baughman, Principal Mr. Daniel Park, Principal Mr. Christopher Cipro, Dean of Students Mrs. Brooke Knight, School Counselor Mr. Patrick McDermott, School Counselor Mrs. Michelle Pincus, Main Office Secretary Mrs. Jessica Siegle, Main Office Secretary
Marion-Walker Elementary:	Mr. Steven White, Principal Ms. Ashley Hamilton, School Counselor Mrs. Jill Catalano, Main Office Secretary
Pleasant Gap Elementary:	Dr. Joseph Eckenroth, Principal Mrs. Alexis DiDomenico-Ahearn, School Counselor Mrs. Melissa Yarnell, Main Office Secretary

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

Equity, Inclusion and Belonging in Bellefonte Area School District

What does Equity mean to us at BASD?

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

Vision:

The members of the Bellefonte Area School District envision

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

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

The Bellefonte Area School Board of Directors has also passed a Board Resolution, affirming their commitment to providing a quality and equitable experience for all individuals.

NON-DISCRIMINATION NOTICE

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

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

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

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

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

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

SECTION 1: FACULTY/STAFF EXPECTATIONS/INFORMATION

FACULTY/STAFF WORK DAY

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

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

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

TEACHER ABSENCE PROCEDURES

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

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

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

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

TEACHERS LEAVING THE BUILDING

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

- Whenever leaving the building during your duty-free lunch (i.e., a 30 minute time period) or for school related business, sign in/sign out indicating the date, times of departure and return, as well as the reason for leaving or the destination. (NOTE: Your time of return should not be recorded until your actual arrival back in the building).
- Whenever leaving the building for various non-school related business, permission must be obtained from the Principal prior to departure. Before leaving the building, sign in/sign out indicating the date as well as time of departure and return.
- Notify the secretary of your plans to leave and, if applicable, organize coverage of classes with the secretary, and call absence into Kelly Services.

ABSENCE GUIDE FOR SUPPORT STAFF

BALANCES: Balances are tracked in Frontline and your Employee Portal. Absences are scheduled in Frontline. After the absence, it is exported to your Employee Portal every July and January.
SCHEDULING: Hourly employees must enter absence in 15 minute increments only. For example, 8:00 am-11:30 am is correct; 8:00 am-11:20 am is not correct. Only include regular hours assigned, not additional assignments (bus, door, etc). Personal time allotted each year is based on regular hours. Including additional hours on an absence will take away more time than you
earned.

ATTENDANCE AND PUNCTUALITY:

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

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

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

Absence Procedures for Support Staff

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

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

LEAVING THE BUILDING

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

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

ELEMENTARY LEARNING PLANS

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

General Lesson Plan Reminders:

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

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

SUBSTITUTE PROCEDURES

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

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

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

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

EMERGENCY LESSON PLANS

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

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

DIFFERENTIATED SUPERVISION

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

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

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

Supervision Groups:
Non-Tenured (Group 1)
FORMAL OBSERVATION #1
FORMAL OBSERVATION #2
INFORMAL OBSERVATION #1 (No Action Required by Teacher)
INFORMAL OBSERVATION #2 (No Action Required by Teacher)

Tenured; Instructional I (Group 2)
FORMAL OBSERVATION #1
FORMAL OBSERVATION #2

Tenured; Instructional II (Group 3)
FORMAL OBSERVATION #1
INFORMAL OBSERVATION #1 (No Action Required by Teacher)

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

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

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

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

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

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

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

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

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

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

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

STUDENT PERFORMANCE MEASURES (SPM)

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

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

ATTENDANCE PROCEDURES AND REGULATIONS FOR STUDENTS

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

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

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

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

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

Perfect Attendance/Almost Perfect Attendance Definitions:

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

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

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

FAMILY/EDUCATIONAL TRIPS

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

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

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

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

PSSA Testing Window 2026-2027

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

PROFESSIONAL LEARNING/IN-SERVICE

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

DRESS AND GROOMING GUIDELINES

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

Guidelines

1. All staff members shall be physically clean, neat, and well groomed.
2. All staff members shall dress in a manner reflecting their professional assignment.
3. All staff members must wear their identification badges at all times during the workday.
4. All male employees shall be required to wear a dress shirt, dress pants (Chinos, corduroys, slacks, trousers), and dress shoes. Alternatives include the following:
    a. A crew neck dress sweater or sweater over collared shirt
    b. Shirt and tie
    c. A turtleneck/mock turtleneck
    d. A collarless long-sleeved or short sleeved dress shirt
5. All female employees shall be required to wear a dress, dress shirt or sweater, or a skirt or pants (an appropriate coordinated outfit), and dress shoes.
    a. All skirts and dresses should be moderate in length and not more than three (3) inches above the knee
    b. Sleeveless tops or dresses with 2 ½ inch straps or wider are permitted
    c. No shorts are permitted
    d. No midriff skin should be exposed
    e. No spaghetti strap tops

f. Undergarments may not be visible

6. Jeans will be acceptable for:
    a. Fridays – **Only** Fridays. In order to wear jeans on Fridays, employees must pay a per week or one-time fee that will be paid to a building approved charity.
        i. Shirt must be of professional attire (T-shirts/Hoodies permitted only as part of an administrator approved event)
    b. Field days (pants and shorts must be at or below the knee)
    c. Clerical days (pants and shorts must be at or below the knee)
    d. During other administrator approved events
7. Business casual attire must be worn on student field trips. Jeans are appropriate for certain field trips. Employees must get approval from the building administrator prior to the field trip.
8. Business casual attire must be worn on in-service days.
9. Proper foot attire must be worn. Casual shoes and/or sneakers may be worn with jeans.
10. Contractual uniform requirements remain in effect. Uniforms must be worn neatly with shirts tucked into pants.
11. Excessively short and/or tight fitting clothing is prohibited.
12. No plunging necklines are permitted.

Consistent enforcement for the employees covered by the dress code will be the responsibility of the immediate supervisor, Superintendent of Schools, or his/her designee in accordance with established Board policy pertaining to employee disciplinary procedures. Infractions will be handled on an individual basis. Disciplinary actions may include, but are not limited to, formal discussions with the immediate supervisor, Superintendent of Schools, or his/her designee, verbal or written warning(s), suspension without pay, and/or termination. Additionally, an unsatisfactory employee rating may be issued.

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

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

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

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

VIDEOS, DOWNLOADS AND OTHER SUPPLEMENTAL MEDIA RESOURCES

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

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

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

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

CARE OF ROOMS AND EQUIPMENT

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

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

CENTRAL COPYING

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

GOING GREEN

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

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

GOOGLE APPS FOR EDUCATION

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

BASD Google Workspace for Education:

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

ACCEPTABLE USE/E-MAIL POLICIES and COMPUTERS

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

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

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

Elementary Chromebook Distribution and Procedures

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

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

Elementary School Chromebook - Damages, Repair Costs and Replacement Costs

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

General Precautions

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

Damages, Repairs and Replacement:

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

Equipment Repair Costs:

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

Replacement Devices**:**

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

Carrying Devices:

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

Screen Care:

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

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

PURCHASE ORDERS

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

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

PLANNING PERIODS

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

CONFERENCE AND WORKSHOP GUIDELINES

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

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

Conference Guidelines (from BASD Board Policy)

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

Meals and Lodging (from BASD Board Policy)

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

Reimbursement Forms (from BASD Board Policy)

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

CELL PHONES/PHONE USE

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

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

PARENT/GUARDIAN COMMUNICATION

Parent/guardian communication is a vital component to the success of our school. Teachers are encouraged to contact parents with good reports, as well as when they have concerns about their child's behavior or academic progress. Parent/guardian communication can take on various forms, such as emails, phone calls, journals/logs, letters, meetings etc. Please document these communications including the date, time and brief description of communication.

ASSEMBLIES

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

ID BADGES & KEYS

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

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

TOBACCO-FREE ENVIRONMENT

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

DRUG and SUBSTANCE ABUSE

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

PROFESSIONALISM

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

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

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

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

FIELD TRIP PROCEDURES

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

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

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

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

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

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

FOOD AND BEVERAGE / WELLNESS POLICY

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

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

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

PTO/PTA

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

PUBLIC RELATIONS

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

PUNCTUALITY

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

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

STUDENT TEACHERS

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

VOLUNTEERS

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

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

USE OF FACILITIES

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

K-12 PROCEDURES FOR MANDATED REPORTING

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

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

SECTION 2: INSTRUCTIONAL/CLASSROOM EXPECTATIONS AND INFORMATION

PROGRESS REPORTS

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

ASSESSMENTS: FORMATIVE AND SUMMATIVE

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

Examples of Summative Assessments:

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

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

Examples of Formative Assessments:

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

DIFFERENTIATED INSTRUCTION

Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning where students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group and individual instruction. Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms.

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

STANDARDS ALIGNED SYSTEM (SAS)

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

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

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

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

Curriculum Framework Definitions:

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

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

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

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

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

1. Planning and preparation

2. Classroom environment
3. Instruction
4. Professional responsibilities

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

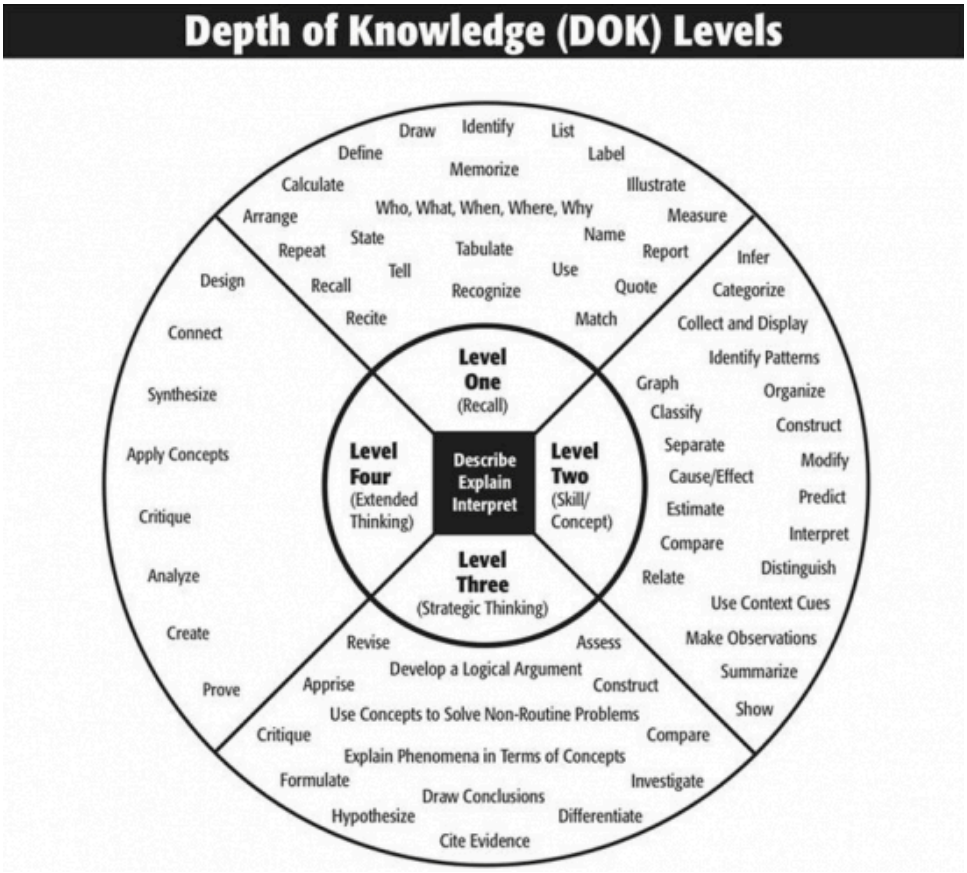
Materials and Resources: Materials/resources include Voluntary Model Curriculum (VMC), incorporating learning progressions, units, lesson plans, and content resources aligned to the Pennsylvania standards in curriculum frameworks for the four content areas included in the Keystone Exams (mathematics,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

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

- Engagement: School engagement is essential towards building academic success and a positive school climate. Engagement in school is a process of events and opportunities that lead to students gaining the skills and confidence to cope and feel safe in the school environment. These events and opportunities include relationships, respect for diversity and school participation.
- Safety: School safety refers to the security of the school setting and school-related activities as perceived and experienced by all stakeholders, including families, caregivers, students, school staff, and the community. School safety encompasses both emotional and physical safety, and is influenced by positive and negative behaviors of students and staff as well as the presence of substance use in the school setting and during school-related activity.
- Environment**:** School environment refers to the extent to which school settings promote student safety and student health. The environment is inclusive of all aspects of a school – its academic components, its physical and mental health supports and services, its physical building and location within a community, and its disciplinary procedures.
  http://www.pdesas.org/default.aspx (6/28/13)

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.



HOMEWORK

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

MAKE-UP WORK GUIDELINES

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

- Students are to be given the same amount of time as the rest of the class to complete the assignment(s) when absent from school.
- 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.
- The teacher should encourage the completion of missed work.

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

DISCIPLINE / CLASSROOM MANAGEMENT

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

DISCIPLINARY CODE

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

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

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

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

STUDENT DRESS POLICY

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

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

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

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

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

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

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

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

DISCIPLINE REFERRAL PROCEDURE

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

Prior to submission of a disciplinary referral, parent/guardian contact is mandatory. This contact can be via phone or email. Please document this contact on the referral.

Referrals need to be written in clear, concise and observable behaviors, not teacher opinion. Feel free to contact administration if you want to discuss opinions and more details than written on the referral.

DO NOT include the names of any other students involved in an incident; separate referrals must be written.

Keep in mind that all referrals go home to parents/guardians, so take your time and create a thoughtful document.

Remember, once a referral is turned into the office, administration decides the consequences, not the teacher.

Please keep in mind that emergencies and serious concerns should be reported to the office immediately (fights, threats, drugs, abusive language to faculty/staff, etc.)

SCHOOL RULES AND IN LOCO PARENTIS

The following information is included in the Parent/Guardian/Student Handbooks:
During the school day, school officials are responsible for the well-being of all students. This authority is called ***in loco parentis***, meaning "in place of the parents." Because of ***in loco parentis***, it is the school's responsibility to ensure the rights and well-being of all students, as well as take measures necessary to provide a positive and safe learning environment.

<u>At the Bellefonte Area Elementary Schools, three basic guidelines prevail</u>:

- Respect others
- Respect self
- Respect school property

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

HOMEROOM GUIDELINES

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

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

CAFETERIA

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

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

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

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

LUNCH DUTY GUIDELINES

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

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

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

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

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

CLASSROOM PARTIES

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

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

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

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

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

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

ELECTRONIC EQUIPMENT POLICY FOR STUDENTS

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

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

ELECTRONIC DEVICE SEARCHES

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

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

STUDENT SEARCHES

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

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

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

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

FORMS

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

PLAYGROUND/RECESS

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

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

DATA TEAMS

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

Family Educational Rights and Privacy Act (FERPA) affords parents certain privacy rights with respect to their minor children's education records. FERPA defines "education records" as:

> those records, files, documents and other materials, which (I) contain information directly related to a student; and (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution.

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

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

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

SECTION 3: SAFETY

CRISIS RESPONSE TEAM

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

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

- Prevention/Mitigation
- Preparedness
- Response
- Recovery

STUDENT ASSISTANCE PROGRAM/TEAM (SAP)

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

SAP is...

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

SAP is NOT...

- a counseling program
- a treatment program
- disciplinary consequences

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

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

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

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

STUDENTS EXPERIENCING HOMELESSNESS

Title I, Part A Services

1. BASD ensures that children and youth experiencing homelessness are eligible for Title I, Part A Services by:
    a. Assessing all students and offering academic services to meet their needs.
    b. Students experiencing homelessness are automatically eligible for Title I services.
        i. Items of clothing, particularly if necessary to meet a school's dress code or uniform requirement.
        ii. Clothing and shoes necessary to participate in physical education classes.
        iii. Student fees that are necessary to participate in the general education program.
        iv. Personal school supplies such as backpacks and notebooks.
        v. Food
        vi. Please contact Mr. Dan Park for additional student needs.
    c. Services are provided in all schools.
2. The Title I, Part A reservation for students experiencing homelessness is determined by the Homeless Liaison and the Director of Federal Programs. The set-aside amount is based on the prior year's usage.
3. Title IA homeless set-aside funds can be used for the following:
    a. Clothing items
    b. Food items
    c. Gift cards
    d. Academic services and supports
    e. Hygiene items
    f. School supplies/backpacks
    g. Transportation
    h. Wifi/hotspots for students
    i. Please contact Mr. Dan Park for additional student needs that may be covered with Title I, Part A funds.
4. Any unspent Title IA homeless set-aside funds divert to the Title I budget.
5. The Homeless Liaison and the Director of Federal Programs meet to ensure the coordination between Title 1A and ECYEH services in order to meet the needs of students experiencing homelessness.
6. BASD provides basic supports for students experiencing homelessness in the following ways:
    a. Clothing closets in schools.
    b. Community donations
    c. Local Food Bank
    d. Supplies provided by the Regional Office
    e. School staff fundraisers/donations

Rights of Homeless Children and Youth

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

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

trips, and other enrichment activities, as well as after school recreational programs, etc.
- Assistance with school-related expenses, such as supplies, clothing, uniforms, meals, etc.

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

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

Centre County Community Partnerships:
www.findingyourwayinpa.com - Resources for children and youth experiencing homelessness. This resource is also available through Google Play and the App Store as a phone app**.**

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

Click here to visit the Centre County PA Official Website for local information and important updates.

Food		
Centre Hall-Potter Township Food Pantry.	Operating under normal hours 3rd Tuesday of each month 12:30-4:00pm	(814) 531-6151 *Grace United Methodist Church* *127 S. Pennsylvania Ave. Centre Hall PA 16828*
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) *131 S. Allegheny St. Bellefonte PA 16823*
Food Bank of State College	Mondays 1:00pm-4:30pm; Wednesdays and Fridays 1:00pm-3:30pm.	(814) 234-2310 *1321 S. Atherton St. State College PA 16801*
Penns Valley Family Service Center	Tuesdays 8:00am-12:00pm BY APPOINTMENT ONLY.	(814) 349-5850 *337 E. Aaron Sq. Aaronsburg PA 16820*
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 *Snow Shoe United Methodist Church - 501 S. Moshannon Ave. Snow Shoe PA 16874*
YMCA Lunch Programs -	Centre Hall is providing food 12:00pm -1:00pm every weekday and providing backpacks of food for weekends. Bellefonte Area grab and go meals are served at the following locations Monday through Friday 12:00pm - 1:00pm: Bald Eagle area grab and go meals are served at the following locations Monday through Friday 12:00pm - 1:00pm:	https://www.ymcaofcentrecounty.org/programs/youth-development/feeding-our-children/ *YMCA in Bellefonte* *Logan Fire Company* *Beaver Farms* *Governor's Gates Apt buildings* *Pleasant Gap Elementary School* *Continental Courts (playground pavilion)* *Marion-Walker Elementary School* *Citizen's Fire Company* *Pine Glen Fire Company* *Snow Shoe EMS* *Wingate Elementary*
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	
Safety & Mental Health	**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/
Childcare		
● 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.
Housing & Utility Assistance	Due to COVID-19, the Federal Government has instituted the CARES Act, which includes a temporary moratorium on eviction filings. See the HUD COVID-19 FAQs for Public Housing Agencies or the CARES Act itself for direct information.	
Centre Safe, formerly Women's Resource Center	(counseling, advocacy, shelter, and other support related to domestic violence or assault) Available 24/7	Call: 814-234-5050 Web: www.centresafe.org
Centre House Homeless Shelter		Call: 814-237-5508 *217 E Nittany Ave, State College, PA 16801*
Housing Transitions		Call: 814-237-5508 *217 E Nittany Ave, State College, PA 16801*
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/ *325 West Aaron Drive State College, Pennsylvania 16803*
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/
Transportation	Click here for CATA Bus Schedules	

Education for Youth who are Homeless

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

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

1. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;

2. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

4. "migratory children" who qualify as homeless under federal law because the children are living in circumstances described in clauses (i) through (iii) above. The term "migratory children" means children who are (or whose parent(s) or spouse(s) are) migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and,

5. "Unaccompanied homeless youth" including any child who is "not in the physical custody of a parent or guardian." This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

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

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

WELLNESS / DIABETES MANAGEMENT

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

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

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

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

EMERGENCY DRILLS

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

Fire Drills and Lockdown Drills

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

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

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

WEAPONS POLICY

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

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

- Weapons are not permitted anywhere on school grounds or on buses that transport students to school.

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

- Items that can be considered weapons, and subject to confiscation/discipline include:
  - Chains, as jewelry or on wallets
  - Razors and blades
  - Cap guns

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

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

SCHOOL RESOURCE AND POLICE OFFICERS

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

Email addresses for our SRO's are listed below:
Officer Shawn Luse: sluse@basd.net
Officer Mike Lyons: mlyons@basd.net

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

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

Officer Scott Rossman: srossman@basd.net
Officer Frank Gaus: fgaus@basd.net

DISTRICT THREAT ASSESSMENT TEAM

The district has a threat assessment team and the purpose of this team is the assessment and intervention of any threats or risks to students, staff, and the community. The team evaluates the plausibility of a threat. The team is composed of police, administration, guidance, and psychologists. This team looks at all areas including background, outside concerns, history, etc. The team determines the severity of the threat and makes recommendations for action if necessary.

SAFETY PROCEDURES

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

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

SAFETY BAGS

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

LOCKING OF CLASSROOM DOORS

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

STUDENT SUPERVISION

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

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

BUS and SAFETY INFORMATION

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

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

BUILDING SECURITY

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

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

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

BUILDING HOURS

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

BUILDING USAGE AFTER HOURS

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

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

SCHOOL CANCELLATIONS/DELAYS

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

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

UNLAWFUL HARASSMENT

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

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

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

DEFINITIONS

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

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

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

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

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

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

BULLYING AND CYBERBULLYING

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

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

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

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

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

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

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

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

ACCIDENT REPORTS

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

PESTICIDE INFORMATION

The Bellefonte School District uses an Integrated Pest Management (IPM) approach for the management of insects, rodents and weeds. Our IPM approach focuses on making the school building and grounds an unfavorable habitat for these pests by removing food and water sources and eliminating their hiding and breeding places. We accomplish this through routine cleaning and maintenance. We routinely monitor the school building and grounds to detect any pests that are present. The pest monitoring team consists of our building maintenance, office, and teaching staff and includes our students. Pest sightings are reported to our IPM coordinator who evaluates the “pest problem” and determines the appropriate pest management techniques to use to address the problem. The techniques can include increased sanitation, modifying storage practices, sealing entry points, physically removing the pests, etc.

From time to time, it may be necessary to use chemicals to control a pest problem. Chemicals will only be used when necessary, and will not be routinely applied. When chemicals are used, the school will try to use the least toxic products when possible. Applications will be made only when unauthorized persons do not

have access to the area(s) being treated. Applications are always made after 4:00 p.m. on weekdays and on weekends only. Notices will be posted in these areas 72 hours prior to application and for two days following the application.

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

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

Each year the district will prepare a new notification registry. If you have any questions, please contact Aaron Barto, IPM Coordinator, at (814) 355-4814, extension 3006

SECTION 4: ACADEMIC INFORMATION

Academic Integrity
(Revised Policy May 2010)

Bellefonte Area School District expects students to follow ethical academic standards. Academic dishonesty is a serious matter. Academic dishonesty encompasses, but is not limited to:
Cheating - Cheating includes, but is not limited to, a student copying an assignment or tests and submitting it as their own; allowing someone to copy an assignment or test and submit it as her/her own; unauthorized use of or communication with notes, calculates, computers, text books, cell phones, etc during an exam or project; telling other students what is on a test or quiz or providing specific questions or answers.
Plagiarism – Plagiarism includes, but is not limited to, a student intentionally or negligently uses someone else's ideas, words or artistic creations without crediting the source.
Fabrication or Forgery – Fabrication/forgery includes, but is not limited to, a student using invented information in assignments; using imitations or copies of images, documents, signatures, etc.
Obstruction – Obstruction includes, but is not limited to, a student preventing other students from getting their work done or limiting their access to educational resources.
Multiple Submissions – Multiple submissions includes, but is not limited to, a student submitting the same work in two or more courses without permission from the teacher(s).

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

ASSESSMENT CALENDAR

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

CUMULATIVE/PERMANENT STUDENT RECORDS

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

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

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

TUTORING

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

REPORT CARDS

When a marking period ends, the faculty will be given a period of time to finalize and input all grades into their grade book. When grades have been completed the building secretary will print out a report card for each student. If there is a discrepancy on the report card, the teacher will be contacted and will be expected to make the necessary corrections. If the teacher finds an error, they are expected to contact the building principal as soon as possible to make the correction and reprint report cards.

TEACHER- SCHOOL COUNSELOR COMMUNICATION

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

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

If a teacher is concerned about the safety or well-being of a student or concerned about the possible ramifications of a student's actions, immediately notify the building principal and/or school counselor.

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

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

EQUAL OPPORTUNITY

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

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

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

CLASSROOM VISITATION BY NONOFFICIAL PERSONNEL

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

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

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

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

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

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

Occupational Therapy Protocol

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

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

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

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

BASD ACCEPTABLE USE OF NETWORK AND INTERNET ACCESS

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

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

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

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

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

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

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

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

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

<u>Internet Filtering Policy</u>

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

System Security And Integrity

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

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

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

Notice to Parents/Guardians

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

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

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

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

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

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

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

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

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

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

INTERMEDIATE UNIT OFFICE
Central Intermediate Unit # 10
345 Link Road
West Decatur, PA 16878
814-342-0884 or 800-982-3375 (PA Only)

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

Clearfield County Jail 115 Twenty First Street Clearfield, PA 16830 Mr. Tom Mohney, Contact Person 814-765-5511	Centre County Correctional Facility 700 Rishel Hill Road Bellefonte, PA 16823 Gina MacFalls, Sp. Ed. Supervisor 814-353-5307	Central Counties Youth Center 148 Paradise Road Bellefonte, PA 16823 Gina MacFalls, Sp. Ed. Supervisor 814-355-5307

The school district or intermediate unit will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, marital status or because a person is a disabled veteran or a veteran of the Vietnam era. No preschool, elementary or secondary school pupil enrolled in a school district or intermediate unit shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status or financial hardship.

Code of Professional Practice and Conduct for Educators

§ 235.1. Mission.

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

§ 235.2. Introduction.

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

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

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

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

§ 235.3a. Definitions.

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

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

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

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

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

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

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

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

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

§ 235.5a. Commitment to students.

1. The primary professional obligation of educators is to the students they serve.
2. In fulfillment of the commitment to students, educators:
    1. Shall exercise their rights and powers in good faith and for the benefit of the student.
    2. Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.
    3. Shall not sexually harass students or engage in sexual misconduct.
    4. Shall exert reasonable effort to protect students from harm.
    5. Shall not intentionally expose a student to disparagement.
    6. Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.
    7. Shall not interfere with a student's exercise of political or civil rights and responsibilities.
    8. Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.
    9. Shall not knowingly or intentionally misrepresent subject matter or curriculum.
    10. Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.
    11. Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.
    12. Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.
    13. Shall refrain from inappropriate communication with a student or minor, including, inappropriate communication achieved by electronic communication. Inappropriate communication includes communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:
    14. the nature, purpose, timing and amount/extent of the communication;
    15. the subject matter of the communication; and

16. whether the communication was made openly or the educator attempted to conceal the communication.

§ 235.5b. Commitment to colleagues.

In fulfillment of the commitment to colleagues, educators:

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

§ 235.5c. Commitment to the profession.

In fulfillment of the commitment to the profession, educators:

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

Bellefonte Area School District

2026-2027

Elementary School Handbook

Students, Parents and Guardians

Bellefonte Elementary School
The Future Starts Here

Marion-Walker Elementary School
Today's Children, Tomorrow's Leaders

Pleasant Gap Elementary School
Where Children are First

FOREWORD

Inspiring Today's Learners for Tomorrow's Challenges

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Bellefonte Elementary School
Marion-Walker Elementary School
Pleasant Gap Elementary School

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WELCOME

The Bellefonte Area Elementary Schools welcomes all new and returning students!

We hope that all students find the school year to be challenging, rewarding, and enjoyable.

Each year the student handbook can be accessed on the school website at www.basd.net. A hard copy of the handbook can be received by contacting the school office or by requesting one on the Handbook Review and Agreement Form that will be sent home during the first week of school. This handbook will provide most of the information needed to understand the way the Bellefonte Area Elementary Schools work. It is important that the handbook be read and discussed by both students and parents or guardians. Any changes will be updated at this location.

Teachers, guidance counselors, and the office staff are here to assist students and parents/guardians with problems or concerns. Questions or concerns should be addressed through the appropriate channels. Ideally, students' teachers are the first point of contact if the issue in question is related to their academics. Office staff are prepared to answer procedural types of questions and receive messages. Guidance staff and building principals are available to handle questions and concerns that cannot be addressed at other levels.

Building Administrators:

Bellefonte Elementary:	Mr. Mike Baughman, Principal Mr. Daniel Park, Principal Mr. Christopher Cipro, Dean of Students Mrs. Brooke Knight, School Counselor Mr. Patrick McDermott, School Counselor Mrs. Michelle Pincus, Main Office Secretary Mrs. Jessica Siegle, Main Office Secretary
Marion-Walker Elementary:	Mr. Steven White, Principal Ms. Ashley Hamilton, School Counselor Mrs. Jill Catalano, Main Office Secretary
Pleasant Gap Elementary:	Dr. Joseph Eckenroth, Principal Mrs. Alexis DiDomenico-Ahearn, School Counselor Mrs. Melissa Yarnell, Main Office Secretary

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

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For Updated School Information throughout the year visit: ***www.basd.net***

PART 1: OUR SCHOOL

STUDENT SCHOOL DAY

Kindergarten thru Grade 5 8:00 am – 2:35 pm

BELLEFONTE SCHOOLS PHONE LISTING

CENTRAL ADMINISTRATION OFFICE	355-4814
BELLEFONTE ELEMENTARY SCHOOL	355-5519
	(FAX) 353-5338
MARION-WALKER ELEMENTARY SCHOOL	357-2425
	(FAX) 357-2426
PLEASANT GAP ELEMENTARY SCHOOL	359-2739
	(FAX) 359-4552
BELLEFONTE MIDDLE SCHOOL	355-5466
	(FAX) 353-5316
BELLEFONTE HIGH SCHOOL	355-4833
	(FAX) 353-5320

Specific School information can be found at www.basd.net

Equity, Inclusion and Belonging in Bellefonte Area School District

What does Equity mean to us at BASD?

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

Vision:

The members of the Bellefonte Area School District envision

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

The Bellefonte Area School Board of Directors has also passed a Board Resolution, affirming their commitment to providing a quality and equitable experience for all individuals.

NON-DISCRIMINATION NOTICE

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

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

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

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

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

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

VISITORS

In the best interest and safety of the children, **visitors to the school are required to report to and sign in at the building's main office.** All individuals visiting schools must be prepared to present photo identification between the hours of 7:30 am and 6:00 pm. Children will only be released to persons other than the parents/guardians with written permission from the parent(s) or guardian(s).

Classes are not to be interrupted by a parent, guardian or visitor during school hours. One of our goals is to teach and foster student responsibility. Please encourage your child to prepare for the next school day by gathering together their lunch money, clothing, homework and assignment books the night before. If it is necessary to have a message, lunch money, and/or clothing delivered to a child while school is in session, the office secretary will gladly take care of it before class begins or during the lunch period, providing it is labeled. Children will not be allowed to call home unless an adult deems the situation to be an emergency.

If you would like to visit your child's classroom to observe, please contact the Principal for information regarding the district's policies and procedures. Parents/Guardians are welcome and encouraged to arrange these visits.

VOLUNTEERS

The Bellefonte Area School District's Elementary schools welcome and encourage parents, guardians and community volunteers in our buildings. Each building has its own needs and we ask you to call the school and get specific information. We encourage everyone to volunteer at your neighborhood school. We also understand that each family has their own schedules or other responsibilities which can make it hard to volunteer regularly and we are appreciative of all ways that families can be involved.

Any volunteer who plans on working in the buildings during the school day, or volunteering at an after-hours school-sponsored (not PTO/Booster club sponsored) **event will need to become a Registered Volunteer**. This includes (but is not limited to): Field Trip chaperones, school dance chaperones, classroom/building helpers, volunteering at classroom parties, PTO/PTA/Parent Group events in the buildings during school hours, and helping at MS/HS Fine Arts Department activities that are not open to the public.

The following are considered Visitors, not Volunteers, and do NOT need to turn in clearances: Guest speakers/presenters; those in the building solely to distribute fundraisers to parents/guardians; those coming in to help only their own child with a project or presentation; attendees at a teacher/school-invited event - such as Promotion Ceremonies, art shows, concerts, Halloween parade, Grandparent's Day/Veteran's Day/etc. activities. In addition, volunteers at PTO/PTA/Booster Club events and meetings that take place outside of the regular school day do not need to turn in clearance (ie. Carnivals, Sports Banquets, PTO-sponsored dances/movie nights/shows, etc.).

Registered Volunteers are approved by the Bellefonte School Board after submitting the following:
1) Volunteer Form,
2) Statement of Confidentiality,
3) Residency Affidavit & Arrest/Conviction Report,
4) PA Child Abuse clearance,
5) PA Criminal History clearance,
6) Results of a TB test

If you have lived in PA less than 10 years, you will also need to submit an FBI clearance.

Completed paperwork can be turned in to your child's school, or dropped off/mailed to Volunteer Coordinator, 318 North Allegheny St, Bellefonte, PA 16823.

For more information on how to get involved, contact your school office or our Volunteer Coordinator, Liz Stone at: lstone@basd.net.

Effective July 1, 2015: Per PA State Act 153, all registered volunteers will need to update their clearances every 5 years. If your current clearances are more than 5 years old at any point, you will need to update your Police Record check and your Child Abuse clearance before you can be reapproved for next year. In addition, **if you have lived in Pennsylvania less than 10 years, you are required to submit an FBI clearance as well**. If you already have a TB test on file with the District, it will NOT need to be updated.

PARENT/GUARDIAN INVOLVEMENT IN SCHOOLS

BASD invites all parents/guardians to become active participants in our school community through volunteering, joining our PTOs or PTAs, and/or attending and supporting school events. We believe that communication is the key to a successful educational experience. We sincerely value the different experiences of all district families and are committed to prioritizing two-way communication as part of our daily practice. Together, we will continue to improve the quality of our school community. Education is a partnership between the school, student, parents/guardians, and community. All children are more successful when we work as a team to achieve educational goals.

Bellefonte and Pleasant Gap Elementary receive Title 1 funds and as such have developed parent/guardian involvement policies to help in creating the positive involvement of parents/guardians and teachers working together as a team. Those policies will be shared, reviewed, and revised as needed.

PARENT/GUARDIAN ORGANIZATIONS

All Elementary schools have parent/teacher organizations (PTAs or PTOs) which work to provide enriched activities for the students. All of these work cooperatively with the staff of the building and are an integral part of the home/school partnership. Please become involved in your child's school in whatever capacity you are able to. If you are interested in learning more about these organizations, please visit your school website or contact the school's main office.

EMERGENCY DRILLS

Throughout the school year a variety of emergency drills take place. Fire drills or lockdown drills are held each month. Severe weather drills are also practiced periodically. The drills are designed to instruct students and staff in procedures that are specific to the drill. The purpose of the drill is to ensure the safety of all students and staff.

School security drills are designed to practice procedures to respond to other emergency situations such as an act of terrorism, armed intruder situation or other violent threat. School security drills are conducted in accordance with Policy 805 and 24 P.S. §15-1517 with one (1) drill being held within ninety (90) days of the start of the school year.

EMERGENCY CLOSING OF SCHOOL/DELAYS/EARLY DISMISSALS

The need to close school due to the weather or an emergency will be announced on the School Messenger system and following radio stations: WBLF, 3WZ, WMAJ or WRSC. Stations will announce school closings at regular intervals. The school district website will also contain information on a school delay or cancellation.

Every precaution will be taken to see that the students are returned safely to their homes if the emergency occurs while school is in session. If bad weather is anticipated, please listen to your radio for possible school cancellations. *Please refrain from calling the school***.** We are eager and happy to assist you in any way that we can, but calling the school during this time can be inefficient and prevent us from performing essential tasks and coordinating further communication.

Please notify your school office if changes in home phone numbers, cell phone numbers, or other pertinent personal contact information changes throughout the school year.

PARENT/GUARDIAN MESSAGES TO CHILDREN DURING SCHOOL

Many phone messages are received from parents/guardians for their children during school hours. This creates some confusion and classroom disruption when messages are delivered during the instructional day. To avoid this, parents are encouraged to send notes or an e-mail to their child's teacher.

STUDENT INSURANCE

As a District, we do not carry insurance for any of our students. Early in the year, information is sent home to parents/guardians, via the students, concerning low cost insurance that may be obtained through a group policy. There is no obligation for the parents/guardians to participate; it is simply an offer of assistance.

PART 2: SERVICES

Services offered by community agencies in district schools shall be coordinated by and be under the general direction of the school district.

The following categories of services shall be provided by the district and included in the student services plan:

1. Developmental services that address students' needs throughout their district enrollment, which include: guidance counseling, psychological services, health services, home and school visitor services, and social work services that support students in addressing academic, behavioral, health, personal and social development issues.
2. Diagnostic, intervention and referral services for students experiencing problems attaining educational achievement appropriate to their learning potential.
3. Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists.

The district shall plan and provide for a Student Assistance Program (SAP) in accordance with applicable law and regulations.
The district shall be responsible to develop, implement and monitor a student services plan that complies with state regulations and is available to all students.
The district shall ensure that all persons delivering student services are specifically licensed or certified as required by law or regulations.

COUNSELING SERVICES

We value the mental and emotional well being of our students just as much as their academic growth. Guidance counselors are available upon request by a student, teacher, principal, or parent/guardian to discuss issues important to student well-being and achievement. Classroom or small group activities are offered concerning friendships, changing families, study skills, and self-concept. Children practice life skills such as processing feelings, making decisions, and listening and communicating effectively.

EDUCATIONAL SUPPORT TEAMS

When a student experiences some difficulty (academic, behavioral, social, truancy, etc.), a meeting is scheduled with parents/guardians, teachers, counselors, principal, and specialists to review the situation. Those individuals who participate in this process are referred to as the Educational Support Team (EST). The purpose of the meetings is to develop recommendations that will address the difficulties and design intervention strategies which are a cooperative effort between the school and home. The goal is to help every student succeed in school.

MIGRANT STUDENTS

The district has developed procedures regarding the development, implementation and evaluation of the district's program for migrant students. For more information, contact the building principal.

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM FOR ENGLISH LEARNERS

The district shall provide an effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners. The goal of the LIEP shall be to demonstrate success in increasing English language proficiency and student academic achievement so that EL students can attain the academic standards adopted by the Board and achieve academic success. EL students shall be identified, assessed and provided appropriate instruction in accordance with the LIEP, and shall be provided an equitable opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.

PSYCHOLOGICAL SERVICES

Children who are struggling academically, socially or emotionally can be referred to the psychologist by the Educational Support Team. The psychologist provides psycho-educational evaluations and consultations to help determine student needs and intervention strategies. Special education services for students with social, learning, or emotional needs are partly determined by psychological evaluation and review.

SCHOOL HEALTH SERVICES

Each elementary building provides basic nursing services. The schedule of the school nurse and/or health room assistant is posted in the classroom and health office. Although a nurse is not in the building daily, emergency coverage is provided to every building as needed by a certified school nurse. The following state mandated programs are provided in the elementary grades each year:

Height, weight, vision	All grades
Hearing tests	Kindergarten, Grades 1, 2, & 3
Dental examinations	Kindergarten & Grade 3
Medical examinations	Kindergarten
Body Mass Index	All grades

HEALTH POLICY

The following regulations regarding the taking of daily medication in school come from Board Policy 210: The dispensing or administration of prescribed medication to a student during school hours in accordance with the direction of a parent/guardian or family physician will be permitted only when:

- failure to take such medicine would jeopardize the health of a student
- the student would not be able to attend school if the medicine were not made available during school hours

"Medication" includes all medicine prescribed by a physician, any patent drug, aspirin, or cough medications as well as **ANY** over-the-counter medication. The school nurse or principal **must** receive a completed consent-release form (available at each school) **signed by the parent/guardian and the physician** (a physician's prescription including all the required information listed in the next paragraph can be substituted for their signature on the form). The consent will be valid for the current school year.

The medication in a container labeled by a physician or a pharmacist must include:

1. Student's name
2. Name of physician
3. Date of prescription
4. Name and telephone number of pharmacy
5. Name of medication, dosage, route, and frequency of administration

The school nurse or principal will store the medication in a locked container in a secure area. Medications requiring refrigeration will be stored in the refrigerator in the health room. Medication shall be administered according to written permission from the parent/guardian by the school nurse or the designee of the principal (a non-medical staff member).

All prescription medications brought to the school shall be picked up by the parent/guardian at the end of the school year or the end of the period of medication administration, whichever is earlier. All medication not picked up by the last day of the school year will be destroyed.

A medication log or written record will be maintained indicating the name of the student, the name and dosage of medication dispensed, the date and time of day, the duration of the order, and the name (initials) of the person administering the medication.

HEALTH EXAMINATIONS/SCREENINGS

The district requires students to submit to health and dental examinations, screenings and health monitoring in order to protect the school community from the spread of communicable disease and to ensure that the student's participation in health, safety and physical education courses meets the student's individual needs and that the learning potential of each student is not lessened by a remediable physical disability. The district shall maintain for each student a comprehensive health record which includes a record of immunizations and the results of tests, measurements, regularly scheduled examinations and special examinations. Staff members shall continually observe students for conditions that indicate health concerns or disability and to promptly report such conditions to the school nurse or designated staff. The district will notify all parents/guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP).

FOOD ALLERGY MANAGEMENT

The focus of food allergy management shall be on prevention, education, awareness, communication and emergency response. The district adopts this policy in accordance with applicable state and federal laws and regulations, and the guidelines established jointly by the PA Department of Education and PA Department of Health on managing severe or life-threatening food allergies in the schools. Please see Board Policy 209.1 or the school nurse for details related to this policy.

DIABETES MANAGEMENT

Before a student can receive diabetes-related care and treatment in a school setting, the student's parent/guardian shall provide written authorization for such care and instructions from the student's health care practitioner. The written authorization may be submitted as part of a student's DMMP.
Diabetes-related care shall be provided in a manner consistent with district policy, district procedures and individualized student plans such as an IEP, Service Agreement or DMMP.
The district, in conjunction with the school nurse(s), shall develop processes and plans for care and treatment of students with diabetes in the school setting.
The district shall coordinate training for school employees. Such training may be included in the district's Professional Education Plan. See Board Policy 209.2 or the School Nurse for more details.

POSSESSION/ADMINISTRATION of ASTHMA INHALERS/ EPINEPHRINE AUTO INJECTORS

BASD Policy 210.1 addresses Student Self-Administration of Asthma Inhalers and Epinephrine Auto-Injectors. Please reference that policy or contact your School Nurse if you need more information. Before a student may possess or use an asthma inhaler or epinephrine auto-injector in the school setting, the district shall require the following:

1. A written request from the parent/guardian that the school complies with the order of the licensed physician, certified registered nurse practitioner or physician assistant.
2. A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.
3. A written statement from the licensed physician, certified registered nurse practitioner or physician assistant that states:
    a. Name of the drug.
    b. Prescribed dosage.
    c. Time medication is to be taken.
    d. Length of time medication is prescribed.
    e. Diagnosis or reason medication is needed, unless confidential.
    f. Potential serious reaction or side-effects of medication.
    g. Emergency response.

Please contact the school nurse for more guidance.

IMMUNIZATIONS AND COMMUNICABLE DISEASES

In order to safeguard the school community from the spread of certain communicable diseases, the district requires that guidance and orders from state and local health officials, established district policy and administrative regulations, and district-approved health and safety plans be followed by students, parents/guardians and district staff. See Board Policy 203 for details or contact the School Nurse.

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.

PART 3: ACADEMIC INFORMATION

HOMEWORK

Bellefonte Area School District advocates the concept of homework to provide an additional positive learning opportunity that enhances home/school communication. The Board of Education has established a homework policy (#130) available in the school office for your review. You are also able to access School Board Policies by visiting our website at www.basd.net and clicking on "School Board" and then "Board Policies."

ACADEMIC INTEGRITY

Bellefonte Area Elementary Schools expect students to follow ethical academic standards. Academic dishonesty is a serious matter. Academic dishonesty encompasses, but is not limited to:

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

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

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

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

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

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

TEXTBOOK / LIBRARY BOOK POLICY

All textbooks and library books provided by the district for the student's use are considered to be on loan to the student. Normal wear is expected. However, if a student loses, defaces, or destroys such materials, the parents/guardians will be responsible for the replacement of the same.

REVIEW OF INSTRUCTIONAL MATERIALS BY PARENTS/GUARDIANS AND STUDENTS

Parents/guardians and students have an opportunity to review instructional materials and have access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.

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

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

1. To assist the school district in providing the correct records to meet the needs of the requesting party, the request must be in writing, setting forth the specific material being sought for review.
2. The written request will be sent to the building principal.
3. The district will respond to the parent/guardian or student within ten (10) school days by designating the time and location for the review.
4. The district may take necessary action to protect its materials from loss, damage or alteration and to ensure the integrity of the files, including the provision of a designated employee to monitor the review of the materials.

No parent/guardian or student shall be permitted to remove the material provided for review or photocopy the contents of such file. The taking of notes by parents/guardians and students is permitted.

INSTRUMENTAL MUSIC PROGRAM

When a child enters fourth grade, he or she will be offered the opportunity to take instrumental music lessons. A variety of instrumental choices will be available. Students will be given lessons in school once a week. However, daily practice at home is encouraged.

Parents/Guardians may rent or buy instruments from local retail stores. More information will be available to the students each fall. In the elementary schools, lessons are offered in both fourth and fifth grades. Additionally, if a child participates in lessons throughout the school year, he or she is eligible to play in our annual elementary band/orchestra concert(s).

All third grade students are introduced to instrumental music using a recorder during their regular music classes.

STUDENT RECORDS

Per School Board Policy 216, Records are maintained on each student as an aid to the educational process. Parents/Guardians may review records by contacting the guidance counselor at your child's school. Release of records or information to outside agencies will not occur without written permission from the parent/guardian. When parents/guardians are divorced, both adults have access to medical, dental, and school records of their children, the residence address of those children and of the other parent/guardian, and any other information that the court deems necessary, unless there is a written court order denying such access. If additional official reports (ie: report cards) are desired, the parent/guardian must make this request in writing.

REPORTING STUDENT PROGRESS

Formal report cards are issued to parents/guardians three times per year at the end of each twelve week grading period. Reports of good progress or poor progress are sent to parents/guardians anytime during the year when a teacher feels that the parent/guardian should be informed. Informal notes and phone calls are often used between teacher and parent/guardian to keep abreast of the student's efforts or problems. Parents/Guardians may contact the school by email. E-mail addresses are available at www.basd.net or by calling their respective school.
A formal parent/guardian-teacher conference is held at the end of the first nine weeks for each student's parent/guardian(s). The school considers this conference important for the parent/guardian to attend. Parents/Guardians may request a conference at any time by contacting the school.

Additional information may be available on the Parent Portal located on the district website.

HOMEBOUND INSTRUCTION

When a student is going to be absent from school over an extended period of time due to accident or illness, homebound instruction may be requested**. A doctor's statement indicating the length of time the student will be incapacitated is required.** For such a request to be considered, the period of absence would need to be longer than two weeks and must be reviewed every month by the physician. Applications for homebound instruction can be secured through the school counselor.

BELA - BELLEFONTE e-LEARNING ACADEMY

Bellefonte eLearning Academy provides an online learning option for Bellefonte Area School District students. Students attend from home or from another location outside of a traditional classroom setting. It is a unique program that combines a strong parent involvement component with a flexible learning environment for K-12 students. Growth and achievement take place in a global community inclusive of academic, emotional, physical, and social contexts. BeLA provides this opportunity to district students with a curriculum that is engaging, challenging, rigorous, purposeful, and relevant. Students are permitted and encouraged to participate in extracurricular and other school-sponsored activities.

PART 4: ATTENDANCE

ATTENDANCE AND TARDINESS

Regular attendance during the days and hours that school is in session is required by the Pennsylvania School Code for all students enrolled in school. If a student is absent from school a written explanation must be submitted upon their return. **Absences shall be treated as unlawful until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence. A maximum of ten (10) days of cumulative lawful absences verified by parent/guardian notification may be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed physician. All medical notes must be submitted within 10 school days of the absence for the day to be medically excused.** Parents/Guardians may also send the excuse through the mail, email or by fax directly to the school. Questions regarding attendance or tardy issues may be referred to Mr. Dan Park, Compliance Officer of the Bellefonte Area School District (814-355-2812), or to the attendance information link.

EXCUSED/UNEXCUSED ABSENCES

1. Parents/Guardians must report a child's absence to the school by phone before or during the first hour of the school day and then submit a written explanation for the legal absence upon their child's return to school.
2. For every unreported absence, the parents/guardians will be contacted at home or at work by the Attendance Officer or designee.
3. After 7 days of absence (depending on the nature of absence), a letter will be sent to the home. The school nurse may also contact the home.
4. A home visit will be made by the Attendance Officer and/or the school nurse when a pattern of excessive absences has been determined.
5. After 10 days of absence, a doctor's excuse shall be required for further absences to be considered legal. **All medical notes must be submitted within 10 school days of the absence for the day to be medically excused.** Student(s) may be referred to the school's Educational Support Team.

****Absences of five (5) or more consecutive days require a doctor's note or a medical excuse upon return to school.**

Students are only legally excused from school for the reasons listed in the table below. This includes early dismissals.

Excused Absences:

1. Death in the immediate family.
2. Quarantine.
3. Illness
4. Recovery from an accident.
5. Impassable roads and/or natural disasters.
6. Family emergencies
7. Other reasonable causes as permitted by Board Policy.

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

Examples of unexcused absences are listed in the table below. This list is not all-inclusive and does not preclude the classification of other absences as illegal or unexcused. After each of the three (3) unexcused days, a first, second and third offense letter will be sent to the parent/guardian. Upon the third unlawful absence, a School Attendance Improvement Plan will be developed cooperatively with all involved stakeholders through a school family conference.

Illegal and Unexcused Absences:

1. Attendance at non-sponsored sporting events
2. Absence for PERSONAL reasons / needed at home
3. Babysitting
4. Overslept / Car would not start
5. Gainful employment
6. Hunting and Fishing
7. Missing the school bus or personal transportation
8. Shopping
9. Trips not approved in advance

TARDIES

Parents/Guardians are expected to ensure that their children arrive at school on time. The student day at the elementary schools begins at 8:00 am. Students arriving at school after 8:10 am are considered tardy.

MONITORING STUDENT ATTENDANCE

1. Bellefonte Area School District attendance clerk or officer will notify parent(s)/guardian(s) of the first and second unlawful absences, or when a student accumulates five (5) tardies to school/homeroom.
2. Bellefonte Area School District building principal or designated administrator will notify parent(s)/guardian(s) of the third unlawful absence or ten (10) tardies to school/homeroom.
3. Following the third unlawful absence or ten (10) tardies, the district will coordinate a
4. School Attendance Improvement Conference to discuss the truancy and develop a mutually agreed upon School Attendance Improvement Plan.
5. On the 6th unlawful absence or the 15th unexcused tardy to school/homeroom will be referred to either the Office of Children and Youth, Juvenile Probation Office, and/or the District Justice.

TAKE YOUR CHILD TO WORK DAY

If your child plans to participate in the event please be aware of the following guidelines:

1. An excuse for the absence must be submitted within 3 days of the student's return to school. The excuse should state the student was absent from school because he/she participated in Take Your Child to Work Day and where the student went to work. The excuse may be handwritten, emailed to the building attendance clerk, or faxed to the school.
2. This day is considered an absence from school and will count against students' attendance.
3. For students in grades 3-5, if the date falls within the PSSA testing window set by the Pennsylvania Department of Education, students will not be excused from school to attend the Take Your Child to Work event. This will be considered an illegal absence.

FAMILY EDUCATIONAL TRIPS

According to School Board Policy on pupil attendance, children may be excused from school for trips or vacations for educational purposes.

Parents/Guardians who are planning to take their children on an educational trip during the time that school is in session may request an excused absence for the students. Approval of these trips shall be requested in writing on forms provided by the district. **(Forms are available at school offices.) Requests must be submitted 7 calendar days before the date of departure and should be completed in detail. Forms shall not be accepted after the trip.** Submission of the form does not constitute approval. These requests will be evaluated on the following criteria:

1. Length of trip – number of school days, the student will miss.

2. **Only TEN (10) days per year shall be considered.**

PSSA Testing Window 2026-2027

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

Students in grades 3-5 will not be permitted to take a trip during this time.

3. The number of absences accumulated prior to the scheduled trip.

4. The purpose, itinerary, and supportive educational aspects must be clearly explained justifying such an experience beyond the classroom.

5. Approval will be contingent upon the student's academic progress, attendance record, discipline record, and on the student's responsibility for keeping up with assignments during the trip.

The school principal will review each request for compliance with the stated conditions.

If approval is granted before the trip is taken, the student's absence will be excused. If prior approval is not received, the absence will be classified as an unlawful and/or unexcused absence. Should the student's absence extend beyond the approved time, such days will be classified as unlawful and/or unexcused.

The student is expected to complete all school work that is assigned during the approved absence. Such assignments will be given to the student immediately prior to the absence if the request for the educational leave is made in a timely fashion. Assignments are to be immediately turned in to the teacher upon returning to school. We encourage you to make every effort to limit the amount of time your child is absent from school.

EDUCATION FOR YOUTH WHO ARE HOMELESS

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

1. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;

2. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

4. “migratory children” who qualify as homeless under federal law because the children are living in circumstances described in clauses (i) through (iii) above. The term "migratory children" means children who are (or whose parent(s) or spouse(s) are) migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and,

5. "Unaccompanied homeless youth" including any child who is "not in the physical custody of a parent or guardian." This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

Eligible students have the right to:

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

Please contact guidance counselors, principals, or Mr. Park at 355-2812 ext. 2202 with questions or to find out what services and supports may be available.

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.

Food		
Centre Hall-Potter Township Food Pantry.	Operating under normal hours 3rd Tuesday of each month 12:30-4:00 pm	(814) 531-6151 *Grace United Methodist Church* *127 S. Pennsylvania Ave. Centre Hall PA 16828*
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) *131 S. Allegheny St. Bellefonte PA 16823*
Food Bank of State College	Mondays 1:00pm-4:30pm; Wednesdays and Fridays 1:00pm-3:30pm.	(814) 234-2310 *1321 S. Atherton St. State College PA 16801*
Penns Valley Family Service Center	Tuesdays 8:00am-12:00pm BY APPOINTMENT ONLY.	(814) 349-5850 *337 E. Aaron Sq. Aaronsburg PA 16820*
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 *Snow Shoe United Methodist Church - 501 S. Moshannon Ave. Snow Shoe PA 16874*
YMCA Lunch Programs -	Centre Hall is providing food 12:00pm -1:00pm every weekday and providing backpacks of food for weekends. Bellefonte Area grab and go meals are served at the following locations Monday through Friday 12:00pm - 1:00pm: Bald Eagle area grab and go meals are served at the following locations Monday through Friday 12:00pm - 1:00pm:	https://www.ymcaofcentrecounty.org/programs/youth-development/feeding-our-children/ *YMCA in Bellefonte* *Logan Fire Company* *Beaver Farms* *Governor's Gates Apt buildings* *Pleasant Gap Elementary School* *Continental Courts (playground pavilion)* *Marion-Walker Elementary School* *Citizens Fire Company* *Pine Glen Fire Company* *Snow Shoe EMS* *Wingate Elementary*
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	
Safety & Mental Health	**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/
Childcare		
● 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.
Housing & Utility Assistance	Due to COVID-19, the Federal Government has instituted the CARES Act, which includes a temporary moratorium on eviction filings. See the HUD COVID-19 FAQs for Public Housing Agencies or the CARES Act itself for direct information.	
Centre Safe, formerly Women's Resource Center	(counseling, advocacy, shelter, and other support related to domestic violence or assault) Available 24/7	Call: 814-234-5050 Web: www.centresafe.org
Centre House Homeless Shelter		Call: 814-237-5508 *217 E Nittany Ave, State College, PA 16801*
Housing Transitions		Call: 814-237-5508 *217 E Nittany Ave, State College, PA 16801*
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/ *325 West Aaron Drive State College, Pennsylvania 16803*
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/
Transportation	Click here for CATA Bus Schedules	

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. Homeless Students are automatically eligible for Title I services.
        i. Items of clothing, particularly if necessary to meet a school's dress code or uniform requirement.
        ii. Clothing and shoes necessary to participate in physical education classes.
        iii. Student fees that are necessary to participate in the general education program.
        iv. Personal school supplies such as backpacks and notebooks.
        v. Food
        vi. Please contact Mr. Dan Park for additional student needs.
    c. Services are provided in all schools.
2. The Title I, Part A reservation for students experiencing homelessness is determined by the Homeless Liaison and the Director of Federal Programs. The set-aside amount is based on the prior year's usage.
3. Title IA homeless set-aside funds can be used for the following:
    a. Clothing items
    b. Food items
    c. Gift cards
    d. Academic services and supports
    e. Hygiene items
    f. School supplies/backpacks
    g. Transportation
    h. Wifi/hotspots for students
    i. Please contact Mr. Dan Park for additional student needs that may be covered with Title I, Part A funds.
4. Any unspent Title IA homeless set-aside funds divert to the Title I budget.
5. The Homeless Liaison and the Director of Federal Programs meet to ensure the coordination between Title 1A and ECYEH services in order to meet the needs of students experiencing homelessness.
6. BASD provides basic supports for students experiencing homelessness in the following ways:
    a. Clothing closets in schools.
    b. Community donations
    c. Local Food Bank
    d. Supplies provided by the Regional Office
    e. School staff fundraisers/donations

SPECIAL EDUCATION

The district shall offer each student with a disability education programs and services that appropriately meet the student's needs for educational, instructional, transitional and related services. A student who requires special education shall receive programs and services according to an individualized education program (IEP). The IEP shall provide access to the district's general curriculum and participation in state and local assessments, including supplemental aids and services that permit the student to be educated, to the maximum extent appropriate, with nondisabled peers. The district shall provide a continuum of placement options to appropriately meet the needs of students with disabilities.

The district works to ensure that all students with disabilities shall be identified, evaluated, and provided with appropriate educational programs and services, in accordance with federal and state laws and regulations. The district shall establish and implement a system of procedural safeguards and parent/guardian notification as part of its special education plan.

GIFTED EDUCATION

In accordance with the district's philosophy to develop the special abilities of each student, the district shall provide gifted education services and programs designed to meet the individual educational needs of identified students.

Please refer to Board Policy 114 - Gifted Education for more information.

DISTRICT THREAT ASSESSMENT TEAM

The district has a threat assessment team and the purpose of this team is the assessment and intervention of any threats or risks to students, staff, and the community. The team evaluates the plausibility of a threat. The team is composed of police, administration, guidance, and psychologists. This team looks at all areas including background, outside concerns, history, etc. The team determines the severity of the threat and makes recommendations for action if necessary.

PART 5: SCHOOL RULES AND POLICIES

The successful and effective operation of any organization and institution requires that certain structures, procedures, and rules are in place. The Bellefonte Area Elementary Schools are no exception. It's necessary that students and parents/guardians become familiar with the major rules at the elementary schools. A claim that one did not know that something was against the rules is not a valid excuse.

****The School Board recognizes that there may be situations where disciplinary actions/consequences may require administrative discretion.**

SCHOOL RULES and *"IN LOCO PARENTIS"*

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

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

- Respect others
- Respect self
- Respect school property

These three basic guidelines encompass the many specific rules and regulations that typically are enforced in schools. The Disciplinary Code that begins on page 15 details specific infractions and their subsequent consequences. Students and parents/guardians are advised to become familiar with this code as a preventive measure against poor judgment and inappropriate behavior on the part of students.

SCHOOL RESOURCE OFFICERS

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

Email addresses for our SRO's are listed below:

Officer Shawn Luse: sluse@basd.net
Officer Mike Lyons: mlyons@basd.net

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

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

Officer Scott Rossman: srossman@basd.net
Officer Frank Gaus: fgaus@basd.net

UNLAWFUL HARASSMENT

The term **harassment** includes, but is not limited to, slurs, jokes, or other verbal, graphic or physical conduct relating to an individual's race, color, ancestry, sex, national origin, age, or handicap/disability.

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

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

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 decisions affecting the individual.
3. Such conduct deprives a student of educational aid, benefits, services, or treatment.
4. Such conduct has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.

BULLYING/CYBER BULLYING

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

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

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

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

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

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

WEAPONS POLICY

Per School Board Policy 218.1, the district and state have a "zero tolerance" policy regarding the possession of weapons on school property or on the bus. In compliance with the law, the following rules and guidelines apply:

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

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

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

TOBACCO AND VAPING PRODUCTS

Per School Board Policy 222, The Board prohibits possession, use, purchase or sale of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, regardless of whether such products contain tobacco or nicotine, by or to students at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[1][2][5]

The Board prohibits student possession or use of products marketed and sold as tobacco cessation products or for other therapeutic purposes, except as authorized in the Board's Medication policy.[3]

The Board prohibits student possession of any form of medical marijuana at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[4]

The Board authorizes the confiscation and disposal of products prohibited by this policy.

STUDENT SEARCHES

Per School Board Policy 226, student searches must be justified at their inception by reasonable suspicion that policy or law has been violated or is being violated and that evidence of the violation will be disclosed by the search, and the search actually conducted must be reasonably related in scope to the circumstances which justified the search at its inception.

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

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

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

ELECTRONIC EQUIPMENT POLICY

Students are not permitted to bring e-readers, iPods, MP3 players, or other electronic devices to school unless the equipment is part of a classroom presentation. In addition, laser light pointers and electronic games, such as Nintendo Game Boys, are not permitted in school.

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

ELECTRONIC DEVICE SEARCHES

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

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

DISCIPLINARY CODE

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

The chart detailed on the next several pages notes and defines the disciplinary actions addressed by the code, as well as the consequences for first, second, and subsequent occurrences.
Students and parents/guardians are advised to familiarize themselves with the disciplinary code.
Students/individuals who incite a disciplinary incident are also subject to disciplinary consequences.

BELLEFONTE ELEMENTARY SCHOOLS

Disciplinary Matrix

Infraction	Definitions	First Offense Change to Level 1 (Minor/Incidental)	Second Offense Change to Level 2 (Repeated/ Moderate)	Third and Subsequent Offenses Change to Level 3 (Severe/Chronic)
Academic Dishonesty	Cheating, plagiarism, fabrication/forgery, obstruction, multiple submissions.	Parent/Guardian Notification, redo assignment honestly, possible loss of recess, lunch re-teaching, or after school detention up to 2 days	Possible loss of recess, lunch reteaching, or after school detention for up to 3 days, Possible Suspension*, Parent/Guardian Conference with Teacher and Administrator, and Zero (0) Grade given	Administrative Review: Possible loss of recess, lunch reteaching, or after school detention up to 5 days, possible Suspension up to 10 Days; Parent/Guardian/Administrator/ Teacher Conference
Aggressive, Inappropriate or Disruptive Behavior	Any form of disruptive, inappropriate, or aggressive behavior, including misconduct on the bus, in the cafeteria, in the classrooms, in the restrooms, and in the hallways	Parent/Guardian Notified, Warning, Possible Restorative** Practice, Possible loss of recess, lunch reteaching, or after school detention of 1-2 days	Parent/Guardian Notified, Possible Restorative Practice,** Possible Referral to the Principal/Asst. Principal for Disciplinary Action, which may include Possible loss of recess, lunch reteaching, or after school detention up to 3 days, Possible suspension* up to 3 days, Possible placement on behavioral program.	Administrative Review: Possible Restorative Practice,** Possible loss of recess, lunch reteaching, or after school detention up to 5 days or Suspension up to 10 Days; Possible Placement on Behavioral Program; Parent/Guardian/Student/ Administrator Conference
Bomb Threats/Fire Alarms/ Attempted Arson or Possession of or use of Fireworks or Explosives	Attempting to start or actual starting of a fire; possession of or use of fireworks or explosives; communicating a bomb, fire, death or explosion threat	Parent/GuardianNotified, Administrative Review: Possible Notification to Legal Authorities, Superintendent and School Board; Possible Police Report, and Suspension up to 10 days or Expulsion; Psychological Evaluation may be Required	Parent/Guardian Notified, Administrative Review: Police Report and Recommendation for Expulsion	Parent/Guardian Notified, Administrative Review: Police Report and Recommendation for Expulsion

Bus (Major)	Behaviors such as fighting, smoking or using tobacco, spitting, destruction of property, violation of safety procedures, throwing objects, unacceptable language	Written report by Driver to Building Principal/Vice Principal, Parent/Guardian Notified, Possible loss of recess, lunch reteaching, or after school detention up to 1-2 days, and/or possible three (3) Day Suspension from Daily School Transportation	Parent/Guardian Notified, Building, Possible loss of recess, lunch reteaching, or after school detention up to 3 days, Five (5) day Suspension from Daily School Transportation	Administrative Review,, Parent/Guardian Conference, and 10 day Suspension from Daily School Transportation
Bus (Minor)	Behaviors such as eating, drinking, insubordination, littering, standing or changing seat while the bus is in motion, tripping, discourteous, pushing	Warning by Driver	Parent/Guardian Notified, Written report by Driver to Principal/VP for disciplinary action, which may include Possible loss of recess, lunch reteaching, or after school detention, or up to 3 days suspension from daily school transportation.	Administrative Review: Parent/Guardian Conference, and up to five (5) Days Suspension from Daily Transportation
Cafeteria Misconduct	Inappropriate cafeteria behavior according to established rules, including throwing food	Warning, Possible Parent/Guardian Notification, Possible loss of recess, lunch reteaching, or after school detention up to 2 days, Possible Assigned Seat up to 3 days	Parent/Guardian Notified, Possible loss of recess, lunch reteaching, or after school detention up to 3 days, Possible suspension* up to 3 days	Administrative Review: Possible loss of recess, lunch reteaching, or after school detention up to 5 days, Possible Suspension of up to 10 Days, Possible Placement on Behavioral Program, Parent/Guardian/Administrator/ Student Conference
Computer Misuse	Any violation of the BASD Acceptable Use Policy for Technology	Parent/Guardian Notified, Pay Costs, and Possible loss of recess, lunch reteaching, or after school detention up to 2 days or Loss of Computer Privileges for 1-2 days	Parent/Guardian Notified, Pay Costs, Possible Complete Suspension of Computer Privileges for one week, Possible loss of recess, lunch reteaching, or after school detention up to 3 days, Possible Suspension* up to 3 days	Administrative Review: Possible Suspension up to 10 Days, Parent/Guardian/Administrator/ Student Conference
Drug or Alcohol Possession or Use	Possession or use of drugs, of alcohol, or of look-alike drugs or alcohol	In accordance with the BASD Drug and Alcohol Policy. Administrative Review: Confiscate Items, Detention or Suspension, Parent/Guardian Notified, and Possible Police Report	Parent/Guardian Notified, Suspension and Recommended Expulsion	Parent/Guardian Notified, Suspension and Recommended Expulsion
Dress Code Violation	See additional Dress Policy information	Change Clothing and Warning	Parent/Guardian Notified, Change Clothing, Possible loss of recess, lunch reteaching, or after school detention up to 2 days, Possible Suspension up to 3 days.	Administrative Review: Possible loss of recess, lunch reteaching, or after school detention up to 3 days or Suspension of up to 10 Days, Parent/Guardian/Administrator Conference

Electronic Devices Cell Phones	Possession or use of electronic devices, Cell Phone visible or Turned on During School Day	Confiscation of the item(s); parent notification; Student or parent makes Appointment with Administrator to have the Electronic Device or Phone Returned	Parent/Guardian Notified, Confiscation of the item(s) and Returned to Parent/Guardian only, Possible loss of recess, lunch reteaching, or after school detention up to 2 days	Item Confiscated and Returned Only to Parent/Guardian, Student Banned from having Electronic Device or Cell Phone at School, Possible loss of recess, lunch reteaching, or after school detention up to 3 days, Possible Suspension up to 3 days*
Ethnic Harassment	Any form of harassment against another's culture or heritage	Parent/Guardian Notified, Possible Restorative Practice,** Possible loss of recess, lunch reteaching, or after school detention up to 3 days, Possible Suspension* up to 3 Days	Parent/Guardian Notified, Possible Restorative Practice,** Possible loss of recess, lunch reteaching, or after school detention up to 5 days and Possible Suspension* up to 5 days, Possible Police Notification	Administrative Review: Parent/Guardian/Student/ Administrator Conference, Possible Restorative Practice,** Possible Suspension up to 10 Days, Possible Police Notification
Fighting/Assault/ Intent to Harm Others	Any physical confrontation that is not deemed self-defense	Parent/Guardian Notified, Possible Restorative Practice,** Possible loss of recess, lunch reteaching, or after school detention up to 3 days, or Suspension* up to 3 days, Possible Police Notification	Parent/Guardian Notified, Possible Restorative Practice,** Possible Suspension* of up to 5 Days, Possible Police Notification	Administrative Review: Possible Restorative Practice,** Possible Suspension of up to 10 Days. Parent/Guardian/Student/Administrator Conference, Possible Police Notification
Forgery/Lying	Illegally writing signatures, passes, excuses; stating untruths to school personnel	Document confiscated, discuss honesty, Parent/Guardian Notified, Possible loss of recess, lunch reteaching, or after school detention up to 2 days	Parent/Guardian Notified, Detentions, Possible loss of recess, lunch reteaching, or after school detention up to 3 days, Possible Suspension* up to 3 days	Administrative Review: Possible loss of recess, lunch reteaching, or after school detention up to 5 days, , Possible Suspensions up to 10 Days, Parent/Guardian/Student/ Administrator Conference
Harassment and/or Bullying	Verbal, written or physical taunting of another	Parent/Guardian Notified, Restorative Practice,** Possible loss of recess, lunch reteaching, or after school detention up to 3 days, or Suspension* of up to 3 Days; Possible Police Notification	Parent/Guardian Notified, Possible Restorative Practice,** Possible loss of recess, lunch reteaching, or after school detention up to 5 days or Suspension* of up to 5 Days, Possible Police Notification	Administrative Review: Possible Restorative Practice,** Possible Suspension* of up to 10 Days, Parent/Guardian/Student/ Administrator Conference, Possible Police Notification
Inappropriate Behavior-Profane language/gestures	Swearing; Use of foul or abusive language or gestures undirected or directed towards others	Parent/Guardian Notified, Possible Restorative Practice,** Possible loss of recess, lunch reteaching, or after school detention up to 2 days	Parent/Guardian Notified, Possible restorative Practice,** Possible loss of recess, lunch reteaching, or after school detention up to 3 days or Possible Suspension* up to 3 Days	Administrative Review: Possible Restorative Practice,** Possible Suspension of up to 10 Days, Parent/Guardian/Student/ Administrator Conference

Insubordination, Inappropriate Language towards Staff	Refusal to respond to a reasonable request; Swearing, foul or abusive language or gestures towards staff members	Parent/Guardian Notified, Possible Restorative Practice,** Possible loss of recess, lunch reteaching, or after school detention up to 3 days, or Possible Suspension* of up to 3 Days	Parent/Guardian Notified, Possible Restorative Practice,** Possible loss of recess, lunch reteaching, or after school detention up to 5 days, Suspension *up to 5 days	Administrative Review: Possible Restorative Practice,** Possible Suspension of up to 10 Days, Parent/Guardian/Student/ Administrator Conference
Sexual Harassment	Any form of harassment based on gender	Parent/Guardian Notified, Possible Restorative Practice,** Possible loss of recess, lunch reteaching, or after school detention up to 3 days, or Possible Suspension* of up to 3 Days	Parent/Guardian Notified, Possible Restorative Practice,** Possible loss of recess, lunch reteaching, or after school detention or Suspension* up to 5 Days, Possible Police Notification, Possible placement on behavioral program	Administrative Review: Possible Restorative Practice,** Parent/Guardian/Student/Administrator Conference, Possible Suspension up to 10 Days, Possible Police Notification, Possible placement on behavioral program
Tardiness, Truancy, Unexcused Absences	Being late to school, class, and other obligations; unexcused absence, truancy	Per School Board Attendance Policy	Per School Board Attendance Policy	Per School Board Attendance Policy
Theft or Defacing School and/or Personal Property	Removal of property belonging to the school or another person; damage and destruction to school or personal property	Parent/Guardian Notified, Possible loss of recess, lunch reteaching, or after school detention up to 3 days, Possible Suspension* up to 3 days, Restitution, Possible Police Notification	Parent/Guardian Notified, Possible restitution, Possible loss of recess, lunch reteaching, or after school detention up to 5 days, Possible Suspension* up to 5 days, Possible Police Notification	Administrative Review: Possible restitution, Possible Suspension up to 10 days, Parent/Guardian/Student/ Administrator Conference, Possible Police Notification
Possession of Lighters, Matches, Tobacco and/or Tobacco Products	Possession or use on school property of any lighter, matches, or tobacco products	Parent/Guardian Notified, Possible loss of recess, lunch reteaching, or after school detention After School Detention up to 3 days, or Possible Suspension* up to 3 days	Parent/Guardian Notified, Possible loss of recess, lunch reteaching, or after school detention up to 5 days, or Possible Suspension* up to 5 Days, Possible Referral to District Magistrate for Possession of Tobacco in any form	Administrative Review: Possible Suspension up to 10 Days, Possible Referral to District Magistrate for Possession of Tobacco in any form, Parent/Guardian/Student/ Administrator Conference
Weapons Possession and/or Use	Possession or use of anything that may serve as a weapon, such as knives, guns, martial arts weapons as defined in the PA Weapons Law	Parent/Guardian Notified, Administrative Review: Notification to Legal Authorities, Superintendent and School Board; Suspension up to 10 days, Expulsion; Possible Psychological Evaluation		

In-School Suspension* (Students will do their regular class work for the day(s) involved and will be directly under the supervision of the Principal/Vice Principal).

Restorative Practice** (A structured process led by school counselors or trained staff designed to help students understand the impact of their actions, repair relationships, and resolve conflicts constructively. While minor incidents may be addressed on the same day, parents/guardians will be notified in advance for any formal or scheduled restorative interventions)

BASD ACCEPTABLE USE OF NETWORK AND INTERNET ACCESS

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

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

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

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

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

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

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

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

<u>Internet Filtering Policy</u>

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

<u>System Security And Integrity</u>

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

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

Vandalism in an electronic form is any intent to harm or destroy data of another user or any agencies or networks that are connected to the BASD network. This includes, but is not limited to, the transfer or creation of computer viruses. It must also be understood that intentionally damaging the integrity of data is in violation of this policy. Any user that can identify a security problem (or the possibility of a security problem) has the responsibility to notify a staff member immediately.

Storage Of Files

File storage is provided for individuals with BASD network user accounts. Users are encouraged to use the network drive as one method of backing up files (backups should also be made on removable storage media, if available).

As with all other areas of computer use, use of the resources provided by BASD must be in support of education and/or academic research and must be consistent with this acceptable use policy. Electronic files are not private. The network administrator may periodically conduct searches of network files in order to identify files that require large amounts of storage space or are in violation of this policy. Files that violate this acceptable use policy may be deleted without warning under the direction of the network administrator.

Account Termination

Authorized BASD employees may disable or terminate an account at any time if it is deemed necessary based on any violation of this acceptable use policy, students who have withdrawn from the district or have graduated, faculty, staff members and guests who have left the district. Authorized BASD employees will notify the user, in writing, within two (2) weeks with a reason for the rejection, suspension or termination.

Users whose accounts have been disabled or terminated have the following rights:

1. To be notified, in writing, of the reason for the disablement or termination.

2. To submit a written appeal to arrange for a meeting with authorized BASD employees. Students must have a parent/guardian present at this meeting.

BASD Policy 815 can be found on the district website under the School Board section.

ELEMENTARY CHROMEBOOK PROCEDURES

All elementary students will be provided with a Chromebook to use throughout the school year. The Chromebook will be issued like a textbook and the student is responsible for its care. Chromebooks will be kept at school and charged in classrooms. Teachers will assign a Chromebook to each student and will collect Chromebooks when students leave the district and at the end of the year. Vandalism and/or damage of a Chromebook will be handled the same as damage to a textbook or other school property. Teachers determine when Chromebooks will be used during classroom instruction. Students will carry their Chromebooks to specials, as directed by the specials teachers.

ONE TO ONE CHROMEBOOKS

Every student at the elementary level will be assigned a Chromebook for use during the school day. Students are responsible for the care of their Chromebooks at school. Students will be transporting chromebooks throughout the school year on an as needed basis.

Care of Devices:

Students are responsible for the general care of the devices that have been issued by the District, but should never attempt to repair any damages. If a student is having technical issues with their Chromebook, they should let their teacher know. 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. District-owned devices should never be taken to an outside computer service for any type of repairs or maintenance.

The following recommendations are general guidelines for taking care of District devices; however, these

recommendations do not limit the liability for the care of District devices.

General Precautions

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

Damages, Repair Costs and Replacement Costs:
Personal responsibility on the part of the student is a goal and a key for the success of this program. The devices are expensive pieces of equipment.

Damages, Repairs and Replacement:

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

Equipment Repair Costs:

- Chromebook replacement fee: $225.00
- Screen: $100.00
- Touchpad: $50.00
- Individual Key(s): $5.00 per key
- Full Keyboard: $50.00
- Charger: $30.00
- Other Damages: Will be on a case by case basis.

***Negligent, malicious, or willful damage to equipment and/or theft of equipment may also subject the student to prosecution and punishment under law and/or discipline under the Code of Student Behavior.

Replacement Devices

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

Carrying Devices

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

Screen Care

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

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

Headphones for Chromebooks:
The school will provide students with headphones. Families are permitted to purchase a pair of headphones for their student. The school is not responsible for lost or damaged headphones purchased by families.

BASD GOOGLE WORKSPACE FOR EDUCATION

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

Google requires parental consent for use of apps that are not considered core services. Apps that are not included core services are considered additional services. Additional services include YouTube, Google Earth, Maps, My Maps, Translate, Applied Digital Skills, Chrome Canvas, Chrome Web Store, Google Play, CS First, Arts & Culture, and Google Bookmarks. These additional services have been available to students for many years and have been valuable educational resources.

Please submit this form if you do *not* give consent for your child to access additional services. Additional information regarding content filtering, Google Classroom, and online safety can be found on our Technology Resources for Parents page at https://sites.google.com/basd.net/technology-resources/home.

PART 6: BUS TRANSPORTATION

BUS TRANSPORTATION POLICY

Safety requires enforcement of rules for school bus conduct. Parents/Guardians are asked to familiarize their children with the obligations and courtesies of public transportation. According to Pennsylvania Public School Code, the bus driver has the same authority over the pupil, while on the bus, as the teacher has in the classroom.

The school bus driver is authorized to enforce safety and social standards on their bus. They determine the degree of talking and activity permissible, conforming with policies set by the bus contractor and the Bellefonte Area School District. School bus rules are to be posted at the front of each bus. School bus rules and expectations are also listed in student handbooks throughout the district. On-board surveillance cameras are installed on every bus. A list of pupils assigned to the bus is kept by the driver, bus contractor, Director of Transportation and school principal/assistant principal.

It is understood that emergencies arise creating a need to change a child's normal transportation assignment. Frequent changes can be stressful for a child especially at dismissal. Please maintain a routine for the student so that leaving school each day is a pleasant experience. **To ensure the safety of the children, please be advised of the following:**

Students will have only one pick-up and drop off bus stop. Continuing this school year, there will be no bus passes issued from the transportation office or school main office.

Transportation of students to and from school is provided as a privilege for those students residing outside of each school's walking area. **Due to insurance regulations, students who are classified as walkers are not permitted to ride a school bus at any time. Students assigned as bus riders may not change to other buses.**

Students are expected to obey bus regulations as outlined by the district bus policy. Actions that distract a driver are considered dangerous to the welfare of the other students. Such actions and other violations will be referred to the appropriate building principal for disciplinary procedures which will include contacting parents/guardians. Serious or repeated student infractions will result in the suspension of the student's bus riding privileges. The bus rides to and from school are considered part of the school day and the same discipline code covers the behavior of students on the bus as in the school building.

Bus drivers will report misbehavior to the building principal after warnings are given to the student. The building principal will work with the parents/guardians to ensure the proper conduct of the student on the bus. It is our sincere hope that the behaviors will never escalate to the point where a student's bus privileges will have to be suspended in order to protect the safety of all students on the bus.

SCHOOL BUS VIDEO SURVEILLANCE

For the safety of students and to maintain proper standards of conduct, a video surveillance system is in use on district school buses. This system is intended to assist the administration, bus contractors, and drivers in observing behavior and preventing violation of bus rules and regulations. Student behavior may be recorded and disciplinary action may be taken based on the behaviors recorded.

SCHOOL BUS AUDIO SURVEILLANCE

Pursuant to Section 5704 (18) of Title 18 of the Pennsylvania Consolidated Statutes, The Bellefonte Area School District reserves the right to and may incorporate the use of audio recording equipment on school buses and district owned vehicles to help ensure the safety of our students. These recordings may be used to provide evidence when disciplinary actions are imposed by the district. This shall only apply when a school bus or school vehicle is used for a school related purpose.

MINOR VIOLATIONS

First Offense – Warning to offender or offenders by driver

Second Offense – Report by driver to school Principal/Assistant Principal of the school where he or she attends. Disciplinary action taken by an administrator. (This may include assignment of detention, in accordance with the attending school discipline policy, or revocation of privileges during the school day such as recess activities for elementary students.) A school official notifies parents/guardians, preferably

by phone. A copy of the report and action taken is forwarded by the administrator to the Transportation Office; the administrator will also forward a copy of the report to the student's parents or guardians.

Third and Subsequent Offense – Will have the same consideration as a major offense.

MAJOR VIOLATIONS

First Offense – Riding privileges are suspended for up to one week. A greater number of days are possible, depending on the nature and severity of the offense, as decided by the building administrator and the Supervisor of Transportation Services. Drivers may recommend removal of the offender from the bus at school building or their stop. Driver reports infraction immediately to the school principal/assistant principal who notifies parents/guardians. Following a suspension from riding privileges the student shall assure the driver that no further problems will occur. Transportation to and from school during a suspension of riding privileges will become the responsibility of the parents/guardians. Students are **NOT** permitted to ride another bus during suspension.

Second and Subsequent Offense – Same as above with extension of suspension period, as agreed on by the administration/driver and Supervisor of Transportation.

Typical Minor Violations:

Insubordination, eating, drinking, littering, standing or changing seats while the bus is in motion, rude, discourteous, annoying, pushing, tripping.

Typical Major Violations:

Fighting, smoking or using tobacco, spitting, destruction of property, violation of safety procedures, throwing objects, unacceptable language.

PART 7: MISCELLANEOUS INFORMATION

CAFETERIA INFORMATION

The Bellefonte Area School District uses a computerized meal system that allows you to deposit money into your child's individual account. All deposits should be made on at least a weekly basis before school in the cafeteria. Your child's money is then used to pay for breakfast and/or lunch each day. The cafeteria staff understands that sometimes your child forgets their lunch money. When you send a payment in, any charges are repaid first and the balance is placed on your child's account for future purchases. ~~**Please remember that breakfast charges are not allowed**. If you would like your child to purchase breakfast, please plan accordingly.~~

There is also a free and reduced lunch program available to families who qualify. Applications for free and reduced lunches will be sent home at the beginning of each school year. Classroom snacks are not included in the free and reduced lunch program and vary from school to school and teacher to teacher.

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

modeling positive communication skills, table manners, and healthy eating habits. We welcome the additional support in the cafeteria during the lunch period.

If you pack your child's lunch please be sure it is ready to eat.
Children do not have access to a microwave.

***Carbonated beverages are not permitted in the cafeteria during meal times**. **Fast food items are discouraged.**

INTRAMURAL ACTIVITIES

Intramural activities are provided for 4th and 5th grade students after school hours. Each school provides a program that is uniquely tailored to student interest. Written parent/guardian permission is required prior to participating. Transportation is the responsibility of the parents/guardians.

DRESS POLICY

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

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

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

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

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

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

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

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

RECESS

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

FIELD TRIPS

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

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

Occasionally, parents/guardians may also be asked to chaperone field trips. Any individual who acts as a chaperone for a field trip must be a "registered volunteer" in the district. There will be no exceptions. (Please refer to the Volunteer Policy Guidelines located in the appendix for more information) If you are asked, your cooperation will be appreciated so that we can have a better adult/child ratio on the trip. If you are able to chaperone, please make arrangements for younger siblings to stay at home.

Your undivided attention is needed for our students. Field trips provide enrichment and extension activities for the classroom. Students must maintain both academic and behavioral standards to be able to participate in field trips. Teachers will communicate with both students and parents/guardians if there is a concern about a student not being able to participate in a field trip.

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

PARTIES

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

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

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

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

STUDENTS AND MEDIA

Periodically, we have television stations and newspaper reporters who come to our schools for different events. They almost always ask to take photographs of our students, and sometimes they also want to interview children. That means that when we're doing something truly exciting, we want to have our students interviewed and photographed. We also like to include student pictures on the district website (www.basd.net). There are many exciting activities and events that we're proud to share with the community using the Internet. We would like the opportunity to include more children in those exciting news stories on the district website. This allows us to promote the great and exciting happenings in our school.

Parents/Guardians who object to having photos or names of their child(ren) published to a website or any other form of media must notify their student's building administrator in writing via letter and/or email.

APPENDIX

Notification Letter for Parents or Guardians

(To be sent to all parents or guardians of students enrolled in the school at the beginning of each school year).

The Bellefonte School District uses an Integrated Pest Management (IPM) approach for managing 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 the 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. 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 or 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. If you would like to be placed on this registry, please complete the enclosed form.

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

Each year the district will prepare a new notification registry.

If you have any questions, please contact Tom Lannen, IPM Coordinator.

Sincerely,

Tom Lannen

Bellefonte Area School District

Pesticide Notification Registry Form

If you want to be notified, please fill out this form and return to your child's teacher.
No response is necessary if you do not want to be notified. (Please make sure that the phone number is correct.)

Student Name_____

Parents / Guardians
Name_____

*Notify me via School Messenger at telephone # ( )-_____

Please fill in the appropriate school(s) that your child/children attend to receive notification about a pesticide application:

_____ School

***Notifications will be sent by the School Messenger system.**

If you would like to be notified via email, please email a request to: sheimer@basd.net In the subject line type "Pesticide Notification"
We need your name, your child's/children's name and the school(s) they attend.

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

Notice to Parents/Guardians:

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

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

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

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

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

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

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

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

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

INTERMEDIATE UNIT OFFICE
Central Intermediate Unit # 10
345 Link Road
West Decatur, PA 16878
814-342-0884 or 800-982-3375 (PA Only)

SCHOOL DISTRICT and CHARTER SCHOOL OFFICES		
Bald Eagle Area School District 751 S. Eagle Valley Road Wingate, PA 16823 Ms. Melissa Butterworth, Contact Person 814-355-5731	Bellefonte Area School District 318 N. Allegheny Street Bellefonte, PA 16823 Ms. Jennifer Butterworth, Contact Person 814-353-5307	Clearfield Area School District P.O. Box 710, 438 River Street Clearfield, PA 16830 Mr. Tom Mohney, Contact Person 814-765-5511
Curwensville Area School District 650 Beech Street Curwensville, PA 16833 Ms. Casey Marsh, Contact Person 814-236-2390	Glendale Area School District 1466 Beaver Valley Road Flinton, PA 16640 Ms. Ginger Bakaysa, Contact Person 814-687-3402	Harmony Area School District 5239 Ridge Road Westover, PA 16692 Ms. Terri Butterworth, Contact Person 814-845-2300
Keystone Central School District 301 Frederick Street Lock Haven, PA 17745 Ms. Judith Petruzzi, Contact Person 570-748-4660	Penns Valley Area School District 4528 Penns Valley Road Spring Mills, PA 16875 Ms. Bobbi Jo Wakefield, Contact Person 814-422-8814	Moshannon Valley School District 4934 Green Acre Road Houtzdale, PA 16651 Ms. Pamela Stone, Contact Person 814-378-7683, Ext. 3103
Philipsburg-Osceola Area School District 1810 Black Moshannon Road Philipsburg, PA 16866 Ms. Cindi Marsh, Contact Person 814-342-5985	State College Area School District 154 West Nittany Avenue State College, PA 16801 Mr. Pat Moore, Contact Person 814-231-1072	West Branch Area School District 516 Allport Cutoff Morrisdale, PA 16858 Ms. Wendy Fernburg, Contact Person 814-345-5627
Centre Learning Community Charter School 2643 West College Avenue State College, PA 16801 Mr. Kosta Dussias, Contact Person 814-861-7980	Nittany Valley Charter School 1612 Norma Street State College, PA 16801 Ms. Carolyn Maroncelli, Contact Person 814-867-3842	Sugar Valley Rural Charter School 236 East Main Street Loganton, PA 17747 Ms. Carrie Nixon, Contact Person 570-725-7822
Wonderland Charter School 2112 Sandy Drive State College, PA 16803 Mr. Harold Ohnmeis, Contact Person 814-234-5886	Young Scholars of Central PA Charter School 1530 Westerly Parkway State College, PA 16801 Levent Kaya, Contact Person 814-237-9727	Clinton County Jail 58 Pine Mountain Road McElhatten, PA 17748 Ms. Judith Petruzzi, Contact Person 570-748-4660
Clearfield County Jail 115 Twenty First Street Clearfield, PA 16830 Mr. Tom Mohney, Contact Person 814-765-5511	Centre County Correctional Facility 700 Rishel Hill Road Bellefonte, PA 16823 Gina MacFalls, Sp. Ed. Supervisor 814-353-5307	Central Counties Youth Center 148 Paradise Road Bellefonte, PA 16823 Gina MacFalls, Sp. Ed. Supervisor 814-355-5307

The school district or intermediate unit will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, marital status or because a person is a disabled veteran or a veteran of the Vietnam era. No preschool, elementary or secondary school pupil enrolled in a school district or intermediate unit shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status or financial hardship.

Bellefonte Area School District

Please return this entire page/form to Your Child's teacher by 09/15/2026
*****RETURN THE ENTIRE PAGE*****

Elementary School Handbook Review and Acknowledgement

By signing this form I indicate that I do understand the Elementary School Handbook. I agree to follow the rules contained in the handbook. I understand that if I violate these rules I will face disciplinary action.

Parent or Guardian Section
By signing this form I indicate that I do understand the Elementary School Handbook in regards to my son or daughter, and I further agree that my son or daughter will abide by the regulations set forth.

(Initial) _____ I will read and utilize the on-line Elementary School Handbook and do not need a copy of the handbook.

(Initial) _____ I request a hard copy of the Elementary School Handbook for our use.

Acceptable Use of Network and Internet Agreement Parent/Guardian Review and Agreement

As a student, I have read the District's Acceptable Use of Computer Network and Internet Access, and agree to follow the rules contained in this document. I understand that if I violate this agreement that my account may be terminated and that I may be accountable to the respective building disciplinary code that is published to students.

As the parent or legal guardian of the student signing, I understand that the District's network resources are designed for educational purposes. I also understand that it is impossible for the Bellefonte Area School District to restrict access to all controversial materials and I will not hold them responsible for such materials acquired on the network.

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

Signature for Elementary School Handbook and Acceptable Use for 2026-2027 school year:

Student Name (please print) _____ Grade_____

Student Signature _____ Date_____

Parent/Guardian Name _____ Date_____

Parent/Guardian Signature _____

Home Address _____

_____

Phone_____

Bellefonte eLearning Academy
BeLA

Bellefonte Area School District's Premier Virtual Learning Experience

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

Faculty Handbook

2026-2027

Established 7/2023

Bellefonte eLearning Academy

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Section I - The Virtual Learning Experience at BASD

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Bellefonte eLearning Academy (BeLA)

Bellefonte Area School District's Premier Virtual Learning Experience

318 N. Allegheny St.
Bellefonte, PA 16823
Telephone: (814) 355-4814

Dr. Jennifer Brown - Principal of Virtual Learning
Ms. Deb Moore - BeLA 9-12 Coordinator, Health & Physical Education Educator
Mrs. Amy Miner - BeLA K-8 Coordinator, BeLA K-12 Special Education

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

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Welcome to another school year at BeLA, Bellefonte Area School District's leading virtual learning program!

This handbook outlines the responsibilities and expectations of BeLA faculty and contains essential information for navigating your work at BeLA.

This document provides specific details about being a BeLA educator within BASD. While building-level faculty handbooks and their expectations remain applicable and are mirrored in many sections here, this resource also addresses the unique aspects of the BeLA structure. For any information not found in this handbook, please contact the Principal of Virtual Learning or consult your building faculty handbook.

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Mission Statement

To Inspire And Prepare Today's Learners To Embrace Tomorrow's Challenges

Vision Statement

Working collaboratively, we inspire a passion for learning, a commitment to excellence, and a respect for individuals and diversity as we prepare all students to be successful in an ever-changing global society.

The vision of BeLA is to provide learners with opportunities for academic growth beyond the traditional classroom. Learning is student-centered and facilitated to encourage innovation, critical thinking, and complex problem-solving while maintaining academic rigor and flexibility.

Value Statement

Growth and achievement occur in a global community inclusive of academic, emotional, physical, and social contexts. Learning environments must be engaging, challenging, rigorous, purposeful, and relevant. Educational opportunities embrace best practices, data-informed decisions, and a culture conducive to learning and continuous growth.

At BeLA, we value community and believe that all learners, whether in a traditional setting or an online environment, are allowed to grow and achieve. We emphasize that engagement in collaboration and communication with peers, opportunities for purposeful, rigorous, and relevant learning, and a culture that embraces growth is the best climate for a virtual learner to flourish.

Virtual Learning at BASD

At The Bellefonte E-Learning Academy, we work collaboratively with students and families, inspiring a passion for learning, a commitment to excellence, and a respect for individuals and diversity as we prepare the students to face ever-changing global demands. We take pride in all of the Bellefonte students and ensure the virtual learners have the following:

- A safe, healthy, respectful, and intellectually stimulating curriculum where students feel motivated to participate.
- An opportunity to participate in a student-centered learning environment that is data-driven and future-focused.
- Successes and challenges are used as a catalyst for future growth, change, and improvement.
- Curriculum, instruction, and assessments continually evolve to ensure alignment with academic standards and best instructional and assessment practices.
- State-of-the-art technology to make learning opportunities available and accessible to all members.
- The same opportunities are offered to in-person peers, including participation in clubs and activities, using facilities and services, enrolling in CPI, and participating in graduation services when they receive a Bellefonte Diploma.
- A learning climate conducive to student learning and staff professional growth by building leadership capacity throughout the system.
- Facilities and resources that support virtual educational programming, including a BeLA staff dedicated to the growth and support of BeLA students.
- Close relationships with parents/guardians, teachers, staff, and the community working together to provide well-rounded and rigorous educational opportunities.

BeLA 101

The Bellefonte eLearning Academy (BeLA) provides a form of free public education that students attend from home or another location outside a traditional classroom. BeLA students can

participate in all extra-curricular activities, attend CPI (Career Vocational Institute), and are granted all privileges provided to students in the in-person setting.

BeLA is a distinctive program combining strong parent involvement, exceptional student self-motivation, and a flexible learning environment.

Bellefonte eLearning Academy (BeLA) serves students in grades K-12.

The program is free, including all of the books and curriculum. We provide students with the technology required to complete coursework. The only costs are for internet services in the home. We provide internet access should the student have substandard internet or need support.

BeLA students can access the BeLA Center to assist and support the student's academic growth and goals.

BeLA Students are BASD Students

BeLA students who fulfill all graduation requirements, as mandated by the Bellefonte Area School District Board of Education, will earn a Bellefonte Area School District diploma and may participate in a BAHS graduation ceremony and graduation activities.

Students enrolled in the Bellefonte eLearning Academy are considered students of the Bellefonte Area School District and are entitled to all the opportunities that the district offers.

BeLA students are permitted to participate in all school district activities to which they are entitled. However, eligibility requirements apply to any student involved in extra-curricular activities.

BeLA Curriculum and Courses

Bellefonte eLearning Academy will use online courses developed by Edgenuity/Imagine Learning and delivered by their certified educators. BeLA students access over 250 courses in the following content areas via Edgenuity/Imagine Learning: Mathematics, Language Arts/English, Science, Social Studies, Art, Music, World Languages, Health/Physical Education, Business, and Technology.

In addition, we will offer high school classes taught by BAHS teachers. The courses remain asynchronous, as BeLA is currently structured. Edgenuity/Imagine Learning will still exist and be the primary course platform.

- <u>English Department:</u>
  - English 9 Academic
  - English 10 Academic
  - English 11 Academic
  - English 12 AcademicF
  - Developmental Reading (recommendation only)
  - Strategic Reading (recommendation only)
- <u>Math Department:</u>

- Common Core Algebra Part 1
- Common Core Algebra Part 2
- Algebra 1
- Geometry
- Algebra 2
- AMC (Advanced Math Concepts)
- Transitional Math
- Math Fundamentals (recommendation only)
- ~~Others TBD~~

❖ Science Department:
- Current Science Trends
- Sustainability
- Earth and Space Science

❖ Agriculture Sciences Department:
- Pre-Vet
- Agricultural Sustainability

❖ Electives:
- Dr. Ed

❖ Health and Physical Education:
- Health

BeLA Students "On-Site" During The School Year

Sometimes, a BeLA student will be required to be "on-site" (either at the BeLA center and/or the home school) during the school year.

❖ All district requirements for graduation, including but not limited to Day of Caring and others ~~and Law Day~~
❖ State-mandated testing, such as Keystone Exams and PSSA
❖ MAP testing Measure of Academic Progress (MAP) Testing
- All students are required to take ELA and Math in grades 6-10.
- Grades 8, 9, and 10 are also required to take Science
- Virtual conferences may occur to discuss MAP results and create goals for learning

❖ Progress Monitoring for IEP goals
❖ Chromebooks that need fixed to obtain necessary materials for courses, such as novels, texts, and science materials
❖ BeLA enrollment meeting
❖ Attendance conferences, if necessary
❖ Meetings to discuss progress, graduation standing, etc.
❖ Potential quarterly (4) Math assessments for those in BAHS BeLA math courses
❖ If a BeLA student is not in good academic standing, mandatory office hour visits may be implemented, requiring them to attend so that they can be supported and their progress monitored
❖ Or as determined by a course teacher, BeLA Coordinator(s) and/or Principal of Virtual Learning, for example, if there are concerns about academic dishonesty/cheating or if a student needs additional support
❖

PSSA and Keystone Exams

All students in grades 3, 4, 5, 6, 7, and 8 are required to participate in the Pennsylvania System of School Assessment (PSSA). The PSSA is a standardized test that measures a student's attainment of the PA Academic Standards in Literacy, Mathematics, Science, and Writing.

Students taking Algebra 1, Biology, or Literature must also take the Keystone Exams. These end-of-course assessments are designed to assess proficiency in these subjects.

The district's BeLA Coordinator and/or Principal of Virtual Learning will arrange testing locations and inform parents/guardians and students where and when students are scheduled to attend.

Parent/Guardian Role With Their Virtual Learner

As Virtual Educators, we have the unique task of supporting families to encourage their virtual learners' success. Parents and guardians play a vital role in a student's academic success. They work closely with their child and BeLA staff to help develop a personalized learning plan and daily schedule.

With the younger virtual learners, a parent/guardian should be prepared and available to supervise the child's daily learning activities, encourage progress, and act as the child's learning coach.

Regardless of the student's age, we expect the parents/guardians to communicate regularly with the district's BeLA staff and keep open lines of communication. We will foster this important piece of successful virtual learning through open, frequent, and approachable communications.

Attendance Expectations

The BeLA Program requires that all students are enrolled in the Bellefonte Area School District and attend school regularly in accordance with the laws of the state. As a virtual student, attendance equates to timely work completion. BeLA students follow the district attendance and truancy procedures established as documented in board policies, building handbooks and state guidelines. ~~Review your child's/student's student handbook for specific information.~~

Attendance at the BeLA Program will be calculated weekly. Students should expect to be logged into their classes for a minimum of 1 hour/day/course on average. Attendance will be based on pacing and work completion within their courses.

If a student does not meet the class assignment minimum, the student will be issued an unexcused absence. The BeLA staff will communicate attendance concerns to the student and parent/guardian.

If a BeLA student attends CPI, their attendance is calculated based upon 2.5 days of attendance for BeLA and 2.5 days of attendance for CPI per week.

BeLA Students have till 11:59 pm Friday to submit weekly assignments to count towards attendance and course submissions.

Some BeLA students may also have in-person class(es) at the HS or their respective schools. If a student is absent, parents/guardians need to report the student absent per the BAHS Student Handbook Policy and Guidelines, BAMS Handbook or Elementary Handbook. For example, a student goes to BAHS for Wheel Throwing as that is not a course offered in BeLA. The student wakes up ill and is not going to go into BAHS for this course, the parent/guardian needs to call the student off at the HS.

If a BeLA student is absent from school/does not submit assignments and is unable to submit work for 3 days or more, (see the BAHS Handbook for details), please notify the BeLA Principal, BeLA Coordinators and any HS BeLA Teachers so that any appropriate arrangements can be made in terms of extensions and the like. This would include any educational trips where the student is unable to complete work/"off the grid."

We will work as a team to support the students.

Section II: BeLA Faculty Expectations and Information

BeLA Educators

Teams of teachers will have the year before to prepare to teach BeLA courses through professional learning days throughout the school year. The educator will teach the class the following year; only some of those engaged in professional learning will necessarily teach the course the next year.

For those high school educators teaching a BeLA course, there will be a BeLA period in their high school schedule.

BeLA Period

High School teachers teaching a BeLA course will have a BeLA period daily in their schedule. During this period, the educator will have time to:

- Email/communicate with students and/or families as needed
- Offer office hours either virtually or in person
- Grade assignments
- Prepare and post new work/assignments/assessments/etc.

Lesson Plans

This component mirrors the building-level faculty handbooks. All teachers must submit weekly lesson plans by 8 a.m. on Monday of each week. Lesson plans will be completed in the district format. The lesson plans submitted to the school building will count for the BeLA lesson plan weekly submission.

Google Classroom

We use google classroom as the virtual learning platform for those courses not in Edgenuity/Imagine Learning.
To a degree, the educator will post lessons that mirror what occurs in the in-person classrooms and at a similar pace.

- Thus, if a student returns to high school, they can walk into their Math/English/Science class in BeLA and be fairly close to on pace and understand where they are within the content's timeframe.

Generally, the BeLA courses in Google Classroom will be structured in a weekly format with assignments, assessments, etc. Various tools and apps compatible with Google Classroom are available and utilized at the teacher's discretion.

Authoring

Unique instructional content created by a teacher for a BeLA course is the author of the materials, There shall be no obligation of said teacher to share the unique instructional content that is created by an individual teacher with any other teacher or entity. An individual teacher may choose to share the unique instructional content with other teachers in the District at the individual teacher's discretion. When a teacher who has created this unique instructional content resigns or retires from the District, the individual teacher determines the fate of this particular unique instructional content (shared, deleted, etc.). It should be noted that as long as the author is employed by BASD that the authored material may be used by BASD for educational use.

Student Transition

Students who enroll in BeLA are encouraged to remain for at least a marking period or equivalent. Should a student demonstrate that virtual learning is not in their best interest, they may return to the in-person setting at any time.

Instructional Strategies in a Virtual Asynchronous Setting

Meaningful instructional strategies drive teaching and learning in any setting. For virtual asynchronous teaching and learning, there is an overlap between in-person strategies and some different components of virtual instruction.

These strategies are especially powerful as they have a 0.4 or higher based on the Visible Learning research of John Hattie (Visible Learning, 2022):

- #1 Establishing Norms for Asynchronous Virtual Learning; Effect size = .68
- #2 Teacher/Student Relationships from a Distance - i.e., Virtual Classrooms; Effect size = .52
- #3 Teacher Clarity at a Distance/Virtual Environment; Effect size = .75
- #4 Engaging Tasks; Effect size = .79
- #5 Structure and Plan in an Asynchronous Virtual Environment; Effect size = .76

(Fisher, Frey & Hattie, 2021)

Beyond the work and research of Fisher, Fry, and Hattie, as well as other notable educators, these instructional strategies are extremely successful for this setting:

- Instructional videos from other resources that the educator vets and approves
  - Khan, YouTube, Edutopia, content-specific apps and sites of the educators' choosing, video banks from apps
- Instructional videos of the BeLA educator
  - BeLA educators have the discretion of vetting and/or taping themselves for instructional videos
- Screencastify and other apps to provide instructional modeling
- Use the current text and materials that the educator is using with the in-person students
  - Example - Read pages 16-18; complete practice problems 7-10 and submit by Thursday
- Provide feedback frequently to students in the method of the teacher's choosing
  - Apps such as Mote and the like are a great option
- Student-created videos demonstrating understanding of concepts; these videos could be used as an assignment and/or assessment

Best Practices for Virtual Assessments

Assessments must go beyond "only" multiple-choice and encourage individual thought for a virtual asynchronous setting.

Given the work of Fisher, Frey, Bustamante, and Hattie, the assessment cookies provide guidance.

- Cookie 1 - Assessment is Difficult b/c it is Important
  - Will this assessment evaluate skills, content knowledge, or both?
  - Will this assessment evaluate the process or product?
  - What form will this assessment be? (project, quiz, exit ticket, etc.)
  - Will this assessment be open book/notes or closed book/notes?
  - Can I use the information from the assessment to support future learning for students?
  - Can I use the information from the assessment to determine my impact?
- Cookie 2 - Assessments Come in all Shapes and Sizes
  - Assessments come in various sizes -- size refers to the consideration of time completing the assessment as well as student effort required to complete it
- Cookie 3 - Know the Learner and their Learning Journey
  - Does the student have a place to focus on their learning?
  - Who else is in their environment with them?
  - Are they anxious, uncertain, or ill?
  - Do they feel safe emotionally and physically?

- ➢ While we may not know all these answers, we must be aware of their potential impact as we assess virtual students.

- ❖ Cookie 4 - Assess that Which Has Been Taught and Teach Based on the Standards
  - ➢ Standards: The standards provide us with concise, written descriptions of what students are expected to know and be able to do at a specific state of their education
  - ➢ Learning Intentions (LI): LI adapt the language of the standards into student-friendly and accessible statements; LI are broken down into lesson-sized chunks; they state what a student is expected to learn
  - ➢ Success Criteria (SC): SC provide a means for students and teachers to measure progress as they serve to indicate what the intended destination of learning looks like; they are fundamental in making learning visible to both the teacher and the student
- ❖ Cookie 5 - Students Deserve to Know What They Should be Learning
  - ➢ LI should -
    - ■ Be written in language students understand
    - ■ Be written in first person (student perspective)
    - ■ Include key concepts and vocabulary
    - ■ Include what the students are learning
- ❖ Cookie 6 - Knowing your Destination Helps
  - ➢ SC are used to provide a benchmark of success for the LI (sometimes LI needs more than one SC)
  - ➢ SC can build in complexity as students work toward mastery
  - ➢ SC should be built with the intention that students can use them to engage in metacognition (awareness and understanding of one's thought process)
- ❖ Cookie 7- Everything is Searchable, so Plan Accordingly
  - ➢ Empower students to provide original thought, tape themselves sharing their views, answers
  - ➢ Use AI as a tool in assignments
  - ➢ Refrain from all multiple-choice assignments and assessments and embrace project-based assessments
- ❖ Cookie 8 - Parents Want to Help, and Sometimes That Is Problematic
  - ➢ For some parents, learning alongside their children in a virtual asynchronous learning environment tends to involve overindulgence of support. At times, they provide answers and deliberate coaching, and while we as educators love a helpful and supportive caregiver, the level of support can negatively impact student learning and the validity of the assessments.

(Fisher et al., 2021)

Academic Integrity

Academic integrity is the journey where students are honest and responsible in their school assignments and work creation. Academic integrity guides students to demonstrate self-respect, respect for peers, respect for others' property, and respect for the school. At BeLA, academic integrity is one of the core values that honors learning and growth. First, we want to ensure that the virtual students understand the expectations of academic integrity and what that looks like in a virtual environment. Furthermore, the student's ability to demonstrate these values is paramount.

It is unacceptable for students to use work that is not their own and additionally, to receive credit for work that is not their own. Plagiarism, cheating, etc. occurs in a variety of ways (use of artificial intelligence, lack of citations, math solution apps, copying from a classmate, etc).

In a virtual setting, the traditional consequences for violations of academic integrity, such as detentions and suspensions, are not possible. This section mirrors the high school handbook in many aspects, including the definition of cheating; however, teacher discretion and this suggested hierarchy will provide us guidance as we work with students who may plagiarize or cheat as virtual learners.

First Offense:
The BeLA educator will work with the student to embrace the situation as a teachable moment.

- The student will virtually meet with the teacher and have the opportunity to redo the assignment.
  - If the student chooses not to redo the assignment, it is a zero.
  - A redo at this level will be out of full credit.
- The parent/Guardian is notified.
- A discipline referral documents the first offense.

Second Offense:
The BeLA educator will work with the student to allow them to redo the assignment for half credit.

- The student will meet virtually with the teacher and/or Principal of Virtual Learning to redo the assignment.
  - If the student chooses not to redo the assignment, it is a zero.
  - A redo at this level will be for half credit.
- The parent/Guardian is notified.
- A discipline referral documents the second offense.

Third Offense:
The BeLA educator will notify the student of the violation and forward the concern to the Principal of Virtual Learning.

- The student receives a zero with no option to redo the assignment.
- The parent/Guardian is notified.
- A discipline referral documents the third offense.
- The student may have to come into the BeLA center for all subsequent assessments or do them virtually with BeLA staff via Google Meet.

The three offenses are student-specific, not course/teacher-specific. If a student plagiarizes in one course and cheats in a different subject, that is two offenses; the student does not get three offenses per course/teacher.

Academic Dishonesty: Strategies to Curb

Given Cookie 7 and the reality that information is a breath away, we find ourselves as educators working through a constant hurdle…academic dishonesty and cheating. While this occurs in the

in-person setting, a virtual asynchronous setting can be even more of a challenge. Reflection on teaching practices to dissuade cheating is imperative.

Research and best practices to curb academic dishonesty include, but are not limited to, the following strategies:

- Provide exemplars for students to reference
- Normalize errors…create a culture of embracing mistakes
- Allowing students to revise and resubmit can lend itself to deeper mastery
- Empower students when they are struggling to get support
- Make sure students know when and where to get the support (Lemov, 2020)
- Create questions that require higher-order thinking
- Use varied question types
- Creatively remind students of academic integrity policies and consequences
- Set up the online exam to show one question at a time, if possible
- Prohibit backtracking in the assessment setup, if possible (Smith Budhai, 2020)
- Randomize questions and sequence
- Use problem-solving questions
- Ensure assignments and assessments are manageable for students
- Assess frequently and use frequent ungraded self-assessments
- Use discussion groups
- Use assessment strategies that are meaningful and require students to apply their knowledge (authentic assessment)
- Utilize alternative assessments such as:
  - Projects
  - Problem-Solving
  - Case Studies
  - Portfolios
  - Research projects
  - Group work and peer assessment
  - Presentations (Palomar College, 2022)

BeLA Educator Communication and Accessibility

Communication and accessibility between virtual educators are at the heart of a virtual course's success. This section mirrors building-level handbook expectations with a few unique expectations given the virtual setting.

BeLA educators will encourage students to email them and reach out if the student has questions or concerns. Google Meets are also a great way to connect with students who need to communicate with us. GoGuardian is also a helpful tool for student communication.

The BeLA educator will offer office hours during the BeLA period at the HS as needed. Depending on the student, this can be in person or virtual; we cannot mandate in-person in most instances.

The BeLA educator is expected to contact parents/guardians just as they do for the in-person classes to discuss student progress, share good reports, and the like. Google Meets and email are great tools; this is at the educator's discretion.

BeLA Office Hours

The BeLA Center will be open for tutoring by appointment. Students can come to the BeLA Center to gain support and assistance.

The BeLA educators at the high school will offer office hours during the BeLA period at their discretion. The BeLA educator must be sure that students and families know this is an option for students to get support and notify the students how to set up an appointment.

Traditionally, this has been a moderately utilized option for only some students. That will likely increase in the future.

Students with an Edgenuity/Imagine Learning-specific need are encouraged to engage in office hours with the Edgenuity/Imagine Learning teacher.

Differentiated Supervision

In most cases, the BeLA Teacher's supervision and evaluation process will be shared with the building principal and the Principal of Virtual Learning. The educator will be notified of this in the fall as per the normal district process. The differentiated supervision process remains the same.

Student Performance Measure (SPM)

The BeLA educator may determine, in collaboration with the building principal and principal of virtual learning, if they choose to do a virtual learning SPM. SPM processes remain the same.

Videos, Downloads, And Other Supplemental Media Resources

This section mirrors building-level handbooks, except for passive permission. BeLA educators will follow their building-level guidelines for appropriate media, and passive permission will be obtained when the student enrolls in BeLA through a student and parent/guardian enrollment form.

Tuesday Meetings

During extended Tuesdays, there may also be BeLA meetings. The BeLA educator may determine if they are attending the BeLA or the building-based Tuesday meeting, given the building principal approval.

Mandated Reporting

The mandated reporting process remains the same for virtual learning students as it is for in-person students in the district. For additional details, refer to the high school faculty handbook, middle school handbook, and/or contact the Principal of Virtual Learning. The information below comes directly from the middle school handbook.

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

To make the report, the staff or faculty member who received the initial report from the student must call the counseling or main office immediately. It is appropriate in this situation to use the emergency extension for your building or guidance office when making the report. A Pennsylvania ChildLine report can be made online by visiting the following website: http://www.dhs.pa.gov/provider/childwelfareservices/childlineandabuseregistry/index.htm You will have to either have an account created to use this Website or create one upon arriving at the site. A report can also be made by phone by calling Pennsylvania Childline at 1-800-932-0313. Be sure that if you make a report by phone, you document the call and note the name and employee number of the employee taking your call.

Staff or faculty coverage will be sent so that the staff or faculty member who received the initial report can make the report to ChildLine/CYS to share all details of the initial report. Building administration and/or school counselors will make themselves available to assist faculty or staff members making a report. If a situation arises in which a faculty or staff member is not able to contact a School Counselor or Principal, they are still responsible for making the report and should follow up with the building principal after the report has been made.

Remember, we are all Mandated Reporters 24 hours a day, 7 days a week, 365 days a year. If you are ever in doubt and unable to get in contact with the administration or a counselor, your safest bet is to make the report.

PowerSchool

BeLA courses will be listed in PowerSchool just like the rest of a teacher's classes.
The BeLA educator will put in grades as normal, probably using Google Transferer in many cases.

Midterms/Finals

We will provide midterms and finals for the BeLA students; the BeLA educator has the discretion to determine what these assessments entail. In most cases, mirroring the in-person assessments will be acceptable, with the potential for minor tweaks to meet the virtual environment. In this case, comparative data could be reviewed. In other instances, a project-based approach may be more meaningful.

Timelines and Due Dates

Class timelines and due dates may vary by course and department using teacher discretion. Overall, the student will have some weekly assignment due dates and some rolling and flexible due dates based on time for grading and feedback/corrections. A two-week window for assignment submission before giving a zero is a viable and currently utilized procedure.

Remember, the BeLA students are moving from a whole course window to submit work without penalty to more realistic due dates implemented with high school BeLA courses. Let us be mindful of that and ease them into the more realistic expectations that are being created.

Keep in mind that as the student work cycle is from Friday - Friday, you will need to pre-set your assignments to go live for the students on Saturday mornings so they still have a 7 day work week.

Educator Teaching Videos

BeLA educators can tape themselves teaching their in-person courses and use it when teaching a BeLA course. Please focus the video stream on the educator and keep other students' faces out of view. Student/teacher discussion and discourse are permissible and a great learning tool for asynchronous students who will not necessarily engage in that throughout the year. The educator does not have to do this for every piece of instruction; the educator is welcome to pick and choose or not do this at all.

Syllabus

BeLA Teachers and BASD teachers, in general, are required, per board policy, to create and submit a syllabus for each course they teach at the beginning of the school year (or semester, if semester-length course).
Syllabi must be shared with the Principal of Virtual Learning before the end of September.

The syllabus for the "same" in-house class is perfect, as it already covers most of below:

- course objectives
- teacher expectations
- student expectations
- classroom procedures
- grading
- standards
- others

Please make a copy of the syllabus mentioned above and add some specific info to make it into the BeLA Syllabus:

- Specifics on how students can contact the teacher to get help and/or to set up a virtual appointment/office hours (in essence, how do the students get a hold of their BeLA teacher if they need help)
- Work timelines - for example - all work for the week must be submitted by ~~Sunday~~ Friday at 1159 pm

- ❖ The course/teacher-specific guidelines on due dates, timelines, grading, etc., if different than the in-person course
- ❖ Any virtual learning suggestions the educator has for the course/pearls of wisdom
- ❖ A blurb about the importance of a daily work schedule (see the section of this handbook titled "Daily Learning Schedule" for examples)

Substitutes

We will utilize these guidelines when a substitute is required for a BeLA Educator. Regardless of the scenario, communication with the Principal of Virtual Learning and the High School office will be vital to ensure proper coverage.

Please use your 'out-of-office assistant' for times when you are off work if your BeLA students email you; this way, they can reach out to the other BeLA staff if needed.

- ❖ Scenario #1 -
  - ➢ If it is a day or so absence, or if a teacher is even out for a week:
    - ■ Put in sub plans that they may be called for coverage from the Main Office
    - ■ Notify the Main Office that the substitute is available
    - ■ The substitute has no BeLA responsibilities
    - ■ Realistically, the HS BeLA teacher has a week's worth, if not more, assignments in the Google Classroom already, so they are prepared
    - ■ The HS BeLA teacher can chip away at grading when they return
- ❖ Scenario #2 -
  - ➢ A long-term absence like maternity leave, surgery, or leave in general:
    - ■ Give the sub access to Google Classroom
    - ■ They assume all duties the same as they would for an in-house class (in collaboration with/support of the Principal of Virtual Learning)
    - ■ OR
    - ■ We will determine, if feasible, to assign another BeLA-trained colleague
    - ■ OR
    - ■ We will determine, if feasible, to assign it to building based substitute
      - In terms of assignments, posting, and grading for long-term absences, we will handle that as it is handled at the building level.

Teacher Back-Up Plan

Should a BeLA Teacher require a backup or support:

- ❖ The BeLA teacher communicates with the Principal of Virtual Learning
- ❖ The Principal of Virtual learning and the BeLA educator will review the list of trained teachers and craft a plan to support the BeLA educator

The backup person can assist in scenarios #1 and #2 listed above.

Professional Learning, Curriculum Writing, and Course Creation Process

Those who may teach a BeLA course will engage in professional learning, curriculum writing, and course creation the prior school year. This will occur several times during the school year, based on educator needs. Substitute coverage will occur during these days.

During this time, the educator will:

- Receive professional learning on teaching and learning in an asynchronous virtual environment,
- Update the current course curriculum for the virtual environment,
- Receive professional learning on various instructional tools,
- Create their Google Classroom course, including activities, assignments, assessments, videos, etc.
- Engage in any other components that evolve from the process.

Examples of Apps, Tools, etc., have included:

Flip Jamboard Mote Kami premium Pear Deck Eduaide MagicSchool Good Notes	Screencastify Google Grade Transferer Ed Puzzle Explain Everything Brisk Google Gemini Google Gems Schoolai

Part of this journey is determining the appropriate tools for the educator and student to meet the course's learning objectives. Apps/tools and technology are purchased as needed during this process.

Continued Professional Learning, Collaboration, and Support

Professional learning and support continue once the teacher teaches the course.

- Collaboration and professional learning will occur by team or department quarterly (or more frequently if needed) to allow time to plan, create, and problem-solve throughout the implementation year.
- Possible compensatory pay may be offered to allow educators additional time to refine their virtual course.
- Possible BeLA Trade Time to continue the collaboration and journey.

Support during program growth is vital.

- BeLA educators will have the Principal of Virtual learning to support their instruction and students.

- ➢ Brainstorming sessions can be set up in person or via Google Meets.
- ❖ TBD - A High School office for BeLA Coordinators to be more accessible to the high school staff.

BeLA Gradebook Expectations

This component mirrors building-level handbooks and expectations. All grade books are kept on PowerSchool; however, the teacher is strongly encouraged but not required to keep a paper copy of the grade book as backup.

At the end of each marking period (except quarter 4), all teachers must complete a verification sheet and submit it to the Guidance Office to ensure all aspects of grades are intact and accurate.

Weekly Grade Submissions For BeLA

This component mirrors building-level handbooks and expectations.
All teachers are required to enter weekly grades via PowerSchool by 11:59 PM Thursday evening of each week (see Eligibility and Grades in the high school handbook). 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 grade book does not export a blank 0 (zero) for eligibility.

BeLA Students have till 11:59 pm Friday to submit weekly assignments to count towards attendance and course submissions. The teacher has discretion to adjust submission timeframes for individual courses.

Academic Eligibility

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

Make-Up Work Guidelines

The following guidelines follow the building-level process. BeLA educators are given discretion as it is a virtual asynchronous platform and may require some flexibility.

Discipline Referral Procedure

This component mirrors building-level handbooks and expectations.
The only difference is that the teacher submits this referral and shares the concerns with the Principal of Virtual Learning. At the start of school, should a teacher need to fill out a discipline referral, please contact the Principal of Virtual Learning directly via email until we determine if the current high school form can be sorted to BeLA.

Section III: Student Supports, and Safety

Requirements and Expectations as a BeLA Student

A BeLA Student's expectations and requirements are the same as those of a BASD student. However, there are some variations to marking period timelines and other unique pieces that are addressed throughout the year to meet the needs of a virtual program.

Special Education Services and Supports

If a student is an identified special education student already receiving special education services, special education support services will be continued in BeLA. A placement meeting will be scheduled to determine and clarify the delivery of special education services in a virtual asynchronous learning environment.

Maintaining Professional Adult/Staff/Student Boundaries

This component mirrors the high school and middle school handbooks and expectations.
All adults must maintain professional, moral, and ethical relationships with district students 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#

School Cancellations/Delays

This component mirrors building-level handbooks and expectations.
It is important to note that BeLA students may choose to complete work these days, as their peers only have schoolwork if it is an FID day. If it is an FID day, BeLA students should engage in their normal assignment completion.

If a student has a BAHS BeLA course and there is a cancellation or delay, this may alter or cancel the teacher's office hours for that timeframe.

Be advised that Edgenuity/Imagine Learning will not adjust assignment due dates for weather delays/cancellations. If we have a snow day or the like, Edgenuity/Imagine Learning's due dates remain and do not shift.

Discrimination/Title IX Sexual Harassment Affecting Students

This section mirrors district handbooks.

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

This section mirrors district handbooks.
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

This section mirrors district handbooks.
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. This component of the handbook mirrors the building-level handbooks and board policy.

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

Threat Assessment Team

This component mirrors building-level handbooks and expectations.
The district has a threat assessment team whose purpose is to assess and intervene in any threats or risks to students, staff, and the community.

Student Assistance Program/Team (SAP)

This component mirrors building-level handbooks and expectations. Yes, BeLA students can be a part of the SAP process.

The Pennsylvania Department of Education mandates establishing and operating a Student Assistance Program (SAP) in Pennsylvania's public schools.

At the Bellefonte Area Middle School, High School, and BeLA, the SAP is made up of teachers, school counselors, and building administrators. SAP provides an integrated framework that mobilizes school resources to remove non-academic barriers to a student's success. The role of the

specially trained members of the SAP team is to provide support and resources to students beyond the Tier I level for certain behaviors, mental health, or drug and alcohol abuse. A referral to SAP may be made by school personnel, parents/guardians, and/or students when they are concerned about a student's behavior. Students are encouraged to refer a classmate who seems seriously worried, cannot sleep, uses drugs, tobacco, or alcohol, has eating problems, is always angry or crying, threatens to run away, or talks about bringing harm to others or to themselves. Students can also self-refer to this team.

Additionally, an electronic form can be accessed by visiting the Guidance section of the BAMS and BAHS websites. The processing of referrals and the SAP process is handled with the utmost confidentiality.

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, hindering a student's success in school. Teachers, guidance counselors, administrators, other students, and sometimes the students 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

Students Experiencing Homelessness

This section mirrors district handbooks.
BASD ensures that children and youth experiencing homelessness are eligible for Title I, Part A Services; this includes virtual learners. This section mirrors that of the building-level handbooks. Please contact Mr. Dan Park if there are any concerns for students.

School Resource Officers

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

Email addresses for our SRO's are listed below:

Officer Shawn Luse: sluse@basd.net
Officer Mike Lyons: mylons@basd.net

Email address for our School Police Officers (SPO), Frank Gaus, is fgaus@basd.net and Scott Rossman, is srossman@basd.net

School Counselors and Social Workers

BeLA students remain eligible to gain support from school counselors and social workers. Should a student need this support, please notify the Principal of Virtual Learning or contact the school counselor or social worker directly.

Virtual School Rules and Guidelines

BeLA students adhere to the code of conduct outlined in each school's handbook. Additional rules, guidelines, and consequences, such as academic dishonesty violations, are exclusive to BeLA students are listed in the BeLA Student/Parent/Guardian Handbook.

Chromebook, Devices, Hot Spots

Students will be issued a school Chromebook for educational use during the school year as BeLA students. It should be noted that there will be times when students use their devices as well. Should we need a student to use their district-provided device strictly, notify the Principal of Virtual learning to assist in communicating that to the student and family.

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 to their individually issued Chromebook.

If a student experiences technical difficulties with the equipment supplied by the District, a support system will be in place to assist him/her. Notify the Principal of Virtual Learning in these instances.

We will provide a hot spot based upon student and/or family request.

Equity, Inclusivity, and Belonging in Bellefonte Area School District

This section mirrors district handbooks.
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. In our virtual learning environment, this is equally important.

Vision:
The members of the Bellefonte Area School District envision

- Promoting a collaborative culture that 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 quality education without barriers.
- Cultivating a collective and constantly evolving awareness of societal and cultural issues with a focus on how we as an educational institution, can respond and be proactive.

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

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

Family Educational Rights And Privacy Act (FERPA)

This section mirrors district handbooks.
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 IV: Academic Information

BeLA Course Enrollments/Numbers

As BeLA students are enrolled in courses that BASD teachers offer, the same process and ratios for BASD courses will be used when creating BeLA courses. A high school section average and/or comparable in-person enrollment totals will be utilized to keep enrollment equitable. Should enrollment numbers be too large for one teacher BeLA period, we would use Edgenuity/Imagine Learning/vendor to offset numbers.

We will not know "final" class enrollments until later in the summer and into the fall. BeLA enrollments are a fluid and ongoing process throughout the school year.

BeLA is not used for random or "cherry-picking" enrollments for a student to avoid a course or specific teacher.

Enrollments during the last quarter of the school year will be only be entertained if there are extenuating circumstances. Otherwise, BeLA will take student enrollments the first three quarters of the school year, not the fourth/last quarter.

Student Schedules for Virtual Learning from Home

BeLA students have the goal of one hour per course daily as an average. Students are encouraged to work ahead as some assignments may take less than an hour, and upcoming assignments are longer, requiring more time.
A daily schedule that works for students is important when keeping them on pace and completing schoolwork. Use these as a reference when supporting students as they become virtual learners.

★ Example Daily Virtual Learning Schedule 1:
- 12 pm - Home from CPI and have lunch
- 1230 - 130 pm - Math (submit a back assignment and one currently due)
- 130 - 230 pm - English 10 (submit a back assignment and one currently due)
- Break 30 minutes - Food, fresh air, check cell, etc.
- 3 - 4 pm - Electives (submit a back assignment and one currently due)
- And so on...
- <u>This schedule's start and end times are at the students and their family's discretion, depending on their needs and structure. This is just an example.</u>

★ Example Daily Virtual Learning Schedule 2:
- 9 am - Breakfast and ready to start the day
- 930 - 1030 am - History (submit a back assignment and one currently due)
- 1030 - 1130 am - Math (submit a back assignment and one currently due)
- 1130 - 1230 pm - English (submit a back assignment and one currently due)
- Break 30 minutes - Food, fresh air, check texts, etc.
- 1 - 2 pm - Electives (submit a back assignment and one currently due)
- And so on...
- <u>This schedule's start and end times are at the students and their family's discretion, depending on their needs and structure. This is just an example.</u>

★ Example Daily Virtual Learning Schedule 3:
(A schedule where students focus on one content area per day)

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
Breakfast and get ready for the day @ 830 am	Lunch @ 1230 pm	Dinner at 5 pm	Lunch @ 1230 pm	Breakfast and get ready for the day @ 830 am	Breakfast and get ready for the day @ 10 am
Math from 9-11 am	English from 1-330 pm	Science from 6-8 pm	History from 1-330 pm	Elective from 9-11 am	Any past due assignments from 1030 am -1230 pm
Lunch / Tech break 11 am-12 pm	Tech and fresh air break 330-4 pm	Tech break from 8-815 pm	Tech and fresh air break 330-4 pm	Lunch / Tech break 11 am-12 pm	ENJOY WEEKEND

Math from 12-2 pm	English from 4-6 pm	Science from 815-1015 pm	History from 4-6 pm	Elective from 12-2 pm	ENJOY WEEKEND
Fresh air break 15 min	Dinner break 6-7 pm	Fresh air break 15 min	Dinner break 6-7 pm	Fresh air break 15 min	ENJOY WEEKEND
Finish up Math for the day from 215-3 pm	Finish up English for the day from 7-730 pm	Finish up Science for the day from 1030-1115 pm	Finish up History for the day from 7-730 pm	Finish up Elective for the day from 215-3 pm	ENJOY WEEKEND

★ Example Daily Virtual Learning Schedule 4:
- 6 pm - Home from work and have dinner
- 7-8 pm - Math (submit a back assignment and one currently due)
- 8-9 pm - English 10 (submit a back assignment and one currently due)
- Break 30 minutes - Food, fresh air, etc.
- 930-1030 pm - Electives (submit a back assignment and one currently due)
- 1030-11 pm - Spanish (complete two assignments)
- And so on.....
- <u>This schedule's start and end times are at the students and their family's discretion, depending on their needs and structure. This is just an example.</u>

A Learning Workspace

Equally important to a daily schedule is a dedicated learning space. While reading a book in bed or curling up on the couch is a wonderful experience, the students should not use their bed or the couch as their only learning space. Please encourage the students to create a learning space to sit with their Chromebook to complete work. Ideas include a corner of the table, coffee table, end table, desk, etc.

Grading Procedures

This component mirrors the building-level handbooks and expectations. Students need to be made aware of the grading system and their academic standing in the class.

Promotion To The Next Grade

BeLA students adhere to the promotion requirements outlined in the BAMS Student/Parent/Guardian Handbook and BAHS Student/Parent/Guardian Handbook.

Community Service

This mirrors the high school handbook.
Students can start to accumulate community service hours in ninth grade. Activities in which students can participate include volunteering time to help others without pay, a grade, or material

rewards. Some activities would include volunteering with children as a teacher or coach, volunteering to help others, serving on a community-based committee, helping a neighbor in need of special assistance, and donating blood, to name a few. For each activity, students need to complete a Community Service Form and return it to the High School Guidance Department. Forms can be obtained in Guidance or from the Guidance web page.

NCAA Eligibility

This mirrors the high school handbook.
Students seeking eligibility with the NCAA need to meet with their guidance counselor as soon as possible to ensure they are on schedule to meet NCAA requirements. Students in certain courses or programs (BeLA, CPI, Common Core Algebra 1, Common Core Algebra 1 Part 1, or Common Core Algebra Part 2) need to work on a credit plan to ensure they can get enough NCAA credits to be eligible to compete. It is imperative that students who may seek NCAA eligibility meet with their counselor ASAP and preferably prior to their junior year, to map out eligibility requirements and a course map.

Graduation Requirements and Recommendations

This mirrors the high school handbook.
The Pennsylvania Department of Education requires that all students enrolled in schools within the state meet minimum standards of scholastic performance before they may be granted a high school diploma. In addition, the Bellefonte Area Board of Education has established requirements that exceed these state-mandated minimum standards. Each student enrolled at the Bellefonte Area High School must meet the standards established by the Bellefonte Area Board of Education prior to being granted a high school diploma.

BeLA students adhere to the graduation requirements as outlined in the BAHS Student/Parent Handbook.

Act 158 State Graduation Requirements

This mirrors the high school handbook.
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

Incomplete Grade Procedures

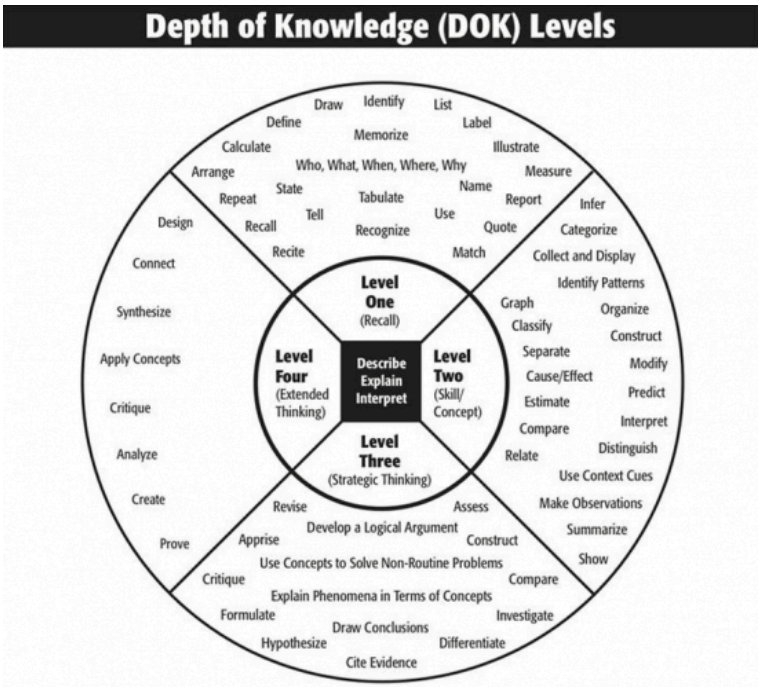
This mirrors the building-level handbooks.
This grade may be given only if coursework has not been completed due to legal excuses approved by the administration and must be approved by the Principal. These individuals will be allowed to make up work for their classes for 5 days into the next quarter 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.

Differentiated Instruction in a Virtual Setting

BeLA educators are expected to and encouraged to differentiate for their virtual learners as they feel best, just as they do for their in-person learners.

Webb's Depth Of Knowledge

Research shows that when it comes to virtual teaching and learning, using varying DOK levels is imperative to engage students in rigor and dissuade cheating. When creating student learning objectives and lesson plans, utilize Webb's DOK to help students master content and reach high levels of success.



(Edmentum, 2021)

Fifty-Percent Guideline

This component mirrors the high school handbook and expectations.

AI, ChatGPT, and the like

As Artificial Intelligence grows, so do the implications for educating today's youth. AI, ChatGPT, and the like can be powerful learning tools to complement student growth and instruction as educators. Shifting to a mindset of using AI as a tool will serve the BeLA staff and students well. BeLA staff is encouraged to explore AI as an instructional tool and attend potential professional learning offered by the district.

Pennsylvania's Code of Professional Practice and Conduct for Educators

PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

§ 235.1. Mission.

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

§ 235.2. Introduction.

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

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

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

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

§ 235.3a. Definitions.

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

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

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

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

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

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

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

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

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

§ 235.5a. Commitment to students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(ii) the subject matter of the communication; and

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

§ 235.5b. Commitment to colleagues.

In fulfillment of the commitment to colleagues, educators:

(1) Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of 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.

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

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

(PDE, 2023)

Defer To District Building Level Handbooks

As noted in multiple sections of this handbook, it mirrors the high school, middle school, and/or district/building level handbooks. There are also some unique details to the BeLA structure outlined in this handbook. If something needs to be specifically listed here that you need direction or assistance with, contact the Principal of Virtual Learning and defer to the building faculty handbook.

Equal Opportunity

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

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

~~Mrs. Tammie Burnaford, Interim Superintendent,~~
Dr. Roy Rakszawski, Superintendent
318 North Allegheny Street, Bellefonte, PA 16823-1679
(814) 355-4814

BeLA Contact Information

- Dr. Jennifer Brown, Principal of Virtual Learning
  jbrown@basd.net
  (814) 355-4814 ext. 3064

- Ms. Deb Moore, BeLA 9-12 Coordinator
  dmoore@basd.net
  (814) 355-4814 ext. 3053

- Mrs. Amy Miner, BeLA K-8 Coordinator; BeLA K-12 Special Education
  aminer@basd.net
  (814) 355-4814 ext. 3060

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Attachments

Attachment 1

BeLA Secondary Student Expectation Form (Grades 6-12)

Attachment 2

BeLA K-12 Parent/Guardian Expectation Form

References

Edementum. (2021). Webb's Depth of Knowledge. https://blog.edmentum.com/webb%E2%80%99s-depth-knowledge-framework-basics

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Bellefonte eLearning Academy
BeLA

Bellefonte Area School District's Premier Virtual Learning Experience

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

Student/Parent/Guardian Handbook

2026-2027

Established 7/2023

Bellefonte eLearning Academy

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Student Handbook Review and Agreement
Acceptable Use of Network and Internet Agreement Student Review and Agreement

Section I - The Virtual Learning Experience at BASD

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Bellefonte eLearning Academy (BeLA)

Bellefonte Area School District's Premier Virtual Learning Experience

318 N. Allegheny St.
Bellefonte, PA 16823
Telephone: (814) 355-4814

Dr. Jennifer Brown - Principal of Virtual Learning
Ms. Deb Moore - BeLA Coordinator Grades 9-12, HPE Educator
Mrs. Amy Miner - BeLA Coordinator Grades K-8 and Special Education K-12

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

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Dear Students and Parents/Guardians:

Welcome to another school year at BeLA…Bellefonte Area School District's premier virtual learning experience!!! Virtual Education can be extremely challenging and rewarding. Students can move at a faster pace and challenge themselves. They can create a student-centered learning environment that helps keep them engaged and interested in learning activities. As proper course selection is an important task in all areas of education, it is especially important in a virtual setting. Students must select the most rigorous courses that match their abilities, interests, talents, and aspirations for the future.

Working as a team with the students and families is at the heart of our beliefs. Through this collaboration, we can support BeLA students in obtaining their goals. Parent/Guardian involvement and communication is an integral part of this process; therefore, we encourage parents/guardians to set aside time to review the BeLA courses with their children.

We look forward to a wonderful year with the virtual students and families of BASD. Good things are going to happen this year!

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Purpose

This handbook guides the student's responsibilities and expectations at BeLA and provides pertinent information for families.

Included in this handbook, you will find important information that will guide you through your days at BeLA.

This resource provides distinctive information about being a BeLA student in BASD. Building-level student/parent/guardian handbooks and the expectations thereof still apply. As noted in multiple sections of this handbook, this document mirrors the high school student/parent/guardian handbook. The elementary and middle school handbooks also remain a part of the BeLA students' expectations as we offer virtual learning to students in K-12.

Be advised that any changes to the building level handbooks that may not be listed here are still in effect for BeLA students.

There are unique elements to the BeLA structure that are outlined in this handbook. If something is not specifically listed here where assistance or clarification is required, contact the Principal of Virtual Learning and defer to your building student/parent/guardian handbook.

Mission Statement

To Inspire And Prepare Today's Learners To Embrace Tomorrow's Challenges

Vision Statement

Working collaboratively, we inspire a passion for learning, a commitment to excellence, and a respect for individuals and diversity as we prepare all students to be successful in an ever-changing global society.

The vision of BeLA is to provide learners with opportunities for academic growth beyond the traditional classroom. Learning is student-centered and facilitated to encourage innovation, critical thinking, and complex problem-solving while maintaining academic rigor and flexibility.

Value Statement

Growth and achievement occur in a global community inclusive of academic, emotional, physical, and social contexts. Learning environments must be engaging, challenging, rigorous, purposeful, and relevant. Educational opportunities embrace best practices, data-informed decisions, and a culture conducive to learning and continuous growth.

At BeLA, we value community and believe that all learners, whether in a traditional setting or an online environment, are allowed to grow and achieve. We emphasize that engagement in collaboration and communication with peers, opportunities for purposeful, rigorous, and relevant learning, and a culture that embraces growth is the best climate for a virtual learner to flourish.

Virtual Learning at BASD

At The Bellefonte E-Learning Academy, we work collaboratively with students and families, inspiring a passion for learning, a commitment to excellence, and a respect for individuals and

diversity as we prepare the students to face ever-changing global demands. We take pride in all Bellefonte students and ensure the virtual learners have the following:

- A safe, healthy, respectful, and intellectually stimulating curriculum where students feel motivated to participate.
- An opportunity to participate in a student-centered learning environment that is data-driven and future-focused.
- Successes and challenges are used as a catalyst for future growth, change, and improvement.
- Curriculum, instruction, and assessments continually evolve to ensure alignment with academic standards and best instructional and assessment practices.
- State-of-the-art technology to make learning opportunities available and accessible to all members.
- The same opportunities are offered to in-person peers, including participation in clubs and activities, using facilities and services, including enrolling in CPI, and participating in graduation services when they receive a Bellefonte Diploma.
- A learning climate conducive to student learning and staff professional growth by building leadership capacity throughout the system.
- Facilities and resources that support virtual educational programming, including a BeLA staff dedicated to the growth and support of BeLA students.
- Close relationships with parents/guardians, teachers, staff, and the community working together to provide well-rounded and rigorous educational opportunities.

BeLA 101

The Bellefonte eLearning Academy (BeLA) provides free public education that students attend from home or another location outside a traditional classroom. BeLA students can participate in all extra-curricular activities, attend CPI (Career Vocational Institute), and are granted all privileges provided to students in the in-person setting.

BeLA is a distinctive program combining strong parent involvement, exceptional student self-motivation, and a flexible learning environment.

Bellefonte eLearning Academy (BeLA) serves students in grades K-12.

The program is free, including all of the books and curriculum. We provide students with the technology required to complete the coursework. The only cost will be internet services in the home if that is where the student plans to complete school. We provide internet access should students have substandard internet or need support accessing these services.

BeLA students can access the BeLA Center to assist and support the student's academic growth and goals.

BeLA is not used for random or "cherry-picking" of enrollments for a student to avoid a course or specific teacher.

BeLA Students "On-Site" During The School Year

Sometimes, a BeLA student will be required to be "on-site" (either at the BeLA center and/or the home school) during the school year.

- All district requirements for graduation, including but not limited to Day of Caring and others ~~and Law Day~~
- State-mandated testing, such as Keystone Exams and PSSA
- MAP testing Measure of Academic Progress (MAP) Testing
  - All students are required to take ELA and Math in grades 6-10.
  - Grades 8, 9, and 10 are also required to take Science
  - Virtual conferences may occur to discuss MAP results and create goals for learning
- Progress Monitoring for IEP goals
- Chromebooks that need fixed to obtain necessary materials for courses, such as novels, texts, and science materials
- BeLA enrollment meeting
- Attendance conferences, if necessary
- Meetings to discuss progress, graduation standing, etc.
- Potential quarterly (4) Math assessments for those in BAHS BeLA math courses
- If a BeLA student is not in good academic standing, mandatory office hour visits may be implemented, requiring them to attend so that they can be supported and their progress monitored
- Or as determined by a course teacher, BeLA Coordinator(s) and/or Principal of Virtual Learning, for example, if there are concerns about academic dishonesty/cheating or if a student needs additional support

How do I enroll my child in BeLA?

First, your child must be enrolled in the Bellefonte Area School district. If your child is not a registered student, schedule a registration appointment at 814-355-4814, extension 3033.

A BeLA staff member will contact you as soon as possible. When a BeLA placement has been approved for your child, an appointment must be scheduled with the appropriate grade-level school counselor to schedule courses.

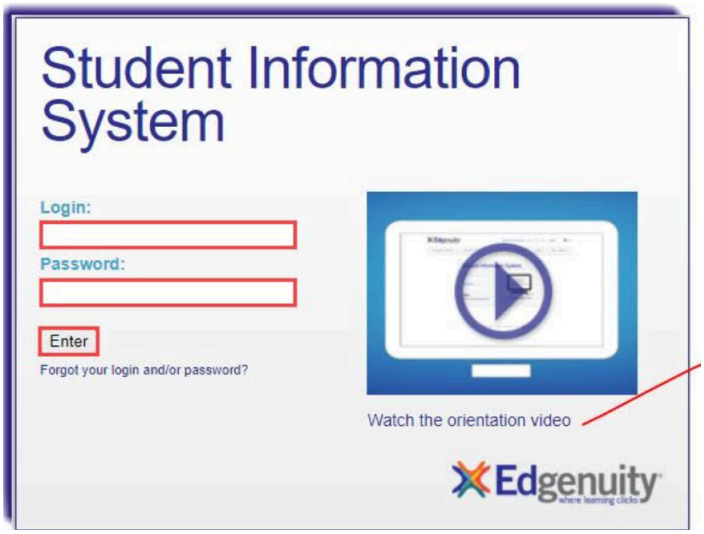
If your student is already enrolled in Bellefonte Area School District and wants to participate in our BeLA Program, please contact the Principal of Virtual Learning using the contact information above—BeLA Website on BASD.net
Bellefonte eLearning Academy

Edgenuity/Imagine Learning Log-in Page and Orientation

Use the below link to access courses and for an orientation video.

- SIS Login | Edgenuity/Imagine Learning

It will look like this:



Parent/Guardian Role With Their Virtual Learner

As a parent/guardian of a virtual learner, there is the unique task of supporting the virtual learner's success. Parents/guardians play a vital role in a student's academic success. Be prepared to work closely with the student and BeLA staff to help develop a personalized learning plan and daily schedule.

With the younger virtual learners, a parent/guardian should be prepared and available to supervise the child's daily learning activities, encourage progress, and act as the child's learning coach.

Regardless of the student's age, we encourage and expect the parents/guardians to communicate regularly with the district's BeLA staff and keep open lines of communication. We will foster this important piece of successful virtual learning through open, frequent, and approachable communications.

Also, keep in mind that part of learning is struggle and challenge. It is okay for the virtual learner to spend more time on a task or look at it differently. Consider this quote as you work with your virtual learner:

> "Please allow your child to struggle. Productive struggle is good for their brains. It's one of the ways we all learn. Please do not tell your child the answers nor do the work for them - - it is more about working to the answer than the answer itself. On practice and application tasks/work, you can provide all the hints you want, but it is OK to let them do the work their way. If your child struggles too much, teach them to talk to their teacher about this. On assessments/tests/quizzes, please allow your child some privacy to make mistakes so that the teacher knows what to do next. Remember, the work was too easy if your child gets everything right."

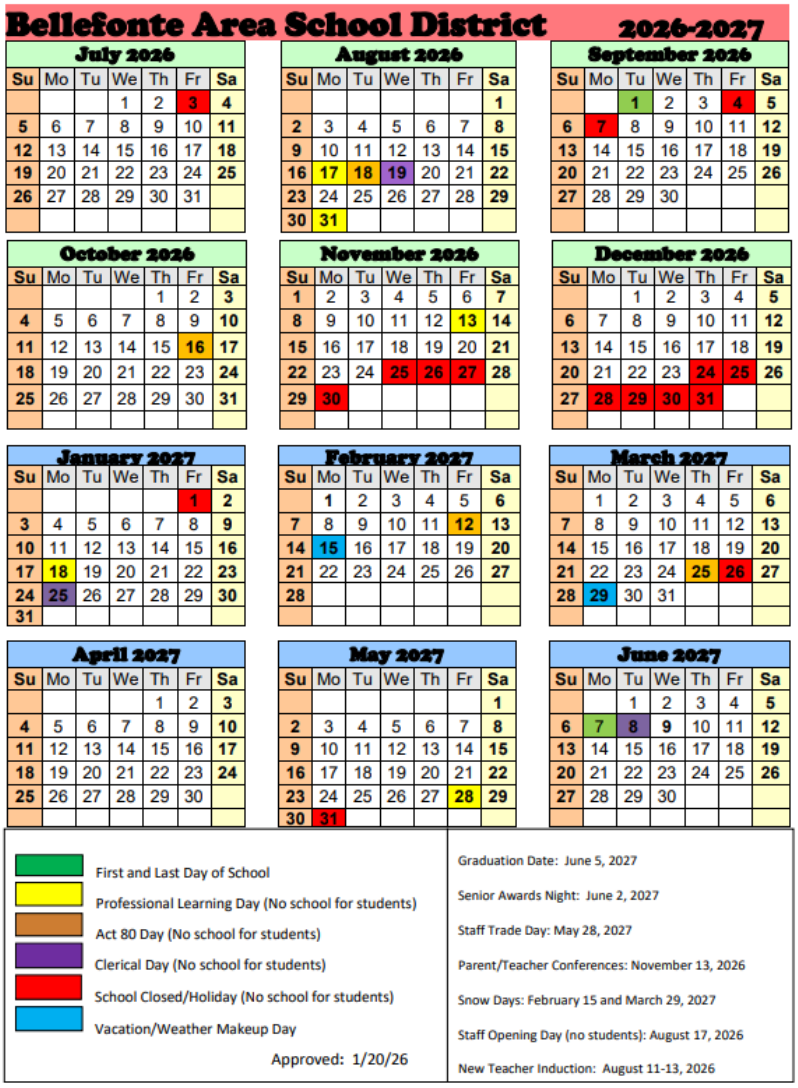
Requirements and Expectations as a BeLA Student

A BeLA Student's expectations and requirements are the same as those of a BASD student. However, there are some variations to marking period timelines and other unique pieces that are addressed throughout the year to meet the needs of a virtual program.

Below is a list of some unique requirements of BeLA students; this may not be comprehensive:

- BeLA students…
  - must check their school email daily. This is our primary mode of communication with the students.
  - agree to submit daily assignments and work on an average of one hour per day per course (this will ebb and flow depending on the type of assignment)
  - will stay on pace with all classes
  - will meet virtually and or in person with BeLA staff as directed by BeLA coordinators, teachers, and/or the Principal of Virtual Learning
  - will not plagiarize nor steal others' content, nor will BeLA students use AI and the like to complete assignments
  - adhere to the BASD student code of conduct
  - will reach out for additional support if their grade falls below 70%
  - come into school for required assessments and other required activities
  - understand that some of their classes may be in the Google Classroom platform as well as our vendor (Edgenuity/Imagine Learning); these expectations and timelines may vary from course to course and teacher to teacher
  - will return all school-issued materials within 5 days of completing or leaving the program
  - will maintain appropriate behavior during all online/virtual learning experiences; for example, emails, Google Meets, discussions, etc.
  - must remain academically eligible to participate in school activities (same expectation as in-person students)

BASD School Calendar



Bellefonte Area School District 2026-2027

July 2026

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

Su	Mo	Tu	We	Th	Fr	Sa
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

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		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

First and Last Day of School
Professional Learning Day (No school for students)
Act 80 Day (No school for students)
Clerical Day (No school for students)
School Closed/Holiday (No school for students)
Vacation/Weather Makeup Day

Approved: 1/20/26

Graduation Date: June 5, 2027
Senior Awards Night: June 2, 2027
Staff Trade Day: May 28, 2027
Parent/Teacher Conferences: November 13, 2026
Snow Days: February 15 and March 29, 2027
Staff Opening Day (no students): August 17, 2026
New Teacher Induction: August 11-13, 2026

[BASD District Calendar 2026-2027]

Section II: Curriculum and Academic Expectations

High School Specifics Regarding Curriculum And Academic Expectations

Review the BAHS student/parent/guardian handbook for information on:

- grading and graduation requirements
- course credits
- graduation honors
- promotion standards
- honor roll criteria
- class rank
- other areas of interest

Student Enrollment and Transition

Students who enroll in BeLA are encouraged to remain for at least a marking period or equivalent. Should a student demonstrate that virtual learning is not in their best interest, they may return to the in-person setting at any time upon meeting with the Principal of Virtual Learning and BeLA Coordinators for a team meeting.

Enrollments during the last quarter of the school year will only be entertained if extenuating circumstances exist. Otherwise, BeLA will take student enrollments in the first three quarters of the school year, not the fourth/last quarter.

BeLA Curriculum and Courses

Bellefonte eLearning Academy will use online courses developed by Edgenuity/Imagine Learning and delivered by their certified educators. BeLA students have access to over 250 courses in the following content areas via Edgenuity/Imagine Learning: Mathematics, Language Arts/English, Science, Social Studies, Art, Music, World Languages, Health/Physical Education, Business, and Technology.

Edgenuity/Imagine Learning/Imagine Learning will be the primary course platform and vendor ~~as they are now.~~

In addition to Edgenuity/Imagine Learning, we will offer high school classes taught by BAHS teachers. As BeLA is currently structured, the classes will remain asynchronous.

- English Department:

- English 9 Academic
- English 10 Academic
- English 11 Academic
- English 12 AcademicF
- Developmental Reading (recommendation only)
- Strategic Reading (recommendation only)

- Math Department:
  - Common Core Algebra Part 1
  - Common Core Algebra Part 2
  - Algebra 1
  - Geometry
  - Algebra 2
  - AMC (Advanced Math Concepts)
  - Transitional Math
  - Math Fundamentals (recommendation only)
  - ~~Others TBD~~
- Science Department:
  - Current Science Trends
  - Sustainability
  - Earth and Space Science
- Agriculture Sciences Department:
  - Pre-Vet
  - Agricultural Sustainability
- Electives:
  - Dr. Ed
- Health and Physical Education:
  - Health

Google Classroom

We use Google Classroom as the virtual learning platform for our courses Bellefonte offers. Students will engage in content that may mirror, to a degree, what occurs in the in-person classrooms and at a similar pace.
Generally, the BeLA courses in Google Classroom are structured in a weekly format with assignments, assessments, etc. Students have access to various tools and apps that are compatible with Google Classroom.

Promotion To The Next Grade

BeLA students adhere to the promotion requirements outlined in the BAMS Student/Parent/Guardian Handbook and BAHS Student/Parent/Guardian Handbook.

Midterms/Finals

BeLA students will take midterms and/or final exams. We will provide midterms and finals with the BeLA students for the Bellefonte courses and courses from our course vendor. These will take

whatever form the educator feels best assesses the content and student's understanding. Be advised that some midterms and finals must be completed in-person at the BeLA Center.

Timelines, Work Completion, and Due Dates

BeLA students will have timelines and due dates from Edgenuity/Imagine Learning and HS BeLA teachers that are unique to that teacher. The teacher will share the expectations.

Be advised that class timelines and due dates may vary by course and department using teacher discretion. Overall, the student will have some weekly assignment due dates and some rolling and flexible due dates based on time for grading and feedback/corrections.

When assignments are not submitted, unexcused absences will occur. Please make sure that you understand the guidelines and requirements for each of your classes. Be aware that submissions of blank work do not count towards attendance.

Keep in mind that classes very in length of grading term. For example, some courses offered in Edgenuity/Imagine Learning are assigned by the quarter, some by the semester. Be aware of your end dates for assignment completion.

PSSA and Keystone Exams

All students enrolled in grades 3, 4, 5, 6, 7, and 8 are required to participate in the Pennsylvania System of School Assessment (PSSA). The PSSA is a standardized test used to measure a student's attainment of the PA Academic Standards in Literacy, Mathematics, Science, and Writing.

Students taking Algebra 1, Biology, or Literature must also take the Keystone Exams. Keystone Exams are end-of-course assessments designed to assess proficiency in these subjects.

The district's BeLA Coordinator and/or Principal of Virtual Learning will arrange testing locations and inform parents/guardians and students where and when students are scheduled to attend. Attendance in person is mandatory.

Academic Eligibility

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

Community Service

This mirrors the high school handbook.
Students can start to accumulate community service hours in ninth grade. Activities in which students can participate include volunteering time to help others without pay, a grade, or material rewards. Some activities would include volunteering with children as a teacher or coach, volunteering to help the elderly, serving on a community-based committee, helping a neighbor in need of special assistance, and donating blood, to name a few. For each activity, students need to complete a Community Service Form and return it to the High School Guidance Department. Forms can be obtained in Guidance or from the Guidance web page.

NCAA Eligibility

This mirrors the high school handbook.
Students seeking eligibility with the NCAA need to meet with their guidance counselor as soon as possible to ensure they are on schedule to meet NCAA requirements. Students in certain courses or programs (BeLA, CPI, Common Core Algebra 1, Common Core Algebra 1 Part 1, or Common Core Algebra Part 2) must work on a credit plan to ensure they can get enough NCAA credits to be eligible to compete. It is imperative that students who may seek NCAA eligibility meet with their counselor ASAP and preferably prior to their junior year, to map out eligibility requirements and a course map.

Graduation Requirements and Recommendations

This mirrors the high school handbook.
The Pennsylvania Department of Education requires that all students enrolled in schools within the state meet minimum standards of scholastic performance before they may be granted a high school diploma. In addition, the Bellefonte Area Board of Education has established requirements that exceed these state-mandated minimum standards. Each student enrolled at the Bellefonte Area High School must meet the standards established by the Bellefonte Area Board of Education prior to being granted a high school diploma.

BeLA students adhere to the graduation requirements as outlined in the BAHS Student/Parent/Guardian Handbook.

Act 158 State Graduation Requirements

This mirrors the high school handbook.
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:

Graduation Requirements Guidance - SAS

School to Career / Xello

BeLA students are required to complete all school to career and Xello requirements as outlined by the in-person schools.

The below charts outline due dates and links for high school aged BeLA students.

Monthly Themes
Purpose of Monthly Themes:

- To educate our students on the soft skills they need to be successful in their lives and careers.
- To gather artifacts to use within their career portfolios.

Month & Goals	Grade 9	Grade 10	Grade 11	Grade 12
September: Interest Exploration Dates: 9/16	Career Inventory (Matchmaker) Resetting Matchmaker Save 3 Careers Create Portfolio: Add section for Grade 9 Artifacts	Career Inventory (Matchmaker) Resetting Matchmaker Save 3 Careers Update Portfolio: Add section for Grade 10 Artifacts	Career Inventory: (Matchmaker) Resetting Matchmaker Save 3 Careers Update Portfolio: Add section for Grade 11 Artifacts	Career Inventory: (Matchmaker) Resetting Matchmaker Save 3 Careers Update Portfolio: Add section for Grade 12 Artifacts
October: Goal Setting Dates: 10/23	MAP Conferencing/Goal setting (Xello)	MAP Conferencing/Goal setting (Xello)	One to One Conferencing: Goal setting (Xello)	One to One Conferencing: Goal setting (Xello)

November: Professionalism and Time Management Date: 11/11	Xello Lesson: Study Skills and Habits	Xello Lesson: Work Values	Xello Lesson: Workplace Skills and Attitudes	Xello Lesson: Work/Life Balance
December: Career Awareness Date: 12/17	Xello Lesson: Personality Styles	Xello Lesson:Careers and Lifestyle Costs	Xello: Career Demand	Xello Lesson:Career Backup Plans
January: Resume Building Dates: 1/7	Resume Build and Review	Resume Build and Review	Resume Build and Review	Resume Build and Review
February: Goal Setting Dates: 2/11	MAP Conferencing/Course Planning (Xello)	MAP Conferencing/Course Planning (Xello)	MAP Conferencing/Course Planning (Xello)	One to One Conferencing: Goal setting/Portfolio Preparation (Xello) ***Directions on page 7***
March: Problem Solving and Self Advocacy Dates: 3/18	Xello Lesson:Self-Advocacy Portfolio Work Time	Xello Lesson: Job Interviews Portfolio Work Time	Xello Lesson: Entrepreneurship Portfolio Work Time	Portfolio Preparation (Xello) ***Directions on page 7***
April: Goal Setting Dates: 4/24	MAP Conferencing/Goal setting/Review Portfolio Progress (Xello) Teacher Guidelines	MAP Conferencing/Goal setting/Review Portfolio Progress (Xello) Teacher Guidelines	One to One Conferencing: Goal setting/Review Portfolio Progress (Xello) Teacher Guidelines	Post Secondary Senior Portfolio Presentation ***Directions on page 7*** Presentations 2.0 for anyone that missed or failed in March. ***4/29*** Senior Exit Survey
May: Self Care and Emotional Well-being - JMF (ongoing, no special schedules)	Self-Care Fun Activities	Self-Care Fun Activities	Self-Care Fun Activities	Not applicable

Student Requirements

Required Artifacts Per Grade Level:

Grade 9	Grade 10	Grade 11	Grade 12

Resume (13.2.11)	Goal Setting (13.1.11)	Workplace Skill & Attitudes (Xello Lesson) (13.3.11)	Portfolio Review and Preparation (13.2.11)
Career Inventory (Xello Matchmaker Inventory) (13.1.11)	Course Planning Document (13.1.11)	Entrepreneurship (Xello Lesson) 13.4.12	Presentation (13.2.11)
Choice Requirement #1	Choice Requirement #1	Choice Requirement #1	Choice Requirement #1
Choice Requirement #2	Choice Requirement #2	Choice Requirement #2	Choice Requirement #2

Incomplete Grade Procedures

This mirrors the high school handbook.
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.

Fifty-Percent Guideline

This component mirrors the high school handbook and expectations.
To provide another safety net, all students earning a grade below 50% may be offered a fifty-percent contract if they qualify and demonstrate need. This can only be utilized once during a student's high school career.

AI, ChatGPT, and the like

As Artificial Intelligence grows, so do the implications for educating today's youth. AI, ChatGPT, and the like can be used as powerful learning tools to complement student growth and learning. They can also be used to cheat and steal other individual's content. Students must be aware that all school work runs through cheating software. There are serious consequences if a student steals another's content and poses it as their own. Students are encouraged to use AI, ChatGPT, and the like as resources and learning tools, not as a way to quickly submit work that is not their own. See Academic Integrity section in this handbook for more information.

Section III: Student Services, Supports, and Safety

Student Schedules for Virtual Learning from Home

BeLA students should spend an average of one hour per course daily. Students are encouraged to work ahead, as some assignments may take less than an hour, and upcoming assignments may be longer or more in-depth.

A daily schedule that works for students is important when keeping them on pace and completing schoolwork. Use these as a reference when supporting students as they become virtual learners.

- Example Daily Virtual Learning Schedule 1:
  - 12 pm - Home from CPI and have lunch
  - 1230 - 130 pm - Math (submit a back assignment and one currently due)
  - 130 - 230 pm - English 10 (submit a back assignment and one currently due)
  - Break 30 minutes - Food, fresh air, check cell, etc.
  - 3 - 4 pm - Electives (submit a back assignment and one currently due)
  - And so on...
  - This schedule's start and end times are at the students and their family's discretion, depending on their needs and structure. This is just an example.

- Example Daily Virtual Learning Schedule 2:
  - 9 am - Breakfast and ready to start the day
  - 930 - 1030 am - History (submit a back assignment and one currently due)
  - 1030 - 1130 am - Math (submit a back assignment and one currently due)
  - 1130 - 1230 pm - English (submit a back assignment and one currently due)
  - Break 30 minutes - Food, fresh air, check texts, etc.
  - 1 - 2 pm - Electives (submit a back assignment and one currently due)
  - And so on...
  - This schedule's start and end times are at the students and their family's discretion, depending on their needs and structure. This is just an example.
  -

- Example Daily Virtual Learning Schedule 3:
  (A schedule where students focus on one content area per day)

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
Breakfast and get ready for the day @ 830 am	Lunch @ 1230 pm	Dinner at 5 pm	Lunch @ 1230 pm	Breakfast and get ready for the day @ 830 am	Breakfast and get ready for the day @ 10 am

Math from 9-11 am	English from 1-330 pm	Science from 6-8 pm	History from 1-330 pm	Elective from 9-11 am	Any past due assignments from 1030 am -1230 pm
Lunch / Tech break 11 am-12 pm	Tech and fresh air break 330-4 pm	Tech break from 8-815 pm	Tech and fresh air break 330-4 pm	Lunch / Tech break 11 am-12 pm	ENJOY WEEKEND
Math from 12-2 pm	English from 4-6 pm	Science from 815-1015 pm	History from 4-6 pm	Elective from 12-2 pm	ENJOY WEEKEND
Fresh air break 15 min	Dinner break 6-7 pm	Fresh air break 15 min	Dinner break 6-7 pm	Fresh air break 15 min	ENJOY WEEKEND
Finish up Math for the day from 215-3 pm	Finish up English for the day from 7-730 pm	Finish up Science for the day from 1030-1115 pm	Finish up History for the day from 7-730 pm	Finish up Elective for the day from 215-3 pm	ENJOY WEEKEND

- Example Daily Virtual Learning Schedule 4:
  - 6 pm - Home from work and have dinner
  - 7-8 pm - Math (submit a back assignment and one currently due)
  - 8-9 pm - English 10 (submit a back assignment and one currently due)
  - Break 30 minutes - Food, fresh air, etc.
  - 930-1030 pm - Electives (submit a back assignment and one currently due)
  - 1030-11 pm - Spanish (complete two assignments)
  - And so on.....
  - <u>This schedule's start and end times are at the students and their family's discretion, depending on their needs and structure. This is just an example.</u>

A Learning Workspace

Equally important to a daily schedule is a dedicated learning space. While reading a book in bed or curling up on the couch is a wonderful experience, the students should not use their bed or the couch as their only learning space. Please encourage the students to create a learning space to sit with their Chromebook to complete work. Ideas include a corner of the table, coffee table, end table, desk, etc.

BeLA Office Hours

The BeLA Center will be open for tutoring by appointment. Students can come to the BeLA Center to gain support and assistance.

The BeLA educators at the high school will offer office hours during the school day for interested students. If interested, BeLA students should email their high school BeLA teacher.

Edgenuity/Imagine Learning Tutoring and Teacher Support

BeLA students also have access to their Edgenuity/Imagine Learning Teachers when they need extra help, reteaching, or support. Students may schedule virtual office hours and/or email their Edgenuity/Imagine Learning teacher anytime.

In addition to office hours and emails, Edgenuity/Imagine Learning offers On-Demand Tutoring. This is a live tutoring session where students can receive help on the material they are working on in their course. The chat with a tutor option is a button in the bottom right corner of the student's course screen.

On-demand tutoring overview — Imagine Edgenuity – IS

On-demand tutoring provides students the personalized assistance they need to succeed. Through direct engagement with a tutor, students can receive immediate, personalized help in essential subjects for middle and high school. This personalized approach supports thorough comprehension of the course material, empowering students to progress confidently without encountering obstacles.

Tutors provide on-demand tutoring services in core subject areas, Spanish, and French.

On-demand tutoring is available to students during the following hours:

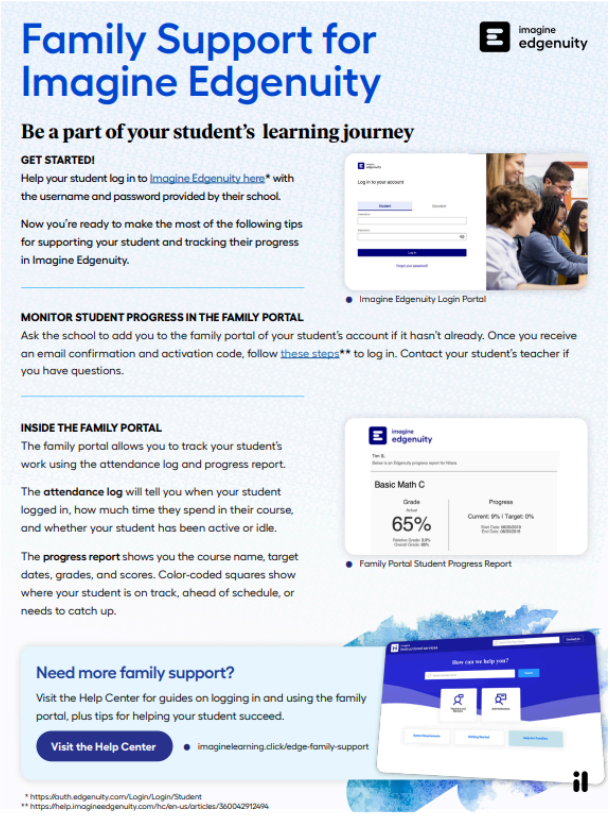
- Monday – Friday: 8 am – 10 pm ET
- Saturday: 9 am – 4 pm ET
- Sunday: 6 pm – 10 pm ET

(Imagine Instructional Services, 6/2026)

Edgenuity/Imagine Learning - Help Center Support Information and Videos

- New Families Grades 6-12 Support
- New 6–12 families – IS
- New K–5 families – IS
- Booking a meeting with the teacher – IS
- Parent/Guardian Quick Start Guide: Imagine Learning Virtual Portal (ILVP)
- Edgenuity Family Support Flyer 6-2025
-

- Completing and Submitting Assignments- 6-12 Students – IS
- Student Information System (SIS) Complete Student User Guide



Family Support for Imagine Edgenuity

imagine edgenuity

Be a part of your student's learning journey

GET STARTED!

Help your student log in to Imagine Edgenuity here* with the username and password provided by their school.

Now you're ready to make the most of the following tips for supporting your student and tracking their progress in Imagine Edgenuity.

Imagine Edgenuity Login Portal

MONITOR STUDENT PROGRESS IN THE FAMILY PORTAL

Ask the school to add you to the family portal of your student's account if it hasn't already. Once you receive an email confirmation and activation code, follow these steps** to log in. Contact your student's teacher if you have questions.

INSIDE THE FAMILY PORTAL

The family portal allows you to track your student's work using the attendance log and progress report.

The **attendance log** will tell you when your student logged in, how much time they spend in their course, and whether your student has been active or idle.

The **progress report** shows you the course name, target dates, grades, and scores. Color-coded squares show where your student is on track, ahead of schedule, or needs to catch up.

Basic Math C

Grade 65%

Progress

Family Portal Student Progress Report

Need more family support?

Visit the Help Center for guides on logging in and using the family portal, plus tips for helping your student succeed.

Visit the Help Center

imaginelearning.click/edge-family-support

* https://auth.edgenuity.com/Login/Login/Student

** https://help.imagineedgenuity.com/hc/en-us/articles/360042912494

Help your student maximize their potential

Stay connected to your student's teacher

Regularly checking in with your student's teacher can help keep your student on track and moving forward in Imagine Edgenuity — let the teacher know if you'd like daily, weekly, or monthly progress reports via email. We also recommend reviewing your student's scores and participation levels with their teacher, plus any areas where your student is ahead of schedule or needs more support.

How to help your student thrive in their learning

At-home support and encouragement are valuable. Try these tips to help your student be an active, engaged learner:

- Choose a comfortable, distraction-free space as a work area for your student
- Create a plan, such as 'focus time' and 'break time,' to help them connect and succeed
- Make sure your student has Wi-Fi and a charged device, such as a laptop, tablet, or Chromebook
- Show interest in what your student is learning about with questions like, "What did your learning focus on today?" or "What questions do you have about the lesson?"

Designed to deliver learning

A California case study showed that 81% of Imagine Edgenuity students earned a score of 3 or higher on their Advanced Placement® tests. In New Mexico, 11th-grade students using the program did better than their peers on science, reading, and mathematics assessments by 39% or more.

Imagine Edgenuity is designed to challenge and inspire your student. The instruction is standards based, with powerful interactive tools and fun multimedia and real-world exercises to help students build knowledge and skills.

imagine learning imaginelearning.click/edge-family-support 877-725-4257 · solutions@imaginelearning.com

More learners, nationwide

Imagine Learning's programs provide quality curricula you can trust

5 million students served

20,000 American schools across the top 25 districts

Edgenuity/Imagine Learning - Accessing a Student's Course Report

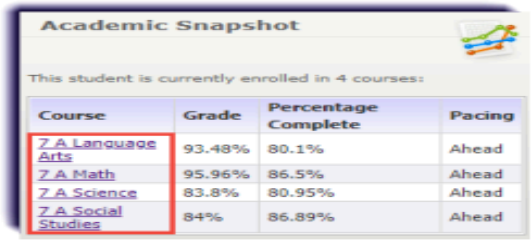
Here is how you can check course progress (here are snips and the link).

- Accessing a Student's Course Report – IS

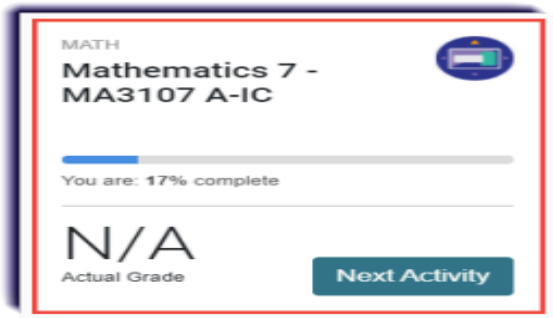
Accessing a Student's Course Report

Use this page to learn how to access a student's course report.

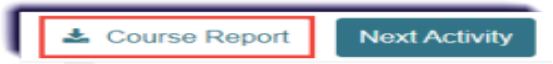
1 Click any of the available courses.



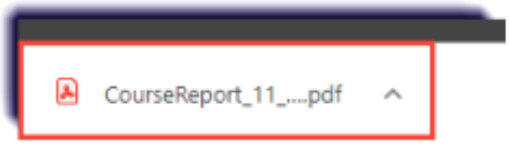
2 Click the course tile.



3 Click **Course Report**.



4 Select the download at the bottom of the screen.



Extra Curricular Opportunities

BASD believes the athletic program should be an extension of the district's academic ideals emphasizing teamwork, self-discipline, hard work, and communication skills. Students will be given on as equal a basis as is practicable and without discrimination, in accordance with law and regulations. Additional information regarding the District's policy on Interscholastic Athletics on the School Boards webpage or by contacting the BAHS office.

The following is a list of activities that will allow students to become more involved in their school community.

ACADEMIC	SERVICE/SOCIAL

Academic Decathlon	Athletic Trainers
Ananda	Barbell Club
Art Club	B the Change
Dram Club	Class Cabinet
French N.H.S.	Gay-Straight Alliance (GSA)
Future Business Leaders of America	International Club
The National FFA Organization	Key Club
Mock Trial Team	Ski Club
Model United Nations	Student Council
National Honor Society	Student Newspaper (Red and White)
Spanish Honor Society	SWPBS (Raider Revolution)
	Turning Point USA
	Yearbook - LaBelle
MUSIC	**ATHLETICS**
Concert Band	Baseball
Marching Band	Softball
Jazz Band	Boys Basketball
Instrumental Ensembles	Girls Basketball
Indoor Color Guard	Bowling
Indoor Majorettes	Cheerleading
Indoor Percussion	Cross Country
Choir	Football
Women's Chorale	Boys Golf
Select Choir	Girls Golf
Orchestra	Gymnastics
	Boys LaCrosse
	Girls LaCrosse
	Boys Soccer
	Girls Soccer
	Softball
	Swimming
	Track and Field
	Wrestling
	Volleyball

Special Education Services and Supports

If a student is an identified special education student who is already receiving special education services, special education support services will be continued in BeLA. A placement meeting will be scheduled to determine and clarify the delivery of special education services in a virtual asynchronous learning environment.

School Cancellations/Delays

This component mirrors the high school handbook and expectations.
It is important to note that BeLA students may choose to complete work these days, as their peers only have school work if it is a FID day. If it is an FID day, BeLA students should engage in their normal assignment completion.

If a student has a BAHS BeLA course and there is a cancellation or delay, this may alter or cancel the teacher's office hours for that timeframe.

- This link provides access to BAHS's delay schedules.

https://www.basd.net/o/bahs/page/bell-schedules-hs

Be advised that Edgenuity/Imagine Learning will not adjust assignment due dates for weather delays/cancellations. If we have a snow day or the like, Edgenuity/Imagine Learning's due dates remain and do not shift.

Discrimination/Title IX Sexual Harassment Affecting Students

This section mirrors district handbooks.
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

This section mirrors district handbooks.
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

This section mirrors district handbooks.
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. This component of the handbook mirrors the building-level handbooks and board policy.

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

Student Assistance Program/Team (SAP)

This component mirrors the high school handbook and expectations. Yes, BeLA students can be a part of the SAP process.

The Pennsylvania Department of Education mandates establishing and operating a Student Assistance Program (SAP) in Pennsylvania's public schools.

At the Bellefonte Area Middle School, High School, and BeLA, the SAP is made up of teachers, school counselors, and building administrators. SAP provides an integrated framework that mobilizes school resources to remove non-academic barriers to a student's success. The role of the specially trained members of the SAP team is to provide support and resources to students beyond the Tier I level for certain behaviors, mental health, or drug and alcohol abuse. A referral to SAP may be made by school personnel, parents/guardians, and/or students when they are concerned about a student's behavior. Students are encouraged to refer a classmate who seems seriously worried, cannot sleep, uses drugs, tobacco, or alcohol, has eating problems, is always angry or crying, threatens to run away, or talks about bringing harm to others or to themselves. Students can also self-refer to this team.

Additionally, an electronic form can be accessed by visiting the Guidance section of the BAMS and BAHS websites. The processing of referrals and the SAP process is handled with the utmost confidentiality.

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, hindering a student's 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

SAP is NOT...

- ❖ a counseling program

- an intervention program
- a referral program
- a treatment program
- disciplinary consequences

Students Experiencing Homelessness

This section mirrors district handbooks.
BASD ensures that children and youth experiencing homelessness are eligible for Title I, Part A Services; this includes virtual learners. This section mirrors that of the building-level handbooks. Please contact Mr. Dan Park if there are any concerns for students.

Homeless Children and Youth Students identified as McKinney Vento Scholars are afforded certain rights.

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

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

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

- Centre County Community Partnerships:
  - www.findingyourwayinpa.com
    - Resources for children and youth experiencing homelessness. This resource is also available through Google Play and the App Store as a phone app.
  - www.211.org
    - Resource for paying bills or mental health.
  - Click HERE here to visit the Centre County PA Official Website for local information and important updates.

Safe2Say Something Helpline

Bellefonte Area School District, in partnership with the state, launched the safe2say something helpline through the safe2say program. The initiative, mandated by state law known as Act 44, is

an anonymous reporting system designed to help students and staff recognize warning signs of individuals who may be a threat to themselves or others, especially through social media.
The program trains students and school staff members how to recognize those signs and signals, and to "say something," either by using the safe2say something hotline and/or applications or to tell an adult or trusted adviser. Specifically, the program educates participants to:

- Recognize the signs and signals of at-risk behaviors – especially within social media;
- Take every sign and signal seriously; act quickly to get help by talking to a trusted adult or report it anonymously through the s2ss office of the attorney general 24/7 crisis center, mobile app, or website;
- Respond to and manage the submitted tip via a school-based multi-disciplinary educator and administrator teams.

To learn more, visit www.saysomething.net or download the mobile apps for Apple and android devices. The safe2say reporting system may be accessed by calling the crisis center at 1-844-5-saynow.

School Counselors and Social Workers

BeLA students remain eligible to gain support from school counselors and social workers. Should a student need this support, please notify the Principal of Virtual Learning or contact the school counselor or social worker directly.

School Resource Officers and School Police Officer

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

Email addresses for our SRO's are listed below:

Officer Shawn Luse: sluse@basd.net
Officer Mike Lyons: mylons@basd.net

Email address for our School Police Officers (SPO), Frank Gaus, is fgaus@basd.net and Scott Rossman, is srossman@basd.net

Chromebook, Devices, and Hot Spots

Students will be issued a school Chromebook for educational use during the school year as BeLA

students. It should be noted that there will be times when students use their devices as well. Should we need a student to strictly use their district-provided device, notify the Principal of Virtual learning to assist in communicating with the student and family.

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 to their individually issued Chromebook.

If a student experiences technical difficulties with the equipment supplied by the District, a support system will be in place to assist him/her/them. Notify the Principal of Virtual Learning in these instances.

We will provide a hot spot based upon student and/or family request.

Equity, Inclusivity, and Belonging in Bellefonte Area School District

This section mirrors district handbooks.
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. In our virtual learning environment, this is equally important.

Vision:
The members of the Bellefonte Area School District envision

- Promoting a collaborative culture that 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 quality education without barriers.
- Cultivating a collective and constantly evolving awareness of societal and cultural issues with a focus on how we, as an educational institution, can respond and be proactive.

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

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

Family Educational Rights And Privacy Act (FERPA)

This section mirrors district handbooks.
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 IV: Attendance Policy

BeLA Attendance Expectations

The BeLA Program requires that all students are enrolled in the Bellefonte Area School District and attend school regularly in accordance with the laws of the state. As a virtual student, attendance equates to timely work completion. BeLA students follow the district attendance and truancy procedures established as documented in board policies, building handbooks and state guidelines. Review your child's/student's student handbook for specific information.

Attendance at the BeLA Program will be calculated weekly. Students should expect to be logged into their classes for a minimum of 1 hour/day/course on average. Attendance will be based on pacing and work completion within their courses.

If a student does not meet the class assignment minimum, the student will be issued an unexcused absence. The BeLA staff will communicate attendance concerns to the student and parent/guardian.

If a BeLA student attends CPI, their attendance is calculated based upon 2.5 days of attendance for BeLA and 2.5 days of attendance for CPI per week.

BeLA Students have till 11:59 pm Friday to submit weekly assignments to count towards attendance and course submissions.

Some BeLA students may also have in-person class(es) at the HS or their respective schools. If a student is absent, parents/guardians need to report the student absent per the BAHS Student Handbook Policy and Guidelines, BAMS Handbook or Elementary Handbook. For example, a student goes to BAHS for Wheel Throwing as that is not a course offered in BeLA. The student wakes up ill and is not going to go into BAHS for this course, the parent/guardian needs to call the student off at the HS.

If a BeLA student is absent from school/does not submit assignments and is unable to submit work for 3 days or more, (see the BAHS Handbook for details), please notify the BeLA Principal, BeLA Coordinators and any HS BeLA Teachers so that any appropriate arrangements can be made in terms of extensions and the like. This would include any educational trips where the student is unable to complete work/"off the grid."

Section V: Student Code of Conduct

Virtual School Rules and Guidelines

BeLA students adhere to the code of conduct outlined in each school's handbooks. Additional rules, guidelines, and consequences are exclusive to the BeLA student, such as academic dishonesty violations. Review your building-level handbook for further details.

Discipline Referral Procedure

Should students violate the code of conduct or behavioral expectations, they will work with the Principal of Virtual Learning and possibly building-level principals through a disciplinary process.

Academic Integrity

Academic integrity is the journey where students are honest and responsible in their school assignments and work creation. Academic integrity guides students to demonstrate self-respect, respect for peers, respect for others' property, and respect for the school. At BeLA, academic integrity is one of the core values that honors learning and growth. First, we want to ensure that the virtual students understand the expectations of academic integrity and what that looks like in a virtual environment. Furthermore, the student's ability to demonstrate these values is of utmost importance.

It is unacceptable for students to use work that is not their own and additionally, to receive credit for work that is not their own. Plagiarism, cheating, etc. occurs in a variety of ways (use of artificial intelligence, lack of citations, math solution apps, copying from a classmate, etc).

In a virtual setting, the traditional consequences for violations of academic integrity, such as detentions and suspensions, are not possible. This section mirrors the high school handbook in many aspects, including the definition of cheating; however, teacher discretion and this suggested hierarchy will provide us guidance as we work with students who may plagiarize or cheat as virtual learners.

First Offense:
The BeLA educator will work with the student to embrace the situation as a teachable moment.

- The student will virtually meet with the teacher and have the opportunity to redo the assignment.
  - If the student chooses not to redo the assignment, it is a zero.
  - A redo at this level will be out of full credit.
- The parent/Guardian is notified.
- A discipline referral documents the first offense.

Second Offense:
The BeLA educator will work with the student to allow them to redo the assignment for half credit.

- The student will virtually meet with the teacher and/or Principal of Virtual Learning to have the opportunity to redo the assignment.

- ➢ If the student chooses not to redo the assignment, it is a zero.
- ➢ A redo at this level will be for half credit.

- ❖ The parent/Guardian is notified.
- ❖ A discipline referral documents the second offense.

Third Offense:
The BeLA educator will notify the student of the violation and forward the concern to the Principal of Virtual Learning.

- ❖ The student receives a zero with no option to redo the assignment.
- ❖ The parent/Guardian is notified.
- ❖ A discipline referral documents the third offense.
- ❖ The student may have to come into the BeLA center for all subsequent assessments or do them virtually with BeLA staff via Google Meet.

The three offenses are student-specific, not course/teacher-specific. That means that if a student plagiarizes in one course and cheats in a different subject, that is two offenses; the student does not get three offenses per course/teacher.

For Edgenuity/Imagine Learning courses, the teacher of that course typically requests documentation of sources and provides an opportunity to re-do the assignment for partial credit. An inability to do so results in a zero. However, it is also possible that a student may receive a zero if they cheat/plagiarize/etc. on the first offense via Edgenuity/Imagine Learning.

BASD Acceptable Use Of Network And Internet Access

This section mirrors the high school handbook.
The Bellefonte Area School District has made available to students access to the BASD network and the Internet. Individuals accessing the BASD network and/or the Internet must read and adhere to the policies and principles of the acceptable use policy (AUP) and understand their rights and responsibilities associated with being granted this access. Students who have access to the BASD network need to understand that this policy is in addition to all information provided in the student handbook or policies developed by building-level technology groups. Use of personal electronic devices while on BASD property or attending school events shall be subject to compliance with this policy and the Electronic Devices Policy 237.

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

Terms And Conditions For Use Of The BASD Network & Internet Access

Access to the BASD network and the Internet is a privilege, not a right. All BASD students are provided with BASD network user accounts. Inappropriate use may result in a cancellation of those privileges. Each user of the BASD network is responsible for any and all activity initiated by

his/her account. Users are responsible for selecting a secure password for their account and for keeping the password secret at all times. Passwords must never be given out. Authorized BASD employees have full access privileges.

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

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

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

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

The same standards of intellectual and academic honesty and plagiarism that apply to other forms of published work also apply to electronic information. Failure to properly document material that is copied and pasted from an online resource is plagiarism.

Students are not permitted to:

- Download, install, copy, or use unauthorized software, hardware, or copyrighted material.
- Download, copy, or play games.

Teachers may permit the above activities under their direct supervision as long as the activities are in support of education, academic research, or district administrative operations and are consistent with this acceptable use policy.

Additional information to this section is in the building-level handbooks.

Acceptable Use of Network and Internet Agreement

The purpose of providing access to the BASD.net network and the Internet is to support education within the schools of the Bellefonte Area School District by providing access to unique, up-to-date resources and the opportunity for collaborative work. The use of a BASD account must be in support of education, academic research, or district administrative operations and must be consistent with this acceptable use policy. The Bellefonte Area School District offers but does not require training in this area.

The Bellefonte Area School District assures parents and guardians that there is technical and physical oversight in place to minimize potential risks to students. Should a student be exposed to inappropriate material, parents will be made aware as soon as possible.

Students who are identified as having violated Acceptable Use Policy 815 (2/1/05) may lose the use of district network resources for a period of time or permanently.

Students and Parent/Guardian(s) must complete the Acceptable Use of Network and Internet Agreement form or via Google Form upon entrance into the BeLA program.

Other Notices and Services

Within building-specific student/parent/guardian handbooks, there is additional information on:

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

Notice of Non-Discrimination

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

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

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

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

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

Mrs. Tracy Long, Director of Human Resources
tlong@basd.net
814-355-4814 x 3002

Equal Opportunity

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

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

Dr. Roy Rakszawski, Superintendent,
318 North Allegheny Street, Bellefonte, PA 16823-1679
(814) 355-4814

BeLA Contact Information

- Dr. Jennifer Brown, Principal of Virtual Learning
  jbrown@basd.net
  (814) 355-4814 ext. 3064
- Ms. Deb Moore, BeLA Coordinator (Grades 9-12)
  dmoore@basd.net
  (814) 355-4814 ext. 3053
- Mrs. Amy Miner, BeLA Coordinator (Grades K-8); Special Education (Grades K-12)
  aminer@basd.net
  (814) 355-4814 ext. 3060

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Attachments

Attachment 1

BeLA Secondary Student Expectation Form (Grades 6-12)
THIS LINK WILL BE UPDATED

Attachment 2

BeLA K-12 Parent/Guardian Expectation Form
THIS LINK WILL BE UPDATED

Attachment 3

Student Handbook Review and Agreement

By signing this form I indicate that I do understand the Student Handbook / Discipline Code. I agree to follow the rules contained in the handbook. I understand that if I violate these rules, I will face disciplinary action.

Parent or Guardian Section

By signing this form, I indicate that I understand the Student Handbook / Discipline Code in regards to my student, and I further agree that my student will abide by the regulations set forth.

Passive Consent

Students will need to have a Chromebook issued during the 1st week of school. Parent or guardian consent will be considered passive if the student fails to return the form in a timely manner.

Acceptable Use of Network and Internet Agreement Student Review and Agreement

I have read the District's Acceptable Use of Computer Network and Internet Access and agree to follow the rules contained in this document. I understand that if I violate this agreement my account may be terminated and that I may be accountable to the respective building disciplinary code that is published to students.

Acceptable Use of Network and Internet Agreement Parent/Guardian Review and Agreement

As the parent or legal guardian of the student signing, I have read the BASD's Acceptable Use of Computer Network and Internet Access and grant permission for my child to access the district's network and Internet. I understand that the District's network resources are designed for educational purposes. I also understand that it is impossible for the Bellefonte Area School District to restrict access to all controversial materials and I will not hold them responsible for such materials acquired on the network. I hereby give permission for my child to be issued an account and accept the liabilities for my child for violations to this agreement.

I understand that if I agree to allow my student to use their own device, 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. I understand that Bellefonte Area School District Staff will be unable to store, support or troubleshoot student-owned devices. The student named above will take full responsibility for the device and will appropriately secure all devices when not in use.

I understand that the purpose of allowing my student to use their own device is to participate in teacher-approved activities in support of the Bellefonte Area School District curriculum. Use of these devices for unrelated activities beyond or outside the Bellefonte Area School District educational program are prohibited. I understand that the use of my student's personal device as part of the BYOD program falls under and follows all district policies of the acceptable use and internet agreement. I acknowledge that allowing my student to bring a personal device to school accepts the school policies, and the same guidelines apply for a personal device as would for a district device.

Signature for Student Handbook, Acceptable Use, and Internet Agreement

for the 2026-27 school year:

I have read and understand the Student-Parent Handbook, Acceptable Use, and Internet Agreement for 2026-2027.

Student Name (please print) _____ Grade_____

Student Signature _____ Date_____

Parent/Guardian Name _____ Date_____

Parent/Guardian Signature _____

2026-2027

BELLEFONTE AREA SCHOOL DISTRICT

ATHLETIC BOOSTER CLUB HANDBOOK

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BELLEFONTE AREA SCHOOL DISTRICT

ATHLETIC BOOSTER CLUB HANDBOOK

INTRODUCTION

This handbook has been developed to assist athletic booster clubs of the Bellefonte Area School District in serving the young men and women that elect to take part in the interscholastic athletic program. It contains athletic department procedures, regulations, and other information that will be helpful to booster clubs in their efforts to provide support, services, funds, and/or athletic equipment for school sponsored athletic programs.

BELLEFONTE AREA SCHOOL DISTRICT POLICIES

I. DISTRICT MISSION STATEMENT

It is the mission of the Bellefonte Area School District to educate all of our students in a learning environment that prepares them to meet life's challenges. (BASD Policy 101)

II. ATHLETIC PROGRAM MISSION STATEMENT

Athletics promotes student commitment to an important activity, self--discipline, good citizenship, team membership, the search for personal excellence, self--worth, important decision making and a commitment to the principles of good health and fitness.

I. ATHLETIC PHILOSOPHY

Athletics are an important part of the total school program which works in conjunction with the other educational experiences to provide students the environment and opportunity to develop as better citizens. This opportunity is a privilege that carries with it responsibilities to the school, to the sport, to other students, to the community and to the athletes themselves. These experiences contribute to the development of learning skills and emotional patterns that enable the student to achieve maximum benefit from his or her education. While participation is to be encouraged, it should be regarded as a privilege to compete for the school and excessive praise and awards should be discouraged.

BASD believes that the athletic program should be an extension of the district's academic ideals that emphasizes teamwork, self-discipline, hard work, and communication skills. Students will be given as equal a basis as is practicable and without discrimination, in accordance with law and regulations. Additional information regarding the District's policy on Interscholastic Athletics on the School Boards webpage or by contacting the BAHS office.
(BASD Policy 123)

II. CO--CURRICULAR ACTIVITIES

The Board believes that the goals and objectives of this district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside of the school. All learning experiences offered by the schools of this district, curricular and co-curricular, should be planned and integrated toward the attainment of the district's objectives. (BASD Policy 122)

III. PARTICIPATION IN EXTRACURRICULAR PROGRAMS

The Board requires equal opportunity for every student of the district. In every way possible this policy must communicate that each student has equal access to every program of the school.

It is understood that elections, tryouts, and auditions are necessary for an organization whose numbers of participants must be limited. It is also understood that criteria for selection must apply to all candidates.

IV. ATHLETIC GOALS AND OBJECTIVES

Our Goal – The student--athlete shall become a more effective citizen. The student shall learn:

A. To work with others – In a democratic society a person must develop self-discipline, respect for authority, and the spirit of hard work and sacrifice. The activity and its objectives must be placed higher than personal desires.

B. To be successful – Our society is very competitive. We do not always prevail, but we succeed when we continually strive to do so. You can learn to accept defeat only by striving to succeed with earnest dedication. Develop a desire to excel.

V. ATHLETIC PROGRAM BELIEFS

- BASD believes that students are our highest priority.
- BASD believes the dignity, and self-esteem of participants should be paramount in all activities.
- BASD believes the most important result of competition is the development of life-long values and skills.
- BASD believes the athletic program is an integral part of the educational experience.
- BASD believes winning is an attitude resulting from optimum preparation, concentrated effort and a deep commitment to excel.
- BASD believes well- designed athletic programs promote community and school pride.
- BASD believes open communication and mutual respect among coaches, parents/guardians and athletes provide the foundation of a successful athletic program.
- BASD believes morale, satisfaction and performance are enhanced when participants work together as a team.
- BASD believes well qualified coaches and program administrators are important components in a successful athletic program.
- BASD believes positive parent/guardian support and involvement enhance student growth and program quality.

BASD ATHLETIC BOOSTER CLUB POLICIES

I. ATHLETIC BOOSTER CLUBS

The Bellefonte Area School District recognizes the contributions that booster groups make to the quality of a student's school life in the Bellefonte Area School District. The purpose of the booster group is to support the activities of the school district. All booster groups must adhere to the BASD Policy 915 ATHLETIC BOOSTER CLUBS.

II. ATHLETIC BOOSTER CLUB PURCHASES

Supplement equipment, supplies and programs for the various athletic programs within the school district purchased by booster clubs are to be made with the advice and approval of the Athletic Director using the PROPOSED ATHLETIC PURCHASES FORM. Such purchases shall become the property of the school district.

Miscellaneous purchases, excluding training equipment, specific to the daily operation and function of booster clubs up to $250 may be made without the approval of the Athletic Director. Miscellaneous purchases by booster clubs must follow appropriate accounting practices in maintaining and disbursing funds.

III. FUNDRAISING

The Board recognizes that citizens, students, staff, and other persons and organizations may wish to express support for a particular school or the school system by conducting fundraisers. All booster clubs fundraising must be governed by BASD Policy 229 COMMUNITY RELATIONS AND FUNDRAISING IN THE SCHOOL.

The following forms are required for all fundraising activities:
BAHS FUNDRAISER REQUEST,
FUNDRAISING SUMMARY REPORT. (will be requested at the end of the fundraiser)

The use of alcohol, tobacco or mind-altering drugs at booster club sponsored fundraising events are strictly prohibited.

Coaches are encouraged to work with booster groups in a cooperative way. Concerns and issues of members of an athletic booster group should first be directed through the coach and then the Athletic Director.

IV. COMMERCIAL ACTIVITIES

The Board of School Directors recognizes that public schools provide a potential market for commercial activities. Therefore, all booster clubs are to follow BASD Policy 913.1 COMMERCIAL ACTIVITIES concerning advertisements on school property.

V. STUDENT WELLNESS

Bellefonte Area School District recognizes that student wellness and proper nutrition are related to students' physical well--being, growth, development, and readiness to learn.
With this in mind all booster clubs must adhere to BASD Policy 246 STUDENT WELLNESS (APPENDIX I), and BASD Policy 246 G NUTRITION GUIDELINE ADMINISTRATIVE REGULATIONS when fundraising or soliciting donations of food and drink.

VI. USE OF SCHOOL FACILITIES

To request the use of facilities any time your club wishes to use any part of the District properties, complete the appropriate Facilities Usage Form and submit to facilityuse@basd.net. To accommodate the school calendar, please complete this request as soon as an event has been determined or at least 10 business days in advance of need for facilities.

P.I.A.A. ELIGIBILITY FOR INTERSCHOLASTIC SPORTS

I. AMATEUR STATUS

High school interscholastic sports programs in Pennsylvania are governed by the Pennsylvania Interscholastic Athletic Association (P.I.A.A.). As a member district, we must follow the policies and regulations formulated by the association. Some of the basic regulations regarding amateur status can be found within the PIAA Constitution and Bylaws. (ARTICLE 11 AMATEUR STATUS AND AWARDS, page 12 - sections 1, 2, 4)

II. PERMISSIBLE AWARDS

High school interscholastic sports programs in Pennsylvania are governed by the Pennsylvania Interscholastic Athletic Association (P.I.A.A.). As a member district, we must follow the policies and regulations formulated by the association. Some of the basic regulations regarding permissible awards can be found within the PIAA Constitution and Bylaws. (ARTICLE II AMATEUR STATUS AND AWARDS. Page 12 – Section 3)

III. ADHERENCE AND ENFORCEMENT

The initial responsibility for adherence to and enforcement of the P.I.A.A. by-laws by the member "Bellefonte Area School District" and their students and other personnel rest with the principal of each school. However, booster club members are bound to conduct themselves in accordance with the by-laws and earnestly advocate them before others.

The P.I.A.A. Handbook, including all of the by-laws, is available at **www.piaa.org** or in text form in the athletic office. All booster club officers are encouraged to become familiar with matters related to their duties.

BASD ATHLETIC DEPARTMENT POLICIES

I. NON--ROUTINE INTERSCHOLASTIC ATHLETICS TEAM TRAVEL

Non--routine travel is defined as a competition requiring air travel, pre or post season training/ competition or an event involving special invitation. Requests to attend non-routine events must be processed well in advance of the event through the athletic office:

A. Coach submits a completed non-routine travel request form and any additional information about the trip to the Athletic Director. Non--routine travel must be sponsored by booster club funding.
B. Athletic Director reviews form/information.
C. If approved, the gift is deposited in the BASD athletics fund for disbursement for expenses.
D. Normal procedures are then taken to execute the trip except in times of high national security alert. During such a time, a committee composed of the Superintendent, Principal and Athletic Director must approve all requests.

II. CLINICS

Clinics are a valuable way for coaches to keep themselves updated on the most recent changes in their sport. These changes include teaching techniques, trends in strategies, ideas regarding strength and conditioning, and rule changes, etc. Clinics give coaches the opportunity to talk to people in other areas who they may not get to communicate with on a regular basis for the exchange of ideas.

All clinics are considered non--routine travel and must be sponsored by booster clubs. Clinic requests must be accompanied by a REQUEST FOR CONFERENCE, CONVENTION, OR PROFESSIONAL DAY form. Conference requests must be in the Superintendent's Office 10 days in advance of the conference and are subject to Board Policy 821.

III. CAMPS/CLINICS

Coaches may serve as staff members for camps and clinics attended by their athletes or potential athletes for which fees are charged and for which the coaches receive remuneration for their efforts. **However, coaches are responsible to make clear public communication to athletes and their parents stating that attendance in any such camp or clinic will not guarantee an athlete any privilege in regard to their relationship with the coach's BASD sports team.** In addition, it is recommended that BASD booster clubs assume overseeing authority for camps/clinics and only compensate coaches for their services rather than placing the coach in the primary sponsorship role.

IV. SCHOOL VEHICLE USAGE PROCEDURE

The transportation of students carries with it tremendous responsibility and liability. The BASD will make available school district owned vehicles to those individuals who apply and who meet Motor Vehicle Record requirements, as well as district expectations. On 7/10/12, the BASD Board of Directors granted permission for Booster Clubs associated with the Bellefonte Area School District to use school district vans at the IRS established mileage rate.

V. FUNDRAISING/PARTICIPATION ATTIRE

When purchasing fund raising attire booster clubs are reminded that the official school colors are red and white. Every effort should be made to include red and white in the color scheme when selecting fund raising attire. Requested purchases not meeting this color requirement may not be approved.

VI. GUIDELINES FOR PRINT ATHLETIC PROGRAM ADS

The following guidelines for print athletic programs have been established: Sponsors solicited for last year's program have the right of first refusal to an athletic sponsor for this year's program.

A. Any sponsor who did not sponsor a program ad in last year's program is available to any athletic program this year.
B. All ads must strictly adhere to BASD Policy 913.1

VII. GUIDELINES FOR VOICE ADS

The following guidelines for athletic program voice ads have been established:

A. Sponsors ads must be approved by the Superintendent or his designee.
B. All ads must strictly adhere to BASD Policy 913.1

VIII. MANDATORY OFFICERS MEETING

A minimum of one booster club officer from each Board recognized athletic booster club must attend a mandatory May meeting conducted by the Athletic Director to discuss the BASD ATHLETIC BOOSTER CLUB HANDBOOK and review requirements to be approved by the Board at the July meeting. Required paperwork must be submitted no later than June 23rd. Failure to attend this meeting and submit required paperwork will result in loss of Board recognition.

IX. TAX EXEMPT STATUS

BASD Athletic Booster Clubs are not permitted to use the District's Tax-exempt Status – the District does not hold funds raised by booster clubs in an account under its name.

X. SMALL GAMES OF CHANCE

As outlined in BASD Policy 915 ATHLETIC BOOSTER CLUBS, athletic booster clubs are responsible for applying for any required permit pursuant to the state Small Game of Chance Act. Because each booster club is a separate entity each booster club must purchase a separate license.

XI. PENALTIES FOR VIOLATION OF BASD ATHLETIC BOOSTER CLUB HANDBOOK POLICIES

First violation - Written warning from Athletic Director informing booster club officers and coach of infraction.

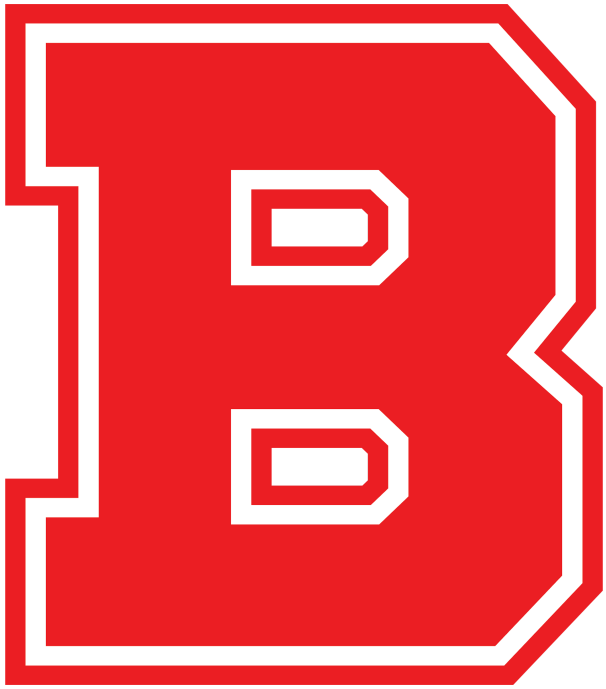
Second violation - Written warning from Athletic Director informing booster club officers, coach, Administration and BASD Board of Directors of infraction.

Third violation - Loss of fundraising privileges for one calendar year from time of infraction.

EQUAL OPPORTUNITY

The Bellefonte Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, age, creed, religion, gender, sexual orientation, gender identity, ancestry, national origin or disability in its activities, programs, or employment practices as required by Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1975, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990 and the Pennsylvania Human Relations Act.

Information relative to special accommodations, grievance procedure and designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained either by contacting our Human Resources Department at 814-355-4814 ext 3002 or by emailing hruser@basd.net or by contacting the office of Superintendent at 355-4814, Ext. 3005



2026-2027

BELLEFONTE AREA SCHOOL DISTRICT

COACHES ATHLETIC HANDBOOK

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BELLEFONTE AREA SCHOOL DISTRICT
ATHLETIC COACHES HANDBOOK

INTRODUCTION

This handbook has been developed to assist the coaching staff of the Bellefonte Area School District in serving the young men and women that elect to take part in the interscholastic athletics program. It contains athletic department procedures, regulations, and other information that will be helpful to coaches in administering, maintaining, and promoting the athletic program.

In addition to the materials presented in this handbook, all members of the coaching staff must familiarize themselves with the rules of sports they coach, as well as the rules and regulations found in the constitution and by-laws of the Pennsylvania Interscholastic Athletic Association.

"In a situation where provisions of the coaches' handbook contradict BASD Board policy, the Board policy shall prevail."

BELLEFONTE AREA SCHOOL DISTRICT POLICIES

I. DISTRICT MISSION STATEMENT

It is the mission of the Bellefonte Area School District to educate all of our students in a learning environment that prepares them to meet life's challenges. *(BASD Policy 101)*

II. ATHLETIC PROGRAM MISSION STATEMENT

Athletics promotes student commitment to an important activity, self-discipline, good citizenship, team membership, the search for personal excellence, self-worth, important decision making and a commitment to the principles of good health and fitness.

III. ATHLETIC PHILOSOPHY

Athletics are an important part of the total school program which works in conjunction with the other educational experiences to provide students the environment and opportunity to develop as better citizens. This opportunity is a privilege that carries with it responsibilities to the school, to the sport, to other students, to the community, and to the athletes themselves. These experiences contribute to the development of learning skills and emotional patterns that enable the student to achieve maximum benefit from his or her education. While participation is to be encouraged, it should be regarded as a privilege to compete for the school and excessive praise and awards should be discouraged.

The Board recognizes the value of a comprehensive program of interscholastic athletics as an integral part of the total experience to all students of the District and to the community. Therefore, the Board of Education shall provide as comprehensive an athletic program as is financially and practically possible. *(BASD Policy 123)*

IV. CO-CURRICULAR ACTIVITIES

The Board believes that the goals and objectives of this District are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside of the school. All learning experiences offered by the schools of this District, curricular and co-curricular, should be planned and integrated toward the attainment of the District's objectives. *(BASD Policy 122)*

V. PARTICIPATION IN EXTRACURRICULAR PROGRAMS

The Board requires equal opportunity for every student of the District. In every way possible the policy must communicate that each student has equal access to every program of the school.

It is understood that elections, tryouts, and auditions are necessary for an organization whose numbers of participants must be limited. It is also understood that criteria for selection must apply to all candidates. *(BASD Policy 232.1)*

VI. ATHLETIC GOALS AND OBJECTIVES

Our Goal – The student-athlete shall become a more effective citizen.

The student shall learn:

A. To work with others – In a democratic society a person must develop self- discipline, respect for authority, and the spirit of hard work and sacrifice.
The activity and its objectives must be placed higher than personal desires.

B. To be successful – Our society is very competitive. We do not always prevail, but we succeed when we continually strive to do so. You can learn to accept defeat only by striving to succeed with earnest dedication. Develop a desire to excel.

VII. ATHLETIC PROGRAM BELIEFS

- BASD believes that students are our highest priority.
- BASD believes the dignity, and self-esteem of participants should be paramount in all activities.
- BASD believes the most important result of competition is the development of life-long values and skills.
- BASD believes the athletic program is an integral part of the educational experience.
- BASD believes winning is an attitude resulting from optimum preparation, concentrated effort and a deep commitment to excel.
- BASD believes well-designed athletic programs promote community and school pride.
- BASD believes open communication and mutual respect among coaches, parents and athletes provide the foundation of a successful athletic program.
- BASD believes morale, satisfaction and performance are enhanced when participants work together as a team.
- BASD believes well qualified coaches and program administrators are important components in a successful athletic program.
- BASD believes positive parent support and involvement enhance student growth and program quality.

PERSONNEL

I. BELLEFONTE AREA BOARD OF EDUCATION

1. Make policies.
2. Approves all programs.
3. Approves appointment of all personnel.

II. HIGH SCHOOL PRINCIPAL

1. Serves as PIAA recognized authority for local management and control.
2. Determines the certification of students' athletic eligibility.
3. Delegates authority and responsibility.
4. Reports to the Superintendent.

III. ATHLETICS APPEALS BOARD

1. Consists of the principal, and four teachers.
2. Committee members serve as an athletic appeals board.

IV. DIRECTOR OF INTERSCHOLASTIC ATHLETICS (Athletic Director)

1. Supervises Athletic Trainer, and all coaches.
2. Evaluates all coaching performances.
3. Acts as the liaison between community, Board, Superintendent, Principal, and coaches in all matters pertaining to the athletic program.
4. Acts as the coordinator for all interscholastic activities.
5. Schedules games, prepares contracts, and aids in the arranging of post-season games, meets or matches.
6. Develops and presents the athletic budget for approval and communicates transfers of athletic monies.
7. Supervises the purchasing of equipment and supplies
8. Reports to the Superintendent and Business Manager

V. ATHLETIC TRAINER

1. Provide proper conditioning for athletes.
2. Administer adequate proper first aid.

VI. COACHING REQUIREMENTS:

All coaches, paid and volunteer, must complete the below items (unless noted) in order to coach in a Bellefonte Area School District Athletic/Club program.

1. Yearly Requirements
    a. Concussion Training Course (EVERY YEAR)
    b. Sudden Cardiac Arrest Training Course (EVERY YEAR)
    c. Title IX Training Review and Coaching Handbook Signoff
    d. Coaching Confidentiality Signoff
2. Every five (5) years
    a. PA Act 34 Background Clearance
    b. PA Act 151 Child Abuse History Clearance
    c. Act 114 Federal (FBI) Criminal History Background Clearance
        i) Paid Coaches only
        ii) Alternate Form may be provided

    d. Mandated Reporter Training
3. One-time requirements
    a. Fundamentals of Coaching Course*
    b. First Aid, Health and Safety for Coaches Course*
    c. PA Act 24 Arrest/Conviction Report and Certification Form
    d. PA Act 168 Employer Sexual Misconduct/Abuse Certification Form
    e. TB Test

**NOTE: All coaches currently employed or engaged by a PIAA member school must complete two courses as provided above and will have two years from their date of hire to complete this requirement.

****No coach, paid or volunteer, will be allowed to participate in team practices, competitions, or activities without written approval from the athletic director.**

VII. HEAD COACH

1. Responsible for coordinating individual sports as designated.

VIII. ASSISTANT COACH

1. Assists Head Coach in coordinating individual sports as designated..

IX. COACHES CODE OF ETHICS

The function of a coach is to educate students through participation in interscholastic competition. An interscholastic program should be designed to enhance academic achievement and should never interfere with opportunities for academic success. The student-athlete's welfare should be uppermost at all times. Accordingly, the following guidelines for coaches have been adopted by the NFHS Coaches Association:

The coach shall be aware that he/she has a tremendous influence, for either good or ill, on the education of the student athlete and, thus, shall never place the value of winning above the value of instilling the highest ideals of character.

1. The coach shall uphold the honor and dignity of the profession. In all personal contact with student-athletes, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.
2. The coach shall take an active role in the prevention of drug, alcohol and tobacco use.
3. The coach shall avoid the use of alcohol and tobacco products when in contact with players.
4. The coach shall promote the entire interscholastic program of the school and direct his/her program in harmony with the total school program.
5. The coach shall master the contest rules and shall teach them to his or her team members. The coach shall not seek an advantage by circumvention of the spirit or letter of the rules.
6. The coach shall exert his/her influence to enhance sportsmanship by spectators, both directly and by working closely with cheerleaders, pep club sponsors, booster clubs, and administrators.

7. The coach shall respect and support contest officials. The coach shall not indulge in conduct which would incite players or spectators against the officials. Public criticism of officials or players is unethical.
8. Before and after contests, coaches for the competing teams should meet and exchange cordial greetings to set the correct tone for the event.
9. A coach shall not exert pressure on faculty members to give student-athletes special consideration.
10. A coach shall not scout opponents by any means other than those adopted by the league and/or state high school athletic association.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

X. HAZING

Hazing: Hazing is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or membership in or affiliation with any extracurricular organization. Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

The Bellefonte Area School District does not condone any form of initiation or harassment, known as hazing, as part of any school sponsored activity. No student, coach, volunteer or district employee shall plan, direct, encourage, assist or engage in any hazing activity.

Suspected acts of hazing should be reported to the coach, athletic administrator, principal or other school administrator.

XI. UNLAWFUL HARASSMENT

Unlawful Harassment: Harassment in any form will not be tolerated. The term harassment includes but is not limited to slurs, jokes, or other verbal, graphic or physical conduct relating to an individual's race, color, religion, ancestry, sex, national origin, age or handicap/disability.

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

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

- Submission to such conduct is made explicitly or implicitly a term or condition of a student's extracurricular status.
- Submission to or rejection of such conduct is used as the basis for extracurricular decisions affecting the individual.
- Such conduct deprives a student of educational aid, benefits, services or treatment.
- Such conduct has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive education environment.

Students may not make statements that verbally intimidate, are hurtful, threaten, lead to feelings of discomfort, or are racist or sexist in nature. If one student-participant verbally intimidates or harasses a second, the second student-participant is to tell a coach/advisor, teacher, counselor, nurse, or administrator. Under no conditions is retaliation permitted.

Complaints of harassment shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. Neither reprisals nor retaliation shall occur as a result of good faith charges of harassment.

Each student-participant shall be responsible to maintain an educational environment free from all forms of unlawful harassment. Each student- participant shall be responsible to respect the rights of their fellow students and to ensure an atmosphere free from all forms of unlawful harassment

Students may choose to report harassment complaints orally or in writing to:

- Building principals
- Athletic administrator (when involving athletics)
- Teachers
- Coaches/Advisors
- Counselors
- Nurses
- Parents

All employees who receive harassment complaints from student-participants should report such complaints to the building principal.

XII. BULLYING

The Bellefonte Area School District strives to provide a safe, positive learning climate for students and recognizes that bullying of students has a negative effect on the educational environment of its schools. Students who are bullied, intimidated or fearful of other students may not be able to take full advantage of the educational opportunities offered by the school district. Every student has the right to an education and to be safe in and around the school and at school activities. Therefore, the Bellefonte Area High School strives to offer all students an educational environment free from bullying.

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

Negative actions are defined as actions that are sufficiently severe or pervasive to create an intimidating, hostile or abusive environment that substantially interferes with a student's educational opportunities such as:

- Physical intimidation or assault
- Oral or written threats
- Teasing, put-downs, or name calling
- Threatening looks, actions or gestures
- Spreading false rumors or shunning the individual

- Cyber Bullying includes, but is not limited to, the following misuses of technology during the school day: harassing, teasing, intimidating, threatening, or terrorizing another student by sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or web site postings. All forms of cyberbullying are unacceptable and, to the extent that such

actions are disruptive of the educational process of the school, offenders shall be subject to appropriate discipline.

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

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

To help eliminate bullying:

- When you see or hear a person being bullied let the bully know that his/her behavior is not appropriate.
- Fill out an Incident Report form. These are located in the Student Office.
- Report bullying behavior that you see or hear to a teacher, guidance counselor, or vice principal

Depending upon the severity of a particular situation, the building principal may also take appropriate steps to ensure student safety. Such steps may include the implementation of a safety plan; separating and supervising students involved; providing employee support for students as needed; reporting incidents to law enforcements, if appropriate; and developing a supervision plan with parents.

Students are encouraged to fill out an incident report form, as well as a Bullying/Harassment Reporting Form on page 53, located in the back of this handbook. This may be turned in to the student office, guidance, a teacher, through our online forms located on our website or via email. If harassment or bullying occurs outside of the school, we encourage parents to contact local authorities.

NO-TAUNTING PLEDGE

I will pledge to be part of the solution.
I will eliminate taunting from my own behavior.
I will encourage others to do the same.
I will do my part to make my community a safe place
By being more sensitive to others.
I will set the example of the caring individual.
I will eliminate profanity toward others from my language.
I will not let my words or actions hurt others.

BULLYING/CYBERBULLYING GUIDE FOR PARENTS/GUARDIANS

Tips For Parents/Guardians: What To Do If Your Child Is Being Bullied

If your child is being bullied at school, this can be a very painful experience for your child and your family. Here are some things you can do to support your child if s/he is being bullied:

1. *Never tell your child to ignore the bullying.*

2. *Don't blame your child for the bullying. Don't assume your child did something to provoke the bullying.*
3. *Allow your child to talk about his/her bullying experiences. Write down what is shared.*
4. *Empathize with your child. Tell him/her that bullying is wrong; that it is not his/her fault; and that you are glad s/he had the courage to tell you about it.*
5. *If you disagree with how your child handled the bullying situation, don't criticize him/her. It is often very difficult for children to know how best to respond.*
6. *Do not encourage physical retaliation.*
7. *Check your emotions. A parent's/guardian's protective instincts stir strong emotions. Although it is difficult, step back and consider the next steps carefully.*
8. *Contact a teacher, school counselor, or principal at your school immediately and share your concerns about the bullying that your child has experienced.*
9. *Work closely with school personnel to help solve the problem.*
10. *Encourage your child to develop interests and hobbies that will help build resilience in difficult situations like bullying.*
11. *Encourage your child to make contact with friendly students in his/her class, or help your child meet new friends outside of school.*
12. *Teach your child safety strategies, such as how to seek help from an adult.*
13. *Make sure your child has a safe and loving home environment.*
14. *If you or your child needs additional help, seek help from a school counselor and/or mental health professional.*

<u>Tips For Parents/Guardians: What To Do If Your Child Bullies Others</u>

If your child bullies other children at school, it will need to be stopped. Here are some things you can do at home to address the issue with your child:

1. *Make it clear to your child that you take bullying seriously and that it is not okay.*
2. *Make rules within your family for your child's behavior. Praise your child for following the rules and use nonphysical and logical consequences when rules are broken. A logical consequence for bullying could be losing rights to use the phone to call friends, using email to talk with friends, or other activities your child enjoys.*
3. *Spend lots of time with your child and keep close track of his/her activities. Find out who your child's friends are and how and where they spend their free time.*
4. *Build on your child's talents by encouraging him/her to get involved in positive activities, such as clubs, music lessons, or nonviolent sports.*
5. *Share your concerns with your child's teacher, counselor, and/or principal. Work together to send a clear message to your child that his/her bullying must stop.*
6. *If you and your child need more help, talk with a school counselor and/or mental health professional.*

<u>Tips For Parents/Guardians: What To Do If Your Child Witnesses Bullying</u>

Many children are observers or bystanders in cases of bullying at school. It is important that even students who are bystanders in a bullying situation take action to get help so the bullying stops. If your child talks to you about the bullying that s/he witnesses at school, you are encouraged to do the following:

1. *Teach your child how to get help without getting hurt.*

2. *Encourage your child to verbally intervene, if it is safe to do so, by saying such things as: "Cool it! This isn't going to solve anything."*
3. *Tell your child not to cheer on or even quietly watch bullying. This only encourages a child who bullies, who wants to be the center of attention.*
4. *Encourage your child to tell a trusted adult about the bullying. Talking to an adult is not tattling; it is an act of courage and safety. Suggest going to an adult with a friend if that will make it easier.*
5. *Help your child support others who tend to be bullied.*
6. *Teach your child to include these children in activities.*
7. *Praise and reward quiet acts of courage where your child tried to do the right thing to stop bullying, even if s/he was not successful.*
8. *Work with your child to practice specific ways s/he can help stop bullying. For example, role-play with him/her what s/he could say or do to help someone who is being bullied.*

<u>What Can Parents/Guardians Do To Prevent And Address Cyberbullying?</u>

Adults seldom are present in the online environments frequented by children and youth. Therefore, it is extremely important that adults pay close attention to cyberbullying and the activities of children and youth when using these new technologies. Cyberbullying occurs when children and youth use cyber technologies, such as text messaging, internet sites, and cell phones, to bully others. Indirect forms of bullying like this can include spreading of false rumors, gossip, and verbal taunts or attacks. Like bullying that happens in person, cyberbullying can have serious, and sometimes legal, consequences for the ones doing the bullying. Here are some ideas of ways to protect your child from cyberbullying or address the issue if you find your child is cyberbullying others.

<u>Suggestions For Parents/Guardians: Tips To Help Prevent Cyberbullying</u>

1. *Keep your home computer(s) in easily viewable places, such as a family room or kitchen.*
2. *Talk regularly with your child about online activities s/he is involved in.*
3. *Talk specifically about cyberbullying and encourage your child to tell you immediately if s/he is the victim of cyberbullying, cyberstalking or other illegal or troublesome online behaviors.*
4. *Encourage your child to tell you if s/he is aware of others who may be the victims of such behavior.*
5. *Explain that cyberbullying is harmful and unacceptable behavior. Outline your expectations for responsible online behavior and make it clear that there will be consequences for inappropriate behavior.*

Although adults must respect the privacy of children and youth, concerns for your child's safety may sometimes override these privacy concerns. Tell your child that you may review his/her online communications if you think there is reason for concern. Consider installing parental control filtering software and/or tracking programs, but don't rely solely on these tools.

<u>Tips For Dealing With Cyberbullying That Your Child Has Experienced</u>

Because cyberbullying can range from rude comments to lies, impersonations and threats, your responses may depend on the nature and severity of the cyberbullying. Here are some actions that you may want to take after the fact:

1. *Strongly encourage your child not to respond to cyberbullying.*
2. *Do not erase the messages or pictures; save these as evidence.*

3. *Try to identify the individual doing the cyberbullying. Even if the cyberbully is anonymous (for example, is using a fake name or someone else's identity), there may be a way to track him/her through your Internet service provider. If the cyberbullying is criminal, or if you suspect that it may be, contact the police and ask them to do the tracking. Sending inappropriate language may violate the terms and conditions of e-mail services, Internet service providers, Web sites, and cell phone companies. Consider contacting these providers and filing a complaint. If the cyberbullying is coming through e-mail or a cell phone, it may be possible to block future contact from the individual who cyberbullied. Of course, s/he may assume a different identity and continue the bullying.*
4. *Contact your school if the cyberbullying is occurring through your school district's Internet system or during the school day. Even if cyberbullying is occurring off campus, make your school administrators aware of the problem. They may be able to help you by being watchful for face-to-face bullying occurring in school.*
5. *Consider contacting the cyberbully's parents/guardians. These parents/guardians may be very concerned to learn that their child has been cyberbullying others, and they may effectively put a stop to the bullying. On the other hand, these parents/guardians may react very badly to your contacting them, so proceed cautiously. If you decide to contact a cyberbully's parents/guardians, communicate with them in writing, not face-to-face. Present proof of the cyberbullying (for example, copies of an e-mail message) and ask them to make sure the cyberbullying stops.*
6. *Contact the police if cyberbullying involves acts such as threats of violence; extortion; obscene or harassing phone calls or text messages; harassment; stalking; or hate crimes; or child pornography. If you are uncertain if cyberbullying violates criminal laws, contact your local police who will advise you.*

http://www.olweus.org/public/bullied_child. page (2/2010)

This list has been adapted from a publication originally created for "Take a Stand. Lend a Hand. Stop Bullying Now!", a campaign of the Health Resources and Services Administration, U.S. Department of Health and Human Services.

www.StopBullyingNow.hrsa.gov. Used with permission. The names "Olweus" and "Olweus Bullying Prevention Program" are protected as trademarks, and may not be used in any way that involves self-promotion or the sale of products without the written permission of Hazelden as the publisher. All rights reserved. Duplicating this material for personal or group use is permissible.

Disciplinary Infraction	Description	First Occurrence	Second Occurrence	Third Occurrence
HARASSMENT/ BULLYING	Any unwelcome Verbal, written, electronic, or physical conduct directed at a student by another student or students, or by an adult; taunting of others	Suspension for a minimum of 20% of the scheduled contests, competitions, or events.	Suspension for a minimum of 50% of the scheduled contests, competitions, or events.*	Suspended from participation in athletics for the remainder of his/her high school career.

XIII. CONFIDENTIALITY

Confidentiality is based upon four basic principles:

- Respect for an individual's right to privacy
- Respect for human relationships in which personal information is shared
- Appreciation of the importance of confidentiality to both individuals and society
- Expectations that those who pledge to safeguard confidential information will do so

Strengthening boundaries for and with the adolescents we work with is a major part of our jobs. Boundaries concerning confidentiality are often unclear for our adolescents but strengthening the understanding of these boundaries is an essential part of developing health identities. Maintaining our own integrity and consistency related to confidentiality further models those boundaries.

As mandated by state law and school and district policy, we must report:

- Suicide threats and ideation;
- Abuse – physical, mental, emotional;
- Drug/alcohol use;
- Family problems;
- Criminal behavior
- Sexual activity

THESE MUST BE IMMEDIATELY REPORTED TO AN ADMINISTRATOR

We have an obligation to act in a professional manner in interactions with students and their peers. Blurting out something without thinking that is private but thought to be interesting or exciting is not only impulsive but an unconscious violation of the privacy of others, and it goes without saying, unprofessional. Working with adolescents we know there is no guarantee as to what they fully understand. Ultimately, we must be sensitive and accountable to ourselves, one another, our students, and their parents. To protect us all, guard against sharing confidential information in your classrooms, the hallways, staff rooms, or any other public places where persons who do not have a need to know would be able to overhear.

XIV. CHAIN OF COMMAND

Proper Chain of Command – if there is a problem or a complaint about anything that occurs during the competition (officials, a call, opponent, etc.) you must notify in writing (email) the Athletic Director. It is then up to the AD to handle the complaint from that point; the AD will then notify the appropriate party (i.e. – Principal, Superintendent, Head of Officials, District VI committee, PIAA, etc..). You at no point should take it upon yourself to contact anyone outside the Bellefonte Area School District.

ELIGIBILITY TO PARTICIPATE IN INTERSCHOLASTIC ATHLETICS

I. P.I.A.A. ELIGIBILITY FOR INTERSCHOLASTIC SPORTS

High school interscholastic sports programs in Pennsylvania are governed by the Pennsylvania Interscholastic Athletic Association (P.I.A.A.). As a member district, we must follow the policies and regulations formulated by the association. Some of the basic regulations are these:

A. **Age:** you may not have reached your 19th birthday by June 30 immediately preceding the school year. (16th birthday where interscholastic competition is limited to grades 7 through 9 and 15th birthday where interscholastic competition is limited to grades 7 and 8.)

B. **Amateur:** a pupil must be an amateur to be eligible to participate in a P.I.A.A. sponsored interscholastic athletic contest. You will lose your amateur status in a sport for at least a year if:
   1. You or your school, or an organization which you represent, or your parent or guardian, receives money or property for or related to your athletic ability, performance, participation or services.
   2. You accept compensation for teaching, training or coaching in a sport. You may receive normal and customary compensation for acting as an instructor in or officiating recreational activities, or for serving as a lifeguard at swimming areas.

C. **Attendance:** a pupil must be regularly enrolled in a secondary school in full-time attendance. A pupil who has been absent from school for a total of twenty or more days in a semester shall not be eligible to participate in any athletic contest until he/she has attended school for a total of sixty school days following the twenty days of absence. An exception may be considered by a district committee where there is an extended absence of five or more consecutive days due to illness or injury.

D. **Participation and Grade Repetition:** you will lose your eligibility when you have been in attendance more than eight semesters beyond the eighth grade. If you repeat a grade after eight, you will be ineligible as a senior. You may participate in one season in each sport during each school year.

II. BASD ELIGIBILITY FOR INTERSCHOLASTIC SPORTS

a. To be eligible for athletics, a student must be enrolled as a full-time student pursuing a minimum four-year program as outlined in the Bellefonte Area High School Program of Studies or a full-time middle school student pursuing minimal standards for promotion.
b. Eligibility shall be cumulative from the beginning of a grading period and shall be reported on a weekly basis as outlined by the Bellefonte Code of Conduct and the Pennsylvania Interscholastic Athletic Association (PIAA).
c. A student is ineligible to participate if any of the following categories apply:
    i. He/She has failed two or more courses (high school, middle school)
    ii. He/She is not passing a minimum of five (5) credit or credit equivalent*.
    iii. A student carrying less than five (5) total credits must be passing all classes.
    iv. 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. The ineligible student will report to academic tutorial after school Monday through Thursday with materials to study and prepare for class(es) based on the grid of expectations below.
e. Weeks “reset” at the beginning of each athletic season.
f. 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 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.
g. The academic eligibility requirements apply to all students in the athletic program and clubs in grades 6 through 12 in the Bellefonte Area School District.

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

For a course that meets every other day for one period, its credit equivalent would be .5 credits where applicable.

Students who are Home Schooled, attend a Cyber/Charter school, or attend a Non-boundary school will adhere to these guidelines and all parameters of school board policy for eligibility.
Grade reports must be submitted by Noon on the last school day of the week.

Group: Athletics

Definition: Those who adhere to current athletic-academic eligibility which is aligned to and/or exceeds PIAA standards

Example Groups: PIAA Athletics and Club Sports PIAA Athletics & Club Sports

Ineligibility Occurrence	**Consequences**	**Notes**
1st ineligible occurrence	1. No tutorial required 2. Student athletes may not participate in games because of PIAA rules. 3. Student athletes are not to be traveling with team to away contests. 4. Student athletes may join the team on the sideline for home games if permitted by the head coach.	This is a warning week for student athletes.
2nd ineligible occurrence	1. The student athlete is required to attend academic tutorial for the week identified as ineligible. 2. The student athlete may practice after the tutorial is completed. 3. The student athlete may not participate in games because of the PIAA rules. 4. Student athletes are not to be traveling with team to away contests. 5. Student athletes may join the team on the sideline for home games if permitted by the head coach.	● If a tutorial is missed for a non-approved reason, the student must make up the tutorial session. ● The student must make up for 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.
3rd ineligible occurrence	1. The student athlete is required to attend academic tutorial for the week identified as ineligible. 2. The student athlete may practice after the tutorial is completed. 3. The student athlete may not participate in games because of the PIAA rules. 4. Student athletes are not to be traveling with team to away contests. 5. Student athletes may join the team on the sideline for home games if permitted by the head coach.	● If a tutorial is missed for a non-approved reason, the student must make up the tutorial session. ● The student must make up for 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.
4th ineligible occurrence	1. The student athlete will be removed from the athletic team they are participating in for the remainder of the sport's season.	● The student athlete will be encouraged to focus on their academics to gain eligibility for future sports seasons.

III. SCHOOL ATTENDANCE

The attendance of students involved in athletics is mandatory. If a student is tardy beyond homeroom he/she will not be permitted to participate in the competition, practice, or activity that day. Students are expected to be present ALL DAY in order to be eligible to participate in an event or practice on any given day. An exception will be made if the student has an approved educational, medical, or legal appointment in which case the student must present documentation such as a dated receipt, appointment card, return to school form or fax indicating the date and time from the place of appointment. A parental note is NOT acceptable.

If a student is absent the last school day before a competition or event on a non-school day, the student must have administrative permission from both a building Principal and the Athletic Director to participate. The coach will call the parent/guardian.

COACHES DUTIES TO ATHLETES

I. INTRODUCTION

Coaches have both a moral and legal obligation to protect the athletes in their charge. While the moral obligations are extremely important, the legal ones are equally important when it comes to determining liability in a legal case against a coach. There are duties coaches need to address if they are going to protect their athletes and in so doing protect themselves and the school. Coaches today not only must know what their duties are in relation to their job, but also they must know what their legal duties are.

Legal duties are defined as the responsibility of a coach to take reasonable care of his/her athletes. A coach must provide the safest environment possible in his/her specific situation.

In order to have a successful lawsuit against a coach or school district, the plaintiff must prove that all four elements of a tort are met. The four elements are 1) That a duty exists, 2) there has been a breach of that duty, 3) the breach of duty was the direct cause of the injury, and 4) there was in fact injury or damage. Without the identification of the duty, the first element, the other three are meaningless. Therefore, we need to look at the various duties that the courts have, through the litigation process, established as legal duties.

II. DUTY TO INSTRUCT

Coaches must use the latest methods of instruction, using sound progression in learning motor skills.

III. DUTY TO WARN

It is the responsibility for every coach to inform all athletes and their parents of the inherent risks involved in participation in the particular sport. They must describe, using a variety of methods, catastrophic and common non-catastrophic injuries unique to the sport.

IV. DUTY TO SUPERVISE

Coaches must include as a part of the daily practice plan how he/she will supervise specific drills and other components of the daily practice.

V. DUTY TO PROVIDE A SAFE ENVIRONMENT

Student/athletes have a right to safe facilities and equipment.

VI. DUTY TO KEEP RECORDS

Detailed records of such things as, but not limited to, practice dates, times, attendance, activities and injuries are important to be maintained for the season. These records should remain in the coach's possession for 3 to 5 years in the event a legal suit is initiated.

VII. DUTY TO EVALUATE

Coaches have a duty to evaluate the physical fitness and the skill level of athletes. Failure to evaluate and maintain records of those evaluations, would be cause for negligence should an injury occur involving fatigue or lack of skill.

VIII. DUTY TO FOLLOW DUE PROCESS

The rights of all student athletes under the care of a coach, being equally worthy human beings, is very important. Equal rights protect athletes from discrimination due to sex, race, color, creed, or unfair practices.

IX. DUTY TO SAFELY TRANSPORT ATHLETES

The school district and the coaches have a legal duty to see that all athletes are safely transported to and from contests and to and from practice if practices are held at sites other than the immediate school grounds.

X. DUTY TO CLASSIFY

Coaches have a duty to employ a recognized system of classification for participation in that particular sport that will disallow unequal and unsafe participation, based upon skill level, age, maturity, sex, size and experience.

XI. DUTY TO FORESEE

Foresee ability is a common term found in litigation related to sport today. A prudent coach should be able to foresee the potential danger that may occur if activity is continued in that facility, or with that equipment, or in that situation, and should act to prevent the activity from continuing without correcting the problem.

PRE-SEASON PREPARATION

I. ORGANIZATIONAL MEETING

Each head coach will conduct a pre-season organizational meeting. This meeting is to take place within the two weeks prior to the first practice date for winter and spring sports. Coaches of fall sports are to conduct their meetings during the last two weeks of May in the prior school year. The meeting is to serve as a time to inform athletes of the school district philosophy, athletic department procedures and individual coaching rules that will govern them throughout the season. Additionally, coaches should schedule a meeting with parents once the season has begun to discuss with them the same items covered with the students. Coaches must discuss their criteria, objective and subjective, used to select the team. Overall procedures to be used in team selection are to be discussed at this time. Handouts will be prepared to inform students and parents of season expectations, team rules and other general information. Communication with athletes and parents is extremely important. The organizational meeting is the best place to start.

II. NON-ROUTINE INTERSCHOLASTIC ATHLETIC TEAM TRAVEL

Travel to a competition requiring air travel, pre or post season training/competition or involving special invitation must be processed well in advance of the event through the athletic office:

A. Coach submits a completed Non-Routine Travel request form and any additional information about the trip to the Athletic Director. The identification of the funding donor is important.

B. Athletic Director reviews form/information.

C. If approved, the gift is deposited in the BASD athletics fund for disbursement for expenses.

D. Normal procedures are then taken to execute the trip except in times of high national security alert. During such a time, a committee composed of the Superintendent, Principal and Athletic Director must approve all requests.

III. TEAM WEBSITES

Teams are encouraged to promote themselves through the creation of a website linked to the BASD Athletics site. All sites must be created and maintained in accordance with BASD policy 815. Access may be obtained by filling out and submitting the Acceptable Use Form.

IV. PIAA MANDATORY RULES INTERPRETATION MEETING

The head coach must attend at least one PIAA mandatory rules interpretation meeting each year. A head coach who fails to attend the minimum of one PIAA mandatory rules interpretation meeting shall pay a fine of $100.00 for non-attendance. The fine must be paid before the coach may begin coaching in that season.

V. BASD MANDATORY COACHES MEETING

All head, assistant, Jr. High and volunteer coaches must attend a mandatory coaches meeting prior to coaching in the BASD.

VI. SCHOOL VEHICLE USAGE PROCEDURE

The transportation of students carries with it tremendous responsibility and liability. The BASD will make available school district owned vehicles to those individuals who apply and who meet Motor Vehicle Record requirements, as well as district expectations. On 7/10/12 the BASD Board of Directors granted permission for Booster Clubs associated with the Bellefonte Area School District to use school district vans at the IRS established mileage rate. The Safety Committee of the BASD has established the following rules, regulations, procedures and safety tips, in regards to operating school owned vehicles for the purpose of school district business, as well as the safe transportation of students.

MANAGEMENT DURING THE SEASON

I. PARTICIPATION

It shall be the philosophy of the Bellefonte Area School District that participants shall enjoy as many athletic opportunities as the student athlete and their parents/guardians wish them to participate in without influence from any coach to specialize in one activity. All coaches should encourage participation in other activities.

II. GENERAL SUPERVISION OF ATHLETES

Concern regarding liability of school districts and those persons hired by school districts to coach and supervise students in extracurricular activities has increased the accountability of supervision. Coaches must know where their athletes are and what they are doing at all times.

Rules of behavior are to be developed and presented to the athletes so there is no question of the coaches' expectations. These rules are to include, but not limited to pre and post practice activities, locker room and shower behavior, proper etiquette while traveling to and from activities and appropriate behavior during competition.

Coaches must not isolate themselves from their teams prior to or following practices and game situations.

A paid coach must stay until the last student-athlete has been picked up and/or left school property. Coaches should try their best to keep their practices on schedule and try their best to estimate a return time and communicate this time with parents/guardians. Coaches should also develop procedures for having student-athletes contact their parents/guardians as they approach Bellefonte (20-30 minutes prior).

Coaches are not to give their keys to athletes at any time. Managers may use coaches' keys during practice sessions. Lost keys must be reported to the athletic office immediately.

Specific rules for locker room behavior must be developed by the coach, distributed to the team members and should include prohibition of roughhousing, throwing of objects, and hazing other players. Glass containers are not permitted in the locker rooms. In addition players are to be reminded that spikes and cleats are not to be worn anywhere in any district building, including the locker room. Athletes must be reminded of their responsibility to turn off showers when finished and to respect the facility in general. The locker room will remain locked at all times. A paid coach must be present while their respective team is in the locker room. The coach will be the last person to leave after practice and/or games.

School district policies regarding tobacco, drugs, and alcohol apply equally to coaches and athletes at all district sponsored activities. Coaches are not to use tobacco products or to consume alcohol while supervising students.

III. VOLUNTEER COACHES

Properly managed, the use of volunteer coaches can be a valuable asset to an athletic program.

Selection of volunteers must be a carefully thought-out process. Care must be given to select a person or persons who are knowledgeable, interested in the welfare of the athletes and the team and willing to operate under the strict guidance of the coaching staff. All volunteers are subject to conditions found in BASD Policy 916 School Volunteers.

Registered Volunteers are approved by the Bellefonte School Board after submitting the following:

A. Volunteer Form (Page 1) & Statement of Confidentiality Form (Page 2) Volunteer Form can be completed online by clicking here.
B. Residency Affidavit & Arrest/Conviction Report
C. Act 34 Clearance Criminal History - Please print out the Certification Form (PA Seal will be behind the information, and it will have the signature of the Director). The Record Check Details page and the Invoice are NOT acceptable documentation. **
D. Act 151 Clearance Child Abuse History - Note: The Department of Welfare will now accept online applications. **
E. Results of TB test - Any documentation that clearly comes from a medical facility is acceptable.
F. If you have lived in PA less than 10 years, you will also need an FBI Fingerprint Report. Any report that has been run since you have moved to the State is acceptable.
G. Concussion Certification (yearly)
H. Sports First Aid (yearly)
I. Mandated Reporter (every 5 years)
J. Suicide Prevention (every 5 years)
K. Fundamentals of Coaching Course***
L. First Aid, Health and Safety for Coaches***

With the exception of the FBI Fingerprint report, if needed, ***all paperwork must be no more than one year old.***

**The State of Pennsylvania is waiving the fee for both the Police Record Check and Child Abuse Clearance for volunteers. Free clearances can be obtained once every 5 years. When completing your applications online, be sure to choose the Volunteer option if you want the free copy. Note, these free clearances are for volunteering purposes only, they will not be acceptable for employment requirements.

***NOTE: Coaches will have two years from their date of approval to complete this requirement.

IV. STUDENT PARTICIPATION REDUCTION POLICIES

In accordance with our philosophy of extracurricular activities and our desire to see as many students participate in school-sponsored programs as possible while in the Bellefonte Area School District, we encourage coaches/advisors to keep as many students as they can without unbalancing the integrity of their activity. Time, space, facilities, equipment, personal preferences and other factors will place limitations on the most effective group size for any particular activity.

Choosing the members of athletic teams is the sole responsibility of the coaches of those teams. Prior to trying out, the coach shall provide the following information to all candidates for the team:

A. Extent of try-out period (minimum of three (3) days)
B. Criteria used to select the participants
C. Number to be selected
D. Practice commitment if chosen to participate
E. Competition/event commitments

When a candidate cut becomes a necessity, the process will include three important elements. Each candidate shall have:

V. Competed in a minimum of three tryout sessions
VI. Performed in at least one competitive activity
VII. Been personally informed of the cut by the coach including the reason for the action.

Coaches will discuss alternative possibilities for participation in the sport, or other areas in the athletic program with the student and parent.

V. MULTIPLE SPORT PARTICIPATION

Students are encouraged to participate on as many different sports teams as they can during their careers. However, for a student to participate on more than one team per season is extraordinarily difficult and, most often not in the best interest of the student or the teams. Exceptions require the approval of the Athletics Director with a recommendation from both Head Coaches involved.

VI. DIVISION OF SKILL

JR. HIGH TEAMS

Jr. High teams are available for 7th, 8th, and 9th graders. Gaining experience through training and play should be paramount, not the win/loss record. At this level of play, the focus is on learning athletic skills, game rules, fundamentals of team play, social-emotional growth, physiologically appropriate demands on the adolescent body, healthy competition, sportsmanship and having fun.

JUNIOR VARSITY TEAMS

The roster will be made up of freshman, sophomores and juniors. Seniors with limited playing experience may be permitted to play at the JV level at the discretion of the coach with approval of the Athletic Director. This level of competition has an increased emphasis upon team play, physical conditioning, and refinement of basic skills. Although being successful on the J.V. level is important, winning is not the sole objective. This is the level at which the athlete displays his/her readiness for the execution of skills at game speed. Athletic abilities, commitments, and positive attitudes will be rewarded and tested in competitive game situations.

An attempt will be made to allow as many participants as possible to play but not all will play equally. At the J.V. level, playing time will be based on the degree of effort, skill improvement, sportsmanship, and ability to compete and execution of skills at game speed demonstrated by the student athlete in practice and games.

VARSITY TEAMS

Varsity competition is the culmination of each sport program. Normally, juniors, and seniors make up the majority of the roster. Occasionally, a sophomore and infrequently, a freshman may be included on the team, provided that evidence of advanced levels of physical development, athletic skill, and appropriate social-emotional development are demonstrated.The number of participants on any given

team is a function of the number needed to conduct an effective and meaningful practice and to play the contest. It is vital that each team member have a role and be informed of its importance. The number of roster positions is relative to the student's acceptance of their individual roles in pursuit of the team's goals. While contest participation over the course of a season is desirable, a specified amount of playing time at the varsity level is never guaranteed. It is the coach's responsibility to make clear to the student athlete what his/her role is on the team.

A sound attitude and advanced level of skill are prerequisites for a position on a varsity team, as is the realization that a varsity sport requires a six-day-a-week commitment. This commitment is often extended into vacation periods for all sport seasons and the dedication and commitment needed to conduct a successful program should be taken seriously.

VII. DROPPING OR TRANSFERRING OF SPORTS

On occasion, an athlete may find it necessary to drop a sport for a good reason. If this is the case, the following procedure must be followed:

A. Consult with the immediate coach and then the head coach.

B. Report situation to the athletic administrator.

C. Check in all equipment/supplies from the previous sport before being issued equipment for current sport.

VIII. TEAM ROSTER

Immediately following the selection of the team and the issuing of equipment, each head coach will prepare a roster and submit it to the Athletic Director. The roster is to include information important to the identification of each athlete, such as, uniform number, position/event, class in school, height, weight, and other information particular to your sport. The roster is to include team captains, if assigned, managers and assistant coaches.

IX. PRACTICE SESSIONS

Practice sessions must be conducted much the same as teaching a class. Roll is to be taken every day of practice. Records kept must be accurate in terms of date and time. The "lesson plan" must contain as much detail as necessary to adequately explain the day's activities. Care is to be taken to outline warm-up activities, instructional periods, drill sessions, scrimmage times, water breaks, rest periods, and warm-down activities. Coaches are to avoid the use of terminology such as "suicides, back-breaker, etc." that may become a problem in the event of an injury or accident. Except on occasion practice time is to be limited to two hours, excluding time required for dressing and showering. Athletes should never practice alone. A staff member must be the first to arrive and the last to leave.

Records must be maintained throughout the season. Such records include: attendance, practice times, and evaluation forms.

Coaches are to develop and distribute a tentative practice schedule. The schedule is to be distributed to the athletes at the pre-season meeting or the first practice session. Coaches must make the athletes aware that the schedule is subject to change due to unforeseen circumstances. No practice may be scheduled for more than a total of six days in any calendar week.

X. PARTICIPATION ATTIRE

In addition to the individual coach's participation attire requirements, all student-participants must adhere to the "Appropriate Dress Expectations" as outlined in the student handbook.

XI. MISSING PRACTICE

An athlete should always consult his/her coach before missing practice. Coaches must establish rules and regulations regarding attendance at practice sessions.

XII. VACATION POLICY

Vacations by extracurricular participants during the specified activity season are discouraged. In the event of an unavoidable absence due to a vacation, a participant must:

A. Be accompanied by his/her parents while on vacation.
B. Contact the head coach/advisor prior to the vacation.
C. Practice one day for each practice or contest/activity missed prior to resuming competition. (Contest day will count as a practice day.)
D. Be willing to assume the consequences related to their status within the organization.

XIII. SCRIMMAGES

Coaches are permitted to schedule scrimmages in the preseason with the approval of the Athletic Director. The number of scrimmages is limited by the P.I.A.A. and may be further limited by the athletic department depending on teams available and distance of trips. The P.I.A.A. definition of a scrimmage must be strictly adhered to. Coaches are responsible for securing P.I.A.A. officials for all scrimmages. The district does not pay officials fees for scrimmages.

XIV. EQUIPMENT

School equipment/supplies checked out by the student-participant are his/her responsibility. He/she is expected to keep it clean and in good condition. Loss of any equipment/supplies is the student-participant's financial obligation.

A. Equipment/supplies issued are to be used only during scheduled activities or by permission from the Head Coach.

B. Uniform tops and game jerseys may be worn on certain game days. Normally the wearing of school sports items will be reserved for special occasions.

C. Any equipment/supplies purchased by the student are the property of the student and may be worn or used at his/her discretion. All equipment must meet PIAA/NFHS standards.

XV. FACILITY MANAGEMENT

Prior to the start of the season, inspect the facilities to be used by your team. Note any conditions in need of repair and report them to the athletic director. During the season, periodic inspections of facilities are to be made and any problems reported immediately. Coaches are responsible to assist in maintaining building security. Doors are to be checked and locked and lights should be turned out if you are the last to be in the building. Athletes must be instructed to carry all books and clothing to the locker rooms after school, so return trips to the academic area are not necessary following practice. Team members are never to wear cleated shoes in the building.

XVI. OFF CAMPUS TRAINING

There may be some time when a coach desires an athletic team to train off campus. Such training must be limited to avoid imposing the district's athletic program on others. The most common type of off-campus training would involve running for purposes of warm-up or conditioning. These sessions are to be closely supervised, and the coach must be aware of the location of the athletes at all times.

Guidelines for off-campus training

XVII. TEAM MANAGERS

The selection of a team manager or managers is the responsibility of the coaching staff. The individual or individuals should be good students, hard workers, responsible and dependable. With the exception of the physical requirement, managers will be expected to adhere to all of the same rules governing athletes. All managers should be included on eligibility sheets, rosters and travel rosters.

XVIII. SCOUTING

Coaches are responsible for making arrangements for scouting their sport. Scouts must be reminded to keep accurate records of miles traveled, and receipts are needed for all expenditures before reimbursement can be made. Coaches must include money for scouting reimbursement in their annual submitted budget.

XIX. TRAVEL

All student athletes must travel to and from out-of-town competitions/events in transportation provided by the school district unless previous arrangements are made by the parents for an exceptional situation. Travel release forms are available in the Student Office. The parent must make prior arrangements with the Head Coach for approval 24 hours in advance of the trip. The student will be released to the parent by the Head Coach upon receiving the signed travel release form. At no time will the student be permitted to ride home with another student or non-parent.

XX. TRAVEL GUIDELINES

All District bus riding guidelines are to be observed with the addition of the following:

A. Head Coaches will assume all responsibility for conduct and discipline on the bus.

B. All students are to be at the point of departure on time.

C. Students who miss the bus and travel to the competition/event late shall not be permitted to participate unless there were extenuating circumstances approved by the coach.

D. No food or drink is allowed on the bus unless the driver has granted permission. Coaches are responsible for inspecting and ensuring that the bus is left in broom clean condition.

E. All students are expected to dress appropriately and neatly on extracurricular trips.

F. All participants are expected to conduct themselves in an appropriate manner at all times on away trips. Foul language or obscene gestures will not be tolerated. Gambling in any form will not be permitted.

G. Only authorized persons may ride the bus. No spectators are permitted.

H. Spikes or cleats are not to be worn on the bus.

I. Personal listening devices are permissible at the discretion of the Head Coach.

J. The emergency door shall be used only in the case of an emergency unless authorized by the driver.

K. All students shall return home on the same vehicle in which they traveled to the competition/event. The only exception is if they have secured a travel release form and that has been approved by the coach.

XXI. MEALS AND LODGING

Coaches are to make the determination when district funds are to be expended for meals. Meal money and lodging money is to be budgeted by the coach during the annual budget process. Cash advancement requests must be received at least one week prior to the trip to allow time for the check to be prepared. It is the responsibility of the coach to determine how athletes are to be fed. Receipts are required for all district money used by the coaching staff for meals. Athletes and paid coaches will receive an allotment for breakfast, lunch and dinner. Whenever money is given directly to athletes and/or coaches for meals, they must sign the CASH DISBURSEMENT FORM to acknowledge receipt. All reimbursements will be based on the following:

Breakfast Part of hotel package – complimentary by hotel
Lunch $10.00
Dinner $15.00
Max. Total for Day $25.00

Breakfast $5.00
Lunch $7.50
Dinner $12.50
Max. Total for Day $25.00

XXII. OVERNIGHT TRIPS

Accommodation for overnight stay may be arranged in two ways, home stays or motel/hotel rooms. Schools agreeing to house teams should be contacted one week in advance and provided a list of names. Athletes are to be reminded they are guests and are expected to be polite and courteous at all times. Team members should be expected to write thank you notes to their host families, expressing gratitude for their hospitality.

Motel/hotel stays are to be pre-arranged so families will know the location in case of emergency or in the event they wish to stay at the same facility. Arrangements will be made through the athletic office, and a check drawn for payment upon check-in.

When registering, introduce yourself to the management and ask them to report to the coaching staff any problems that occur with the athletes. Make certain individuals in the group understand what's expected of them and that they abide by those rules. Check all rooms prior to occupancy for damage, and just prior to check-out to be sure rooms are left in acceptable condition. Make one final check with management to see if there were any problems with your athletes. Express your appreciation to the management for their cooperation.

Direct supervision is extremely important when students are on overnight activities. Coaches must be visible and accessible to the athletes at all times.

XXIII. MEDIA RESPONSIBILITIES

The local media receives copies of all athletic schedules. It is the responsibility of the coach or their designee to ensure all scores (Home and Away) are reported to the various media sources following the activity. At minimum, a final score, record and date/time/location of the next contest should be given; coaches may also provide individual performances, significant events in the contest and other related information. A list of media and their numbers will be distributed prior to the start of the season. Coaches are encouraged to do everything within reason to communicate with the radio and press. Information given to the news media should be reported in a fair, but positive manner.

XXIV. ALUMNI PRACTICING WITH CURRENT DISTRICT ATHLETES

Because of insurance/liability concerns alumni athletes should never be permitted to participate in practice or scrimmage situations against or with BASD athletes.

XXV. MUSIC TAPES FOR PRE-GAME WARM-UP

If a team wishes to play “warm-up” music in the venue during their pre-game routine, it must secure authorization prior to the event from Administration. Athletes from a team may use the District’s pre-screened music to create a playlist for their warm-up music.

XXVI. MID-SEASON ATHLETE MEETING

At the mid-season point of the season coaches are to meet with players individually to counsel players concerning conditioning needs, skill development and players' understanding of their role on the team. Either the Head coach or position coach may conduct the meeting. The date, time and items discussed with each player should be documented.

PROGRAM CONFLICTS

I. ACADEMIC/ATHLETIC CONFLICTS

A. Every effort will be made to schedule athletic events in a manner to avoid disturbances to the academic program. Release time for home and away events will be reasonable to limit the amount of class time missed.

B. Students are responsible for academic material missed. It is the responsibility of the participant to see his/her teacher the day before the classes he/she will miss. All work shall be made up at the convenience of the teacher.

II. ATHLETIC /EXTRACURRICULAR CONFLICTS

A. The athletic program recognizes student needs for a wide range of experiences in their education. It is virtually impossible for students to avoid conflict of obligation.
B. Students need to recognize, however, that absences from practices will hinder their skill development and physical conditioning, as well as jeopardize team unity. Time missed from practice will influence a student’s performance, and therefore, his/her position with the organization. The athletic program will do its part to schedule events to minimize conflicts.
C. Where conflicts arise, the sponsors, advisors, and coaches must cooperate to devise a solution that will be in the best interest of the student. The student’s decision as to which event or activity he/she will participate in should be based on the following:
    1. The related importance of each event
    2. The individual importance of each event to the student
    3. The contribution the student can make to each event
    4. The time at which the events were scheduled
    5. Discussion with the parent
    6. Discussion with the student

    Students have a responsibility to do everything possible to avoid continuing conflicts. Positive efforts might include being cautious about joining too many activities where

conflicts are unavoidable. It also means notifying the coach involved when a conflict arises.

EXTRA-CURRICULAR CODES OF CONDUCT

I. CONDUCT OF PARTICIPANTS

A firm and fair policy of enforcement is necessary to uphold the regulations and standards of the Bellefonte Area School District. The community, school administrators, and the coaching staff feel strongly that high standards of conduct and citizenship are essential in maintaining a sound program of athletics. The welfare of the student is our major consideration and transcends any other consideration. Participants must realize that they are representing not only the school, but also our community and need to represent both parties with dignity.

All participants shall abide by a code of ethics which will earn them the honor and respect that participation and competition in the interscholastic program affords. Any conduct that results in dishonor to the participant, the team or the school will not be tolerated. Acts of unacceptable conduct, such as, but not limited to theft, vandalism, disrespect, immorality, drugs, alcohol or violations of law, tarnish the reputation of everyone associated with the program and will not be tolerated. (BASD Policy 123)

II. PENALTIES FOR VIOLATION OF EXTRA-CURRICULAR CODE OF CONDUCT

Due to the serious nature of this rule, the coach involved, the athletic administrator and a building administrator shall meet and determine the penalty according to the degree of the infraction. The penalty shall range from a minimum of 20% of the season or succeeding season suspension to a maximum of permanent denial of participation.

If a violation of the Bellefonte Area High School or Middle School Discipline Code requires administrative action and involves an after school detention assignment or school/community service, in-school suspension (ISS), out-of-school suspension (OSS), or placement in an Alternative Education setting outside of the home school, (e.g. Manito, Partial Program, etc.) the student may not participate in practices or contests that day. This does not include the Alternative Education Program (AEP) at the High School.

RULES AND REGULATIONS

BASD does not allow the use of tobacco, alcohol or any type of mood altering substances.

You cannot compromise extracurricular participation with substance abuses. The participant who experiments with such substances jeopardizes team morale, reputation and success and does physical harm to himself/herself.

The community of Bellefonte is concerned with the health habits of student-participants and is convinced that athletics and the use of these substances are not compatible.

A Student has to decide if he/she wants to be a participant. If you wish to be a participant, you must make the commitment in order to be a competitor.

A big part of this commitment is following a simple set of training and practice rules, which the Bellefonte Area School District believes to be fair.

I. TOBACCO

Research emphasizes that use of tobacco is physically harmful to young adults. The harm done by this is not only a health problem. The community follows the progress of young adults, and any deviation from accepted training rules marks one as unwilling to pay the price. If one participant breaks the rules, the whole group is branded. This rule means no use of tobacco all year, in or out of season, on or off of school property.

II. ALCOHOL

There is no way to justify students using alcoholic beverages, even though social pressure may be hard to resist. The people who would like to draw the student into their drinking sessions will be the first to criticize the student if he/she does not come through in a competition/event. Again, this rule means no drinking all year, not just during the season, and is in effect on and off of school property.

III. DRUGS

Simply stated, drug abuse is the consumption of any chemical substance or the smoking of some plant derivatives for the purpose of mood modification. The use or misuse of drugs is a social problem. Students with a strong sense of purpose have no need for mood modifiers. The rule against substance abuse is in effect all year, on and off of school property.

IV. NUTRITIONAL ERGOGENIC AIDS

A nutritional ergogenic aid is defined as any foodstuff or dietary procedure that either improves or is thought to improve physical performance. The use of suspected or advertised ergogenic aids, including but not limited to creatine or other nutritional supplements may be detrimental and the use of these products is strictly prohibited.

Because of the serious and potential fatal effects of anabolic androgenic steroids and their related compounds, the use of these products is strictly prohibited. (BASD Policy 227).

V. PENALTIES FOR VIOLATION OF TRAINING AND PRACTICE RULES

The following consequences are in addition to those outlined in the Bellefonte Area School District Chart of Disciplinary Guidelines/Procedures.

Disciplinary Infraction	First Occurrence	Second Occurrence	Third Occurrence
Inappropriate Gestures/Language	Suspension for a minimum of 20% of the scheduled contests, competitions, or events.	Suspension for a minimum of 50% of the scheduled contests, competitions, or events.*	Suspended from participation in athletics for the remainder of his/her high school career.
Nutritional Ergogenic Aids/Steroids	Suspension for a minimum of 20% of the scheduled contests, competitions, or events.	Suspension for a minimum of 50% of the scheduled contests, competitions, or events.*	Suspended from participation in athletics for the remainder of his/her high school career.
Tobacco	Suspension for a minimum of 20% of the scheduled contests, competitions, or events.	Suspension for a minimum of 50% of the scheduled contests, competitions, or events.*	Suspended from participation in athletics for the remainder of his/her high school career.
Assault	Suspension for a minimum of 50% of the scheduled contests, competitions, or events.	Suspended from participation in athletics for one full school year.	Suspended from participation in athletics for the remainder of his/her high school career.
Drugs and Alcohol	Suspension for a minimum of 50% of the scheduled contests, competitions, or events.	Suspended from participation in athletics for one full school year.	Suspended from participation in athletics for the remainder of his/her high school career.
Non-Compliance of rules established	Suspension for a minimum of 50% of the scheduled contests, competitions, or events.	Suspended from participation in athletics for one full school year.	Suspended from participation in athletics for the remainder of his/her high school career.

*The 50% suspension will consist of: The first half of the suspension will result in complete removal of the participant from being involved in any extracurricular activity including practice, competitions, or any activity sponsored events. For the remainder of the suspension, the participant must complete as many practice sessions as were missed for the initial removal, before being allowed to compete in a contest/event, or challenge for a position.

VI. INDIVIDUAL COACHES RULES

Coaches may establish additional rules and regulations with the approval of a building administrator and/or the athletic administrator for their respective sports. These additional rules for a particular sport must be stipulated in writing to all team members and parents and explained fully at the start of the season. Penalties for violation of team rules will also be in writing and shall be administered by the coach. Copies of all additional team rules by coaches are on file in the athletic office and Principal's office.

VII. BELLEFONTE DISQUALIFICATION POLICY

The Bellefonte Area School District requires that a disqualified participant, coach, and/or team personnel shall not be permitted to participate in the next two events at the same level.

**PIAA policy states that a disqualified athlete, coach and/or team personnel shall not be permitted to participate in the next contest at the same level.

VIII. SCHEDULING EVENTS/PRACTICES

The Athletic Director is responsible for scheduling all contests for each team within the sports program.

A. Following PIAA By-Laws; within any seven-day period students must have one day off from any interscholastic sport activity.
B. Practices, meetings, etc. are not permitted on the following days: Thanksgiving, Christmas, New Year's Day, Good Friday and Easter. Practices held on any other holiday when school is closed are permitted under the following exceptions:
    a. When a varsity contest is scheduled the following day
    b. When a tournament or play-off contest falls on the following day
    c. These practices must be voluntary
C. Sunday practices and meetings are permitted after 12 pm when:
    a. A varsity competition is scheduled the following day
    b. Gym space is not available for practice time during the week

IX. SCHOOL CANCELLATION AND EARLY DISMISSAL

A. When school is canceled due to weather all regularly scheduled league contests and practices are canceled. When one or two day tournaments are scheduled the Superintendent, Director of Transportation, Principal and Director of Athletics will be responsible for making the decision regarding participation based on current or forecasted situational conditions. All athletic programs must abide by this decision.

B. When school is dismissed early due to weather there shall be no after school athletic activities. This includes practices and scheduled contests/events.

C. When school has a delayed starting time this in itself should not interfere with athletic activities.

POSTSEASON DUTIES

I. SEASON SUMMARY

The season summary packet is to be completed by the head coach within fifteen days of the final contest of the season. It is to be returned to the athletic office and will be included as part of the sport file for that year.

II. EQUIPMENT

Equipment purchased with school district funds is the property of the school district and coaches are expected to assume the responsibility for the management of that equipment. Accurate records must be maintained for equipment on hand, equipment issued, and equipment not returned. Coaches are responsible for checking in new supplies and adequately marking the supplies for easy identification.

Athletes must be informed at the pre-season meeting that equipment issued to them is their responsibility and they will be held accountable for its safe return. Every effort must be made to have all equipment returned at the end of the season. It is the responsibility of the athlete to reimburse the athletic department for any equipment lost or stolen during the season. Coaches are to notify the athlete and then the parent that equipment is still outstanding. If equipment has not been returned within one week following the notices, a bill for the equipment will be sent home.

No student is permitted to take part in another sports season until all equipment obligations have been fulfilled.

III. ATHLETIC AWARDS

A. Varsity Award

1. First award – A chenille “B” letter with a sport insert or sport pin and a certificate.
2. Second and third awards – during the same year – a sport pin and a certificate.
3. Subsequent awards – a bar and a certificate.

B. Junior Varsity Award – an award patch and certificate for each season.

C. Junior High Award – an award patch and certificate for each season.

IV. VARSITY LETTER REQUIREMENTS

The Varsity “B” Award shall be presented to students who have satisfied the participation requirements listed below, completes all team obligations, finishes the season in good standing and/or receives the recommendation of the Head Coach:

A. Specific Sport Requirements:

1. Baseball/Softball
    a. Play in one-fourth of all innings played
    b. Pinch hit or pinch run in three fourths of the games played

    c. Pitch in four starts or six game appearances
2. Basketball – Participate in fifty percent of the games played
3. Cheerleading – Meet ninety-five percent of the contests and practices required
4. Cross Country
    a. Qualify for the PIAA State Championships
    b. Finish in the top 15 at District Meet
    c. Finish in the top 5 at Conference Meet
    d. Earn 100 points or run and log 2500 miles in one year
5. Football
    a. Participate in fifty percent of the quarters played, or
    b. Perform special team duties in fifty percent of the games played
6. Golf - Participate in fifty percent of the matches played
7. Gymnastics
    a. Participate in seventy five percent of the meets
    b. Score team points in seventy five percent of participated contests
8. Lacrosse -
    a. participate in fifty percent of the games.
9. Soccer – Must play in ½ of total halves played in the season.
10. Swimming
    a. Qualify for District meet
    b. Score thirty-six points
11. Track and Field
    a. Score twenty team points
    b. Qualify for District championship
12. Volleyball – Participate in fifty percent of the games played
13. Wrestling
    a. Participate in fifty percent of the matches
    b. Score thirty team points

B. Awards for managers and trainers will parallel the regular awards system.

C. Lettering criteria that pertain to all sports:

1. A student who moves from one level of competition to another will letter at the level of the highest competition, provided the student has met the combined requirements.

2. A Head Coach will have the prerogative to letter a senior who has not met the seasonal requirements for lettering.

3. Injury rule: Any student who is a starter or plays regularly and was thereafter injured may be awarded a letter, if in the Head Coach's judgment he/she would have met the lettering requirements.

4. Complete the season in good standing with the school and Head Coach.

D. It is the responsibility of the Head Coach to organize a post-season awards program and distribute the awards to his/her students.

Post-season awards programs should be conducted within two weeks of the conclusion of the Fall and Winter seasons and within one month of the conclusion of the Spring season.

V. JV AND JR. HIGH AWARDS

Junior varsity and junior high awards are given on the recommendation of the coach to all students who complete the season.

VI. SENIOR AWARDS

These awards are presented at the Senior Awards Assembly each year:

A. **Athletic Scholarship** – Awarded by the BASD to the graduating male and female senior athlete who has demonstrated exemplary leadership and accomplishment in the interscholastic sport program. The awardees shall be recommended by the varsity Head Coaches

B. **James H. Snyder Award** – A plaque is awarded annually by the Centre Daily Times to the senior male and female letter winner in any sport who has, in order of importance, a high scholastic average, the highest qualities of leadership in general school affairs, and a record of participation in non-athletic activities as well as sports. Head Coaches nominate and vote on this award.

C. **National Scholar/Athlete Award** – Awarded by the US Army Reserve to a senior male and female student athlete who have demonstrated excellence in academics and athletics. Head Coaches nominate and vote this award.

D. **Senior Athletic Awards** – A certificate and Varsity "B" Blanket, sponsored by the Bellefonte Athletic Department given to each senior athlete who participated and completed a varsity sport in their senior year.

VII. SPORT SPECIFIC AWARDS

Head Coaches have the prerogative to develop awards specific to their sport. Coaches will develop the criteria for these awards. Examples of these awards are: Most Improved, Academic Award, Most Outstanding, Hustle Award, etc.

VIII. CLINICS

Clinics are a valuable way for coaches to keep themselves updated on the most recent changes in their sport. These changes include teaching techniques, trends in strategies, ideas regarding strength and conditioning, and rule changes, etc. Clinics give coaches the opportunity to talk to people in other areas who they may not get to communicate with on a regular basis for the exchange of ideas.

All clinics are considered non-routine travel and must be sponsored by booster clubs. Clinic requests must be accompanied by a REQUEST FOR CONFERENCE, CONVENTION, OR PROFESSIONAL DAY form. Conference requests must be in the Superintendent's Office 10 days in advance of the conference and are subject to Board Policy 821.

IX. BUDGET RESPONSIBILITIES

The head coach of each sport is responsible for the accurate and timely presentation of a budget for his/her sport. A procedures memo and detailed budget form will be presented to the head coach in time to meet the athletic department deadlines as well as the district deadlines for budget presentation.

X. COLLEGE RECRUITING

Coaches are to provide assistance to athletes in their sport who have indicated a desire to participate in athletics at a post-secondary institution. All students deserve the best guidance possible in making college and/or career plans. The student/athlete belongs to a special population because the assistance he/she needs must be provided by coaches, counselors, prospective college coaches, and parents.

Videos and handbooks from Dynamite Sports, Inc. are available in the Athletic Directors office. These resources provide Division I, II, and III scholarship information, as well as discussion of the "walk-on" option.

Please be aware that collegiate recruiting personnel will contact you and the coach seeking information about BASD student-athletes. In compliance with the FERPA (Federal Educational Rights and Privacy Act), directory information about a student (name, address, phone number, honors and awards, etc.) may be disclosed to college recruiters as requested. However, if an athlete or his/her parents wish NOT to have this information given out, they may request so in writing to the BASD athletic office prior to the first day of official practice for your sport.

XI. BOOSTER CLUBS

The Bellefonte Area School District recognizes the contributions that booster groups make to the quality of a student's school life in the Bellefonte Area School District. The purpose of the booster group is to support the activities of the school district. All booster groups must adhere to the BASD Policy 915 ATHLETIC BOOSTER CLUBS. In addition to Policy 915 coaches should also be familiar with BASD Policy 229 COMMUNITY RELATIONS AND FUNDRAISING IN THE SCHOOL.

Coaches are encouraged to work with booster groups in a cooperative way and should become familiar with the BASD ATHLETIC BOOSTER CLUB HANDBOOK. Concerns and issues of members of an athletic booster group should first be directed through the coach and then the Athletic Director.

XII. DUAL RELATIONSHIP

It is possible that a coach may be asked to provide private instruction to an athlete either on a voluntary or compensatory basis. If a coach enters into such a relationship while also being in a position or potentially being in a position, to make decisions regarding that athlete's selection to a District interscholastic team or that athlete's assignment of playing time on that team, a "dual relationship" would exist. It should be apparent that such a relationship is ripe with potential dangers

for any coach. Certainly, at the very least, having such a relationship with an athlete on a private basis would leave the coach open to charges of favoritism in regard to treatment received by the athlete while a member of a District team. Therefore, such private coaching relationships – either voluntary or compensatory – are highly discouraged.

Coaches are also discouraged from coaching teams outside of the District in their sport as a conflict of interest may occur.

XIII. OPEN GYM/FIELD/POOL/TRACK OPPORTUNITIES

Coaches may work with athletes who may come under their charge in open, off-season activities. Participation in these activities must always be available to all potential athletes through communications directed to the general student body.

When open activities are scheduled for early morning, pre-school hours, coaches should have a plan in place to communicate with athletes when open-activities are canceled due to school closure or a delayed start.

XIV. CAMPS/CLINICS

Coaches may serve as staff members for camps and clinics attended by their athletes or potential athletes for which fees are charged and for which the coaches receive remuneration for their efforts. However, coaches are responsible to make clear public communication to athletes and their parents stating that attendance in any such camp or clinic will not guarantee an athlete any privilege in regard to their relationship with the coach's BASD sports team. In addition, it is recommended that BASD booster clubs assume overseeing authority for camps/clinics and only compensate coaches for their services rather than placing the coach in the primary sponsorship role.

XV. PLAYOFF POLICY

Coaches must notify the Director of Athletics ***in writing*** as to ***whether or not*** their team will participate in District VI post season playoffs. This written notification must be done at least one week prior to the cutoff date for entrance to ensure proper entry paperwork and checks can be submitted on time. Entrance to all other District VI tournaments requires the team to have a winning record at the time of entry, the coach's recommendation and Director of Athletics approval.

INJURY MANAGEMENT

I. COACHES ROLE WITHIN THE EMERGENCY ACTION PLAN

Emergency action planning is the essential key to effective management of all athletic related injuries. As we continue to develop our plans it is extremely important that all head and assistant coaches understand their roles in the management of athletic injuries.

A. PROTOCOL 1
Practices and games without Certified Athletic Training Coverage:

1. Provide appropriate First Aid.
2. Activate EMS if necessary.
3. Contact ATC as soon as possible.
4. Contact parents/guardians as soon as possible.
5. Fill out an appropriate injury report in a timely manner.

B. PROTOCOL 2
Practices with Certified Athletic Training Coverage:

1. Notify ATC of athletic injury.
2. Exercise management of the team away from injured athletes.
3. Assist ATC in activation of EMS.
4. Assist ATC with advanced emergency care upon request.

C. PROTOCOL 3
Games with Certified Athletic Training Coverage:

1. Notify ATC of athletic injury.
2. Exercise management of the team away from injured athletes.
3. Assist ATC in the activation of EMS.
4. Assist ATC with Advanced emergency care upon request.

II. ADDITIONAL RESPONSIBILITIES OF COACHES

A. All athletic teams will be provided with a fully stocked medical kit by the athletic training department. **It will be the responsibility of the head coach that each team's medical kit must be present at all practices and athletic contests (home and away). This is mandatory and vital for the successful execution of the emergency action plan.** The kit may be returned to the athletic training department to be restocked as needed.

B. The head coach is responsible for assuring the presence of each participating student-athletes insurance form. These forms must be readily accessible at all games (home and away) and practices in the event of an emergency.

C. It is now required that all coaches be trained in the use of an AED and trained in CPR.

D. All coaches should be familiar with and understand their school district's emergency action plans (EAP's) for each practice and game venue that will be used throughout their respective season.

E. Assistant coaches are required to accompany any BAHS/BAMS athlete to the emergency room, until the injured athlete is released or the coach is relieved by a Certified Athletic Trainer, AD, Parent or other qualified school district representative.

F. In the absence of the Certified Athletic Trainer, the coaches will be responsible for the care and well being of the athlete. **At no time should critical decision-making be left to the college athletic training students or high school student aides.**

G. It is the responsibility of the coaching staff to report all injuries to the athletic training staff in a timely manner. Attempts by coaches to evaluate and manage injuries other than providing First Aid and Emergency Care will not be tolerated.

H. At no time should any coach distribute or facilitate the use of medication other than individual prescription rescue medication previously registered, labeled and inserted into each appropriate medical kit by the ATC.

III. COACHES ROLE IN ATHLETIC INJURY CARE AND MANAGEMENT

A. CHAIN OF COMMAND:

A chain of command exists within all Mount Nittany affiliated school districts in relation to the eligibility of injured student-athletes. This chain-of-command is as follows: attending physician, Mount Nittany appointed ATC, coach, college student athletic trainer, and high school athletic training student aide.

B. AFFILIATED ATHLETIC TRAINING STUDENTS:

Keeping in mind the experiences which student athletic trainers have had, Mount Nittany's preceptors require that all student athletic trainers operate under direct compliance to the standards laid out by the Commission on Accreditation of Athletic Training Education (CAATE). These guidelines suggest that an athletic training student may perform duties associated with athletic training under the direct supervision of the preceptor. While operating as an athletic training student, the preceptor is required to keep the athletic training student with them at all times while performing athletic training specific tasks. At no time should the athletic training student make any decisions solely on their own regarding an athlete's plan of care, treatment protocols or return to play without the attending preceptor.

Athletic Training Student Aides Responsibilities and Regulations

A. ATSA's daily responsibilities may include assisting the ATC in the maintenance of medical kits, general first aid, taping, stretching, maintenance of water coolers and bottles, rehabilitation of athletes and specified record keeping.
B. ATSA's must be familiar with their school's emergency action plan (EAP) and understand their role by functioning as a part of the sports medicine team.
C. ATSA's will be responsible to understand and carry out the implemented EAP communication system. (ie- cell phones)
D. ATSA's will assist in the daily maintenance and organization of all rehab equipment, athletic training supplies, treatment tables, water coolers and bottles, and whirlpools etc. in an effort to keep a clean and safe environment. Each of these maintenance tasks may be a part of a closing procedure in a given athletic training room.

E. ATSA's will assist the ATC in game preparation for home events including getting water coolers and bottles/cups, ice chest with ice bags, the team medical kit and anything else necessary to cover a given event.
F. ATSA's may at no time evaluate, treat or make decisions on any athlete's status for participation.
G. ATSA's will observe and comply with all rules of confidentiality and ethical considerations regarding all athletes' personal health information as outlined by the Health Insurance Portability and Accountability Act (HIPAA).
H. ATSA's may travel to away contests with a respective team with the permission of their parents/guardians and that team's head coach, who will provide supervision. ATSA's will abide by all rules set by the head coach during travel.
I. ATSA's will introduce themselves to the opposing teams ATC and coaches at away contests. In the case of an injury, the ATC evaluates all injuries regardless of severity. Report all injuries back to the ATC in an efficient manner.
J. ATSA's (depending on school district requirements) must fill out and turn in a past medical history form, insurance form, and have parents/guardians sign them prior to each participating season.

IV. MOUNT NITTANY ORTHOPEDIC HOURS

Each athletic trainer will be responsible for covering one morning shift (8am-12pm) per week in Mount Nittany's orthopedic office. This clinical schedule is suspended during the three week period during heat acclimation and two-a-day preseason practices. Each athletic trainer can be reached anytime during their clinical hours with any concern, injury advice, scheduling for physician visits, or to report an injured athlete by cell phone (given out at the athletic trainer's discretion) or the orthopedic office number at (814) 237-4321.

V. DISTRIBUTION OF PRESCRIPTION/OTC MEDICATION POLICY

The Mount Nittany Athletic Training staff should at no time have in their procession or distribute prescription medication other than those provided to them by a parent, guardian or athlete for the purposes of treating a potentially hazardous medical condition.

The Mount Nittany athletic training staff may not possess or distribute over the counter medications other than topical agents used to prevent infection and promote healing of wounds. An athletic training staff member may possess and distribute over the counter medications provided to them by a student's parent/guardian for the treatment of a potentially hazardous medical condition.

VI. SPECIAL MEDICAL CONSIDERATIONS AND RESCUE MEDICATION

Special medical considerations are health-related concerns of athletes that can affect their performance and may cause the need for an emergency response action to be taken ranging from

rescue medication to advanced medical assistance. Rescue medication enables an athlete with a SMC to recover and aid in the return to baseline for a given condition.

VII. EVENT AND NON-EVENT DAYS COVERAGE

In the event of a conflict due to simultaneous scheduling of events, the certified athletic trainer, in consultation with the District's athletic director, will determine priority coverage. During the term of the agreement weekly athletic training services will be provided as defined in Table I.

Table I

Sunday	No Coverage
Monday	Event coverage, practice coverage until 7:00pm
Tuesday	Event coverage, practice coverage until 7:00pm
Wednesday	Event coverage, practice coverage until 7:00pm
Thursday	Event coverage, practice coverage until 7:00pm
Friday	Event coverage, practice coverage until 7:00pm
Saturday	Event Coverage

Priority of Event Coverage and Level of Care Guidelines

All attempts will be made by the athletic training staff to provide athletic training coverage for all home events as well as away varsity football games in their entirety. Priority of athletic training event coverage will be determined by the athletic trainer(s) and the athletic director. In the event of multiple home event coverage on any given day, the certified athletic trainer, in consultation with the athletic director, will provide coverage consistent with the protocols determined in cooperation with the school district's team physician. A coverage schedule will be prepared by the Sports Medicine Team for the district's fall, winter and spring sports programs in accordance with the predetermined priority of care. The schedule will establish coverage arrangements for selected interscholastic teams and events and is included in each school district's Athletic Training Services Agreement Contract. Identification of coverage and the scope to which it will be provided will be based on the following level of care:

Level I Direct on-site sports medicine coverage by the certified athletic trainer, team physician or physician assistant

Level II Direct on-site coverage by the certified athletic trainer

Level III On-site coverage by the certified athletic trainer

Level IV Off-site consultation by the certified athletic trainer

See each school district's "Athletic Training Services Agreement" for each individual sports level of care with regard to priority of event coverage.

VIII. CONCUSSION VITAL SIGNS BASELINE TESTING (CVS)

CVS is a valid, reliable neuropsychological test that can be given as a baseline or post-concussion test. These tests are made available and administered by our Mount Nittany athletic training staff at Bellefonte Area School District. This test serves as an objective tool for properly diagnosing and managing sports-related mild traumatic brain injuries (concussions). Mount Nittany affiliated ATC's will schedule and administer CVS baseline testing prior to each sports season for student-athletes. (See Concussion Management: Protocol)

IX. COMPLIANCE WITH ATHLETIC TRAINING PROTOCOLS

It is the responsibility of all head, assistant and volunteer coaches to be familiar with and comply with all Mount Nittany protocols as they relate to the certified athletic trainer's care and management of all sports medicine injuries and special medical considerations.

X. ATHLETIC TRAINING ROOM FACILITY HOURS

The Athletic Director, coaches and student-athletes should be aware of the Certified Athletic Trainers preseason and season hours which should be given out during each preseason coaches meeting. These hours will meet with those hours outlined in the Mount Nittany Athletic Training Services Agreement for each affiliated school district. It is also important to have hours posted in the training room, so that the athletes may be aware. In the event any changes to this schedule are made it is the responsibility of the certified athletic Trainer to communicate these changes to the Athletic Director in a timely manner.

XI. PRIORITY OF TEAM TREATMENT AND CARE

The Mount Nittany athletic training staff will provide treatment and care to our affiliated school districts student athlete population by the following priority:

A. In-season student athletes
1. Varsity**-** Full treatment and care
2. JV- Full treatment and care
3. 9th Grade- Full treatment and care
4. Middle School- Full treatment and care

B. Out-of-season student athletes injured during a preceding season
Secondary priority, full in-house treatment and care until complete

C. In-season student athletes injured in non-school sponsored events
First aid care, injury consultation and refer out until cleared to return to athletics. Treatment and care may continue as directed by physician or other allied health care professionals for the purposes of participation in school-sponsored events.

D. Out-of-season student athletes injured in school-sponsored IM open gym
First aid care, injury consultation and refer out until cleared to return to athletics. Treatment and care may continue as directed by physician or other allied health care professionals for the purposes of participation in school-sponsored events.

E. Intramural student athletes (including weight room)
Life and limb saving care only when absolutely necessary. These athletes are not covered under Mount Nittany's Service Agreement.

F. Student-athletes who suffer a non-athletic related injury
First aid care, injury consultation and refer out for all treatment and care.

G. Club sport student athlete
Life and limb saving care only when absolutely necessary. These athletes are not covered under Mount Nittany's Service Agreement.

XII. LIGHTNING SAFETY PROTOCOL

Lightning is consistently one of the top three causes of weather-related deaths in the United States each year. Approximately 100 people are killed each year, while hundreds of others are injured secondary to lightning strikes. The purpose of this policy is to prevent the risk of injury from a lightning strike to our athletes, coaches, officials, umpires, athletic trainers, game managers, and fans. The guidelines presented in this policy pertain to all outdoor activities as well as indoor swimming activities (NATA, 2000).

Chain of Command

- The Athletic Director will monitor local storm systems via radio, television, weather app or internet and will notify the Sports Medicine team of any severe storm watches or warnings for both competition and practices.

During Competition

- A certified Athletic Trainer or Game Manager will actively monitor the weather using a weather app, such as WeatherBug, determine the distance of lightning, notify coaches and officials of threatening conditions, and recommend suspension of activity.
- The game officials at all competitions will be responsible for suspending play in dangerous conditions.

During Practices

- A certified Athletic Trainer will actively monitor the weather using a weather app, determine distance of lightning, notify coaches of threatening conditions and suspend activity for any lightning within 8 miles.
- In the absence of a certified Athletic Trainer, the head coach assumes the responsibility to monitor and suspend activity in dangerous conditions using either a weather app or the "Flash to Bang" Method.

Criteria for Suspension of Activity

The use of a weather app or the "Flash To Bang" method will be used to detect imminent danger and determine suspension of activity.

Flash to Bang Method

1. Begin counting when a lightning strike is sighted
2. Stop counting once the associated thunder is heard
3. Divide the number of seconds by 5 to determine the distance in miles to the lightning strike

Example: A count of 30 seconds is obtained from the time a lightning strike is seen until a clap of thunder is heard. Thirty divided by five equals six, which indicates that the lighting strike was six miles from the observer at the time it was sighted

***ACTIVITY WILL BE SUSPENDED FOR LIGHTNING WITHIN 8 MILES OR AT A COUNT OF 30 SECONDS OR LESS.**

Resumption of Activity

Activity may resume **30-**minutes after the **last** lightning strike

- The 30-minute clock is to be reset each time a lightning strike is observed.
- Game officials will be responsible for monitoring the 30-minute wait period during competition
- A certified Athletic Trainer or Head coach is responsible during practices to monitor the 30 minute wait period

Lightning Safe Locations

Each school district's emergency action plan will identify "lightning safe locations" for each athletic venue. These lightning safe locations will serve as a safe shelter for all student athletes participating at a given athletic venue. A safe shelter should be a fully enclosed substantial building which has plumbing, electric wiring, and telephone service. Locker-rooms would be an unsuitable shelter since lightning can travel through plumbing lines.

XIII. COLD WEATHER SAFETY PROTOCOL

Cold injuries are a common result of exposure to cold environments during physical activity or occupational pursuits. The occurrence of these injuries depends on the combination of 2 factors: low air or water temperatures (or both) and the influence of wind on the body's ability to maintain a normothermic core temperature, due to localized exposure of the extremities to cold air or surfaces.

Criteria for Suspension of Activity

The following guidelines can be used in planning activity depending on the wind-chill temperature. Conditions should be constantly reevaluated for change in risk, including the presence of precipitation:

30 F and below – be aware of the potential for cold injury and notify appropriate personnel of the potential.

25 F and below – provide additional protective clothing, cover as much exposed skin as practical, and provide opportunities and facilities for re-warming.

15 F and below – consider modifying activity to limit exposure or to allow more frequent chances to rewarm.

0 F and below – consider terminating or rescheduling activity.

XIV. EXERTIONAL HEAT ILLNESSES

Heat illness is inherent to physical activity and its incidence increases with rising ambient temperature and relative humidity. Proper hydration and rest breaks are key to prevention of heat related illnesses.

Guidelines for Hydration and Rest Breaks

Wet Bulb Globe Temperature Guidelines

WBGT	Activity & Rest Break Guidelines
Under 82℉	Normal activities: provide >3 separate rest breaks per hour (3 min. duration)
82.0-86.9℉	Use discretion for intense or prolonged exercise. Watch at risk players carefully. Provide >3 separate rest breaks per hour (4 min duration)
87.0-89.9℉	Maximum practice time: 2 hours. Football: helmet, shoulder pads and shorts only during practice. All protective equipment to be removed for conditioning activities. All sports: provide >4 separate rest breaks per hour (4 min each)
90.0-92.0℉	Maximum practice length: 1 hour. No protective equipment may be worn during practice time and no conditioning activities are allowed. Must be 20 min of rest Breaks provided during hours of practice.
Over 92.1℉	No outdoor workouts, cancel exercise, delay practice until a cooler WBGT

XV. RETURN TO ACTIVITY PROCEDURE

Any student athlete under the direct medical care of a Mount Nittany certified athletic trainer, physician, or other medical professional must meet predetermined criteria in order to return to activity in his or her sport.

Medical criteria will be subject to specific injury protocols set forth by the school district's supervising physician and enforced by the certified athletic trainer. In the event a student athlete is referred to or individually seeks medical consultation by a physician or other allied health care professional, the student athlete must present a written release from that medical professional in order to return to his or her sport. This written release should include any restrictions, instructions, or recommendations

made by the physician or allied health care professional to be followed by the student athlete and enforced by the certified athletic trainer. Without this written release, the student athlete is not permitted to participate in any athletic events or practices. Once the proper written approvals have been obtained by the overseeing medical professional and passed on to the certified athletic trainer, the student athlete will be cleared to participate in his or her sport.

In the event the student athlete is under the care of a Mount Nittany certified athletic trainer without direct treatment from a physician or other allied health care professional, return to activity is at the discretion of the certified athletic trainer. The proper documentation of treatment and progress made by the student athlete will be completed by the certified athletic trainer. Once all return to activity criteria is met, the student athlete will be released to his or her sport by the certified athletic trainer.

It will be the responsibility of the coaches to enforce this policy. If a coach has knowledge of an injured student athlete attempting to participate in an event or practice without proper medical clearance, the coach should remove the student athlete from activity until proper written clearance is obtained.

The Mount Nittany certified athletic trainer has the authority to remove an athlete from activity if he or she is not medically cleared, or a physician or other medical professional's instructions and/or rehabilitative responsibilities are being neglected.

All final return to play decisions will be made in cooperation with the team physician and the certified athletic trainer.

MOUNT NITTANY HEALTH

Mount Nittany Physicians Group - Orthopedics
Orthopedics: (814) 237-4321
Athletic Training Room: 355-4833 ext. 8161
athletictrainer@basd.net

XVI. ADHERENCE TO FERPA REGULATIONS

Pre- participation physical exam materials may be shared with other BASD employees and offices. The Certified Athletic Trainer will not release medical records or injury information without the consent of the athlete (over 18 years of age) or parent/guardian.

XVII. ADHERENCE TO HIPPA REGULATIONS

Information pertaining to an athlete's injury may be released to coaches from athletic trainers/physicians on a limited basis; for example:

- Whether an injury occurred
- What body part was involved
- What limitations are imposed on the athlete's participation

Any questions from media sources regarding an athlete's health should be referred to the athletic trainer.

COACH/ATHLETE/PARENT RELATIONS

I. INTRODUCTION

An effective working relationship with the "athletic triangle" of coach, athlete and parent benefits the quality of each experience with the athletic endeavor and contributes significantly to the success of the entire team. Establishing this relationship requires that each of the three individuals understands his/her role in the process and communicates openly and honestly with the other persons.

To open the communication channels the coaching staff is responsible for staging a pre-season orientation meeting at which time they will cover topics such as the following:

A. Introductions and related background experiences of the coaching staff and program support staff.

B. General plans for the upcoming season.

C. PIAA, district, school, department and team philosophies, procedures, rules and expectations as covered in the BASD Athletic Handbook and team handouts.

D. Locations and times of practices and competitions.

E. Helpful tips on how parents can best support their child during the season.

F. How best to reach the coach by phone or email and a confirmation of how to best reach each parent.

Athletes and their parents are responsible for asking questions to clarify understanding of the topics discussed at the meeting or introduced in any other printed material such as the "Athletic Handbook", confirming address, phone and email information; and for informing the coaches of any expected conflicts in the schedule.

With this foundation in place, it is anticipated that two-way or three-way communication between any of the parties can easily and respectfully be conducted throughout the season about a variety of

topics. However, the most critical time for the working relationship to be employed is when a concern or conflict arises about an expectation or a previous understanding.

II. TOPICS APPROPRIATE FOR DISCUSSION

A. The athlete's academic performance.
B. The athlete's behavior in school, with the team or in the general public as it pertains to the team's reputation.
C. The athlete's role on the team.
D. The application of PIAA, district, department and team philosophies, procedures, rules and expectations to an athlete.
E. Suggestions to improve an athlete's acquiring of skills, knowledge and attitudes relevant to the sport.
F. Information about recruiting and recommendations about an athlete's suitability for play at different collegiate levels.
G. Management of injuries incurred by the athlete.

III. TOPICS NOT APPROPRIATE FOR DISCUSSION

A. Other player's roles on the team.
B. Selection, placement and determination for playing time of personnel.
C. Establishment and enforcement for all guidelines and training rules related to the activity.
D. Appointment of practice times, dates and procedures.
E. Preparation and execution of all travel arrangements for the team.
F. Creation and enactment of competition strategies.
G. Management of all awards.

In a time of question or conflict concerning an appropriate topic, the following procedures are to be followed in attempting to reach a resolution to the problem:

IV. RESOLUTION

A. Avoid telephone and email discussions if possible. Speak face-to-face with the other individual(s) so that the most complete communication takes place.

B. The first level of contact should always be between the athlete and coach at a time other than during an actual practice or competition. Speaking privately in the coach's office or in a place away from other team members is preferred.

C. If the problem is not resolved at this primary level meeting, a conference among the coach, athlete and parent is in order. However, never attempt to confront a person immediately before or after a practice or contest to discuss the matter; always call or email to set up an appointment. If a coach cannot be reached in this manner, contact the Athletic Director for assistance in reaching him/her.

D. If resolution is not gained after this conference, contact the Athletic Director for his/her input as to how to proceed. He/she will give due process and consideration to all of the involved parties while attempting to bring the matter to a reasonable resolution.

ATHLETIC APPEALS PROCESS (NOT RELATED TO PARTICIPATION)

I. INTRODUCTION

Each student-participant shall have the right to an appeal and hearing of a decision made by the coach and administrative staff. It is preferable that problems be solved by the persons involved in the appeal and that the Athletic Appeals Board not be asked to rule on such problems until all efforts by the parties involved have been exhausted.

II. INITIATION OF AN APPEAL

A. Declaration of Appeal

The student athlete must submit in writing to the Director of Athletics a request for appeal no later than 14 days after the day on which the incident occurred. Failure to comply with the time limit will result in automatic denial of the appeal.

B. Informal Discussion

After the written request has been submitted to the athletic administrator, there shall be an informal discussion by the person appealing a decision and the person who made the decision that is being appealed in an attempt to resolve the problem.

C. Informal Meeting

If the appeal is between a student athlete and a coach, the parties involved shall meet informally with the athletic director in an attempt to reach an agreement.

D. Formal Appeal

If a settlement cannot be reached informally, the appeal shall be filed with the chairperson of the Athletic Appeals Board.

E. Formal Hearing

A. When possible, a hearing shall be conducted within 14 days of the receipt of the request. If the 14-day schedule cannot be met, the hearing shall be held at the earliest possible date thereafter.
B. Both individuals involved in the appeal shall be present at the hearing to present their cases and to refute invalid information, which might be presented by the other party.
C. After each party involved in the appeal has presented her/his case, members of the Appeals Board shall meet in private to render a decision.
D. The parties involved shall receive, in writing, the decision of the Appeals Board within ten (10) days of the completion of the review.

DENIAL OF PARTICIPATION IN ATHLETIC ACTIVITIES

I. SUSPENSION/APPEALS PROCEDURE

The following regulations shall be observed in the administration of the athletic program:

General
General rules shall be developed that are consistent for all athletic organizations. In addition to these general rules, each coach may develop additional rules for his/her sport. These rules must be on file in the Athletic Administrator's Office. Students and parents must be notified in writing of both general rules and the specific rules of the sport by the coach.
The coach in consultation with the Athletic Director and Principal is responsible to administer reasonable disciplinary action for violation of all specified rules including suspension from the sport for a temporary period or removal from the team altogether.
Violation of athletic general rules may result in immediate suspension or removal from the team by the coach. In response to violations of general rules, the coach must follow the procedures outlined below.
Violation of the coach's specific rules may result in suspension from the sport only; before denying participation in the sport, the coach should communicate with the parents, discuss the situation with the student and administer lesser forms of disciplinary action.

II. TEMPORARY DENIAL OF PARTICIPATION

Temporary denial is defined as any suspension less than a permanent denial of participation.

When a coach or Administrator denies participation for a student member of a team, the student must be informed of the intended action by completing form 1-DP. When the student is denied participation, the coach/advisor must complete form 2-DP.

The student may appeal the denial of participation within 72 hours of the action to the Bellefonte Area School District Athletic Appeals Committee. Such appeal deliberation must be conducted within 24 hours after the appeal is received, unless an extension in the time is granted by mutual agreement.

Procedures for conducting the appeal hearing are as follows:
The principal shall serve as chairperson of the appeals committee.
The coach or Athletic Administrator who is denying participation will present reasons for the denial.

The student and/or parents may then present evidence or reasons why the student should not be denied participation.

The student has the option of being represented at the appeal hearing; however, the hearing is not a legal process.

The appeal committee shall make its decision within 24 hours of the hearing to uphold, modify or repeal the denial of participation.

During the appeal process the student shall not participate with the organization.

The decision of the appeal committee will be based upon generally accepted parliamentary procedures with a majority vote of the members of the appeal board necessary to uphold disciplinary action.

The appeal committee is responsible for notifying the student in writing of its decision and the reasons for the decisions by using form 3-DP. A copy of the report shall go to the principal, the coach and the superintendent.

There is no school-based provision for appeal beyond the committee in the case of temporary denial of participation in athletics.

III. PERMANENT DENIAL OF PARTICIPATION

If a student is to be permanently denied participation in extracurricular activities, the coach or Athletic Administrator shall notify the student in writing on form 4-DP.

If the student or parent requests a hearing concerning the possible permanent denial, the athletic appeals committee will conduct a hearing with the coach and student. If the student attends such a hearing, the steps outlined above shall be observed in conducting the appeal. However, at the conclusion of the hearing, the committee shall prepare a written recommendation. It is then the responsibility of a building-level principal to uphold denial, modify or reinstate the student to the athletic program. If the building-level principal modifies or reinstates the student a written rationale shall be presented.

A building-level principal is responsible for evaluating the report of the committee and rendering a decision within 24 hours after receipt of the report.
The building principal shall then notify the student's parent/guardian, the student's coach, the committee and the Superintendent of his/her decision in writing by using form 5-DP.

PIAA PHILOSOPHY

I. PIAA ATHLETIC PHILOSOPHY

It is unconscionable that a school or any of its professional employees would subvert the high purposes of interscholastic athletics by condoning any violation of the rules which is inimical to the intent of the By-Laws. To involve boys and girls in any procedure or practice which "gets around the rules" is unworthy of a professional person associated with athletics.

II. PIAA ATHLETIC COURTESY

Athletics should foster clean sports. It is the privilege and duty of every person connected with athletics to exemplify these principles in his/her own actions and earnestly advocate them before others.

A. The rules of the game are to be regarded as mutual agreements, the spirit or letter of which no honorable person would break. The stealing of advantage in sport is theft.
B. No advantages are to be sought over others except those in which the game is understood to show superiority.
C. Unsportsmanlike or unfair means are not to be used even when they are used by opponents.
D. Visiting teams are to be honored guests of the home team, and should be treated as such.
E. No action is to be taken nor course of conduct pursued which would seem unsportsmanlike or dishonorable if known to one's opponent or the public.
F. Remember that a student spectator represents his/her school the same as does the athlete.
G. Any spectator who continually evidences a poor sense of fair play should be requested not to attend future contests.

H. Decisions of officials are to be abided by, even when they seem unfair.
I. Officers and opponents are to be regarded and treated as homes in intention. In games when opponents conduct themselves in an unbecoming manner, and when officers are manifestly dishonest or incompetent, future relationships with them should be avoided.
J. Good points in others should be appreciated and suitable recognition given.
K. The practice of “booing” is regarded as discourteous and unsportsmanlike

III. PIAA ETHICS PERTAINING TO HIGH SCHOOL ATHLETICS

The Code of Ethics Pertaining to High School Athletics is to be regarded, not only as recommendations, but as rules governing the conduct of schools, the coach, officials, athletic directors, principals, and the public.

Section 1. **The School should:**
- A. Conduct itself in a sportsmanlike manner.

Section 2. **The Coach should:**
- A. Have a fair, unprejudiced relationship with players.
- B. Teach athletes to win through legitimate means only. Striving to win at any cost is distinctly unethical.
- C. Give opponents full credit when they win.
- D. Control his/her temper.
- E. Discourage profanity and obscene language at all times.
- F. Recommend the use of competent officials and support their decisions. He/she should not criticize the actions or decisions of officials before players or spectators.
- G. Counteract unfounded rumors of questionable practices by opponents. To establish the truth or falsity of these rumors he/she should refer them directly to the authorities of the school concerned.
- H. Not solicit players from other schools.

Section 3. **The Official should:**
- A. Have a thorough preparation in the current rules and approved officiating techniques of the game.
- B. Be physically fit and mentally alert.
- C. Have a neat, distinctive uniform.
- D. Report for duty at least 30 minutes before the time of the game.
- E. Honor all agreements.
- F. Control his/her temper at all times.
- G. Call them as he sees them.
- H. Make clear any interpretations and announcements.
- I. Not discuss plays or players of a team with any of their future opponents.

Section 4. **The Athletic Director should:**
- A. Arrange only schedules which are educationally and physically sound for the athlete.
- B. Have a definite and mutual understanding with other athletic directors regarding officials.
- C. Treat visiting teams and officials as guests.

D. The Athletic Director and the community should cooperate in developing a wholesome athletic program.

Section 5. **The Principal should:**

A. Be honest in certification of players, refusing certification of a player where a lack of thoroughly reliable information makes possible his/her ineligibility.
B. Endeavor to foresee possible misunderstandings with other schools and as far as possible settle them before they materialize.
C. Pass on to another school's officials any seemingly authentic information which call in question the eligibility of any of their players.
D. Encourage the school's support of its teams, but never at the expense of friendly relations.

Section 6. **The Public should:**

Realize that gambling and drinking in connection with athletic contests are detrimental to the best interests of athletics and the standards which the P.I.A.A. is endeavoring to foster.

PIAA SEASON AND OUT-OF-SEASON RULES AND REGULATIONS

I. ADHERENCE AND ENFORCEMENT

The initial responsibility for adherence to and enforcement of the P.I.A.A. by-laws by the member "Bellefonte Area School District" and their students and other personnel rests with the principal of each school. However, all athletics Department employees are bound to conduct themselves in accordance with the by-laws and earnestly advocate them before others.

The P.I.A.A. Handbook, including all of the by-laws, is available at www.piaa.org or in text form in the athletic office. All coaches are encouraged to become familiar with matters related to their duties.

NCAA DIVISION I OR II AND NAIA ELIGIBILITY REQUIREMENTS

I. INFORMATION

Information regarding current NCAA eligibility standards are available on-line at the following sites:

- www.ncaa.org
- www.naia.org

In addition, the Athletic Director or guidance office can provide details about collegiate eligibility, recruiting and the N.C.A.A. clearinghouse

PROCEDURE FOR EVALUATION OF COACHES IN THE BELLEFONTE AREA SCHOOL DISTRICT INTERSCHOLASTIC ATHLETIC PROGRAM

I. PURPOSE OF EVALUATION

Individuals involved in activities of high public visibility can expect to be continually evaluated. Peers, athletes, parents, reporters and fans all may assess a coach's performance. It is the

purpose of the athletic department's formal evaluation to identify in each coach effective performance and areas for further growth. This process is altogether in keeping with the role of the interscholastic program within the educational framework of the Bellefonte Area School District.

II. EVALUATOR(S)

Head coaches at the varsity level will be evaluated by the Athletic Director. The assistant coach(s) will be evaluated by the head coach of that particular sport. Jr. High head coaches will be evaluated by the varsity head coach of that particular sport. Jr. High head coaches will be responsible for evaluating assistant Jr. High coaches of their sport.

III. PERFORMANCE CRITERIA

Each coach will be assessed in the areas of skills, knowledge, performance, self and team management, administration, and leadership and communication skills. Professional and personal performance standards are identified in the BASD Coaches' Handbook, the P.I.A.A. By-laws, and each sport federation and league rules. A varsity head coach's evaluation will be based on observations by the Athletic Director and other related data gathered during the season. An assistant varsity coach's evaluation and a head Jr. High coach's evaluation will be based on observations by the head coach of that sport as well as other related data gathered during the season. A Jr. High assistant coach's evaluation will be based on observations by the head Jr. high coach of that sport as well as other related data gathered during the season.

IV. EVALUATION TOOL

The evaluation form used to evaluate coaches in the BASD athletic program is located on the coaches corner website.

V. EVALUATION SCHEDULE

Every coach will be formally evaluated every year. These steps in the process will be followed:

A. A pre-season evaluation meeting for all head, assistant and Jr. High coaches will be scheduled approximately two weeks prior to the first legal starting date for the sports season in which the coach is being evaluated.
B. Within two weeks after the season concludes, the head coach should meet with the assistant(s) to discuss his/her assessment of the assistant's performance. The evaluation form will be signed by the assistant coach and the head coach.
C. Within four weeks following the season, including post-season play, an individual post-evaluation conference will be held between the head coach and the Athletic Director. At that time the Athletic Director's assessment of the head coach will be shared. Also the Athletic Director and head coach will discuss assessment of the assistant's performance. The evaluation forms will be signed by the Athletic Director and the head coach. Copies of all documents will be forwarded to the HS Principal and then the Superintendent for final approval.where they will become part of the coaches file.

VI. OUTCOMES OF EVALUATION

Coaches deemed "Satisfactory" in all areas of performance will have their names recommended to the board of school directors for contract renewal.

A coach who has received “major areas in need of improvement” will have his/her name recommended to the board, provided an understanding can be reached in areas where improvement is suggested. When an area for improvement of a head coach is identified, the Athletic Director will work with the coach to address the concern through a planned course of action. When an area for improvement of an assistant coach is identified, the head coach will work with the assistant to address the concern through a planned course of action.

A coach who has received an “Unsatisfactory” rating will be recommended for termination in that sport. The principal shall approve and sign all evaluation forms with an “Unsatisfactory” rating on them.

VII. APPEAL PROCEDURE

After the final evaluation meeting, if a coach is not in agreement with the assessment, the following steps must be taken. The action taken by the coach may be terminated at any step. Any action taken must be imitated within a ten day period of the post-evaluation meeting.

Step 1- The coach will prepare a written statement identifying the areas of the evaluation in which there is no agreement. Duplicate copies, signed by the coach and the evaluator(s) will become part of the evaluation record and submitted with the evaluation form to the principal.

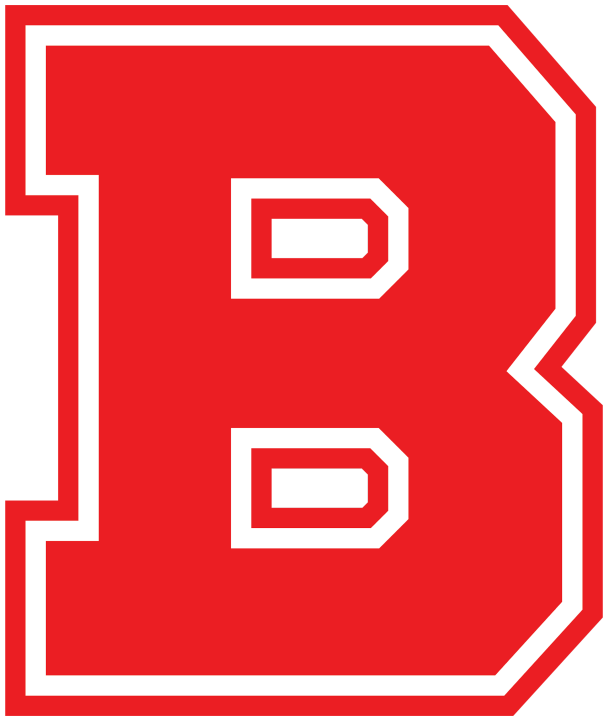
Step 2 - The coach may request a meeting with the principal and the evaluator(s) to review the evaluation. Minutes of this meeting, signed by the participants, will be prepared in duplicate. One copy will be attached to the evaluation records; the second is for the coach’s records.

Step 3 - Step 3 will be a duplication of Step 2 but involving the Superintendent. The Superintendent and the Athletic Director will make the final decision regarding the evaluation.

EQUAL OPPORTUNITY

The Bellefonte Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, age, creed, religion, gender, sexual orientation, gender identity, ancestry, national origin or disability in its activities, programs, or employment practices as required by Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1975, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990 and the Pennsylvania Human Relations Act.

Information relative to special accommodations, grievance procedure and designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained either by contacting our Human Resources Department at 814-355-4814 ext 3002 or by emailing hruser@basd.net or by contacting the office of Superintendent at 355-4814, Ext. 3005



2026-2027

BELLEFONTE AREA SCHOOL DISTRICT

STUDENT ATHLETE HANDBOOK

BELLEFONTE AREA SCHOOL DISTRICT
STUDENT ATHLETE HANDBOOK

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Travel Release
BAHS Absentee Form

BELLEFONTE AREA SCHOOL DISTRICT
STUDENT ATHLETE HANDBOOK

INTRODUCTION

To the parent:

This material is presented to you because your son or daughter has indicated a desire to participate in athletics and you have expressed your willingness to permit her/him to participate. The Bellefonte Area School District believes that participation in athletics provides a wealth of opportunities and experiences which assist students in personal development.

A student who elects to participate in athletics is voluntarily making a choice of self-discipline and self-denial. These are reasons the Bellefonte Area School District places such stress on good training habits. Failure to comply with the rules of training and conduct could mean exclusion from the activity. This concept of self-discipline and self-denial is tempered by our responsibility to recognize the rights of the individual within the objectives of the team. There is no place in high school athletics for students who will not discipline their minds and bodies for rigorous competition.

It is the role of the Bellefonte Area School District to make rules that govern the spirit of competition for these activities. These rules need a broad basis of community support, which is achieved only through communication to the parent. It is our hope to accomplish this objective through this publication for students and parents.

To the participant:

Being a member of a Bellefonte Area School District athletic team is a fulfillment of an early ambition for many students. The attainment of this goal carries with it certain traditions and responsibilities that must be maintained. A great tradition is not built overnight; it takes the hard work of many people over many years. As a member of an athletic program of the Bellefonte Area School District, you have inherited a wonderful tradition, which you are challenged to uphold.

Our tradition has been to succeed with honor. We desire to succeed, but only with honor to our participants, our schools and our community. Such a tradition is worthy of the best efforts of all concerned.

It will not be easy to contribute to such a great tradition. When you represent the Bellefonte Area School District, we assume that you not only understand our traditions, but also are willing to assume the responsibilities that go with them. However, the contributions you make should be a satisfying accomplishment to you and your family.

A. **Responsibilities to Yourself:** The most important of these responsibilities is to broaden and develop strength of character. You owe it to yourself to derive the greatest benefit from your high school experiences. Your academic studies, and your participation in athletics, prepare you for your life as an adult.

B. **Responsibilities to Your School:** Bellefonte Area School District cannot maintain its position as having outstanding schools unless you do your best in the activity in which you are engaged. By participating to the maximum of your ability, you are contributing to the reputation of your school.

C. **Responsibility/Commitment of the Community:** You assume a leadership role when you are participating in athletics. The student body and citizens of the community know

you. You are on stage with the spotlight on you. The student body, the community and other communities judge our schools by your conduct and attitude, both on and off the field. Because of this leadership role, you can contribute significantly to school spirit and community pride. Make Bellefonte proud of you and your community proud of your school, by your consistent demonstration of these ideals.

D. **Responsibility to Others:** As an athletic participant, you also bear a heavy responsibility to your home. If you give your family, friends and community members something to be proud of, you will have measured up to the ideal. When you know in your heart that you have lived up to all of the training rules, that you have performed to the best of your ability everyday and that you have performed at your highest level, you can maintain your self-respect and your family can be justly proud of you. The younger students in the Bellefonte Area School District are watching you. They will copy you in many ways. Do not do anything to let them down. Set good examples for them.

"In a situation where provisions of the athletic handbook contradict school board policy, the board policy shall prevail."

BELLEFONTE AREA SCHOOL DISTRICT POLICIES

I. DISTRICT MISSION STATEMENT

It is the mission of the Bellefonte Area School District to educate all of our students in a learning environment that prepares them to meet life's challenges. *(BASD Policy 101)*

II. ATHLETIC PROGRAM MISSION STATEMENT

Athletics promotes student commitment to an important activity, self-discipline, good citizenship, team membership, the search for personal excellence, self-worth, important decision making and a commitment to the principles of good health and fitness.

III. ATHLETIC PHILOSOPHY

Athletics are an important part of the total school program which works in conjunction with other educational experiences to provide students with the environment and opportunity to develop as better citizens. This opportunity is a privilege that carries with it responsibilities to the school, to the sport, to other students, to the community and to the athletes themselves. These experiences contribute to the development of learning skills and emotional patterns that enable the student to achieve maximum benefit from his or her education. While participation is to be encouraged, it should be regarded as a privilege to compete for the school and excessive praise and awards should be discouraged.

BASD believes that the athletic program should be an extension of the district's academic ideals that emphasizes teamwork, self-discipline, hard work, and communication skills. Students will be given as equal a basis as is practicable and without discrimination, in accordance with law and regulations. Additional information regarding the District's policy on Interscholastic Athletics on the School Boards webpage or by contacting the BAHS office.
(BASD Policy 123)

IV. CO-CURRICULAR ACTIVITIES

The Board believes that the goals and objectives of this district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside of the school. All learning experiences offered by the schools of this district, curricular and co-curricular, should be planned and integrated toward the attainment of the district's objectives. *(BASD Policy 122)*

V. PARTICIPATION IN EXTRACURRICULAR PROGRAMS

The Board requires equal opportunity for every student of the district. In every way possible, this policy must communicate that each student has equal access to every program of the school.

It is understood that elections, tryouts, and auditions are necessary for an organization whose numbers of participants must be limited. It is also understood that criteria for selection must apply to all candidates. *(BASD Policy 232.1)*

DIVISION OF SKILL- ATHLETICS

JUNIOR HIGH TEAMS

Junior High teams are available for 7th, 8th, and 9th graders. Gaining experience through training and play should be paramount, not the win/loss record. At this level of play, the focus is on learning athletics skills, game rules, fundamentals of team play, social-emotional growth, physiologically appropriate demands on the adolescent body, healthy competition, sportsmanship and having fun.

JUNIOR VARSITY TEAMS

The roster will be made up of Freshman, Sophomore and Juniors. Seniors with limited playing experience may be permitted to play at the JV level at the discretion of the coach with approval of the Athletic Director. This level of competition has an increased emphasis upon team play, physical conditioning, and refinement of basic skills. Although being successful on the JV level is important, winning is not the sole objective. This is the level at which the athlete displays his/her readiness for the execution of skills at game speed. Athletic abilities, commitments, and positive attitudes will be rewarded and tested in competitive game situations.
An attempt will be made to allow as many participants as possible to play but not all will play equally. At the JV level, playing time will be based on the degree of effort, skill improvement, sportsmanship, and ability to compete and execution of skills at game speed demonstrated by the student athlete in practice and games.

VARSITY TEAMS

Varsity competition is the culmination of each sport program. Normally, Juniors, and Seniors make up the majority of the roster. Occasionally, a sophomore and infrequently, a freshman may be included on the team, provided that evidence of advanced levels of physical development, athletic skill, and appropriate social-emotional development are demonstrated.

The number of participants on any given team is a function of the number needed to conduct an effective and meaningful practice and to play the contest. It is vital that each team member have a role and be informed of its importance. The number of roster positions is relative to the student's acceptance of their individual roles in pursuit of the team's goals. While contest participation over the course of a season is desirable, a specified amount of playing time at the varsity level is never guaranteed. It is the coach's responsibility to make clear to the student athlete what his/her role is on the team.

A sound attitude and advanced level of skill are prerequisites for a position on a varsity team, as is the realization that a varsity sport requires a six-day-a-week commitment. This commitment is often extended into vacation periods for all sports seasons and the dedication and commitment needed to conduct a successful program should be taken seriously.

VI. ATHLETIC GOALS AND OBJECTIVES

Our Goal - The student-athlete shall become a more effective citizen.

The student shall learn:

A. To work with others - In a democratic society a person must develop self-discipline, respect for authority, and the spirit of hard work and sacrifice. The activity and its objectives must be placed higher than personal desires.

B. To be successful - Our society is very competitive. We do not always prevail, but we succeed when we continually strive to do so. You can learn to accept defeat only by striving to succeed with earnest dedication. Develop a desire to excel.

VII. ATHLETIC PROGRAM BELIEFS

- BASD believes that students are our highest priority.
- BASD believes that dignity, and self-esteem of participants should be paramount in all activities.
- BASD believes the most important result of competition is the development of life-long values and skills.
- BASD believes the athletic program is an integral part of the educational experience.
- BASD believes winning is an attitude resulting from optimum preparation, concentrated effort and a deep commitment to excel.
- BASD believes well-designed athletic programs promote community and school pride.
- BASD believes open communication and mutual respect among coaches, parents and athletes provide the foundation of a successful athletic program.
- BASD believes morale, satisfaction and performance are enhanced when participants work together as a team.
- BASD believes well qualified coaches and program administrators are important components in a successful athletic program.
- BASD believes positive parent support and involvement enhance student growth and program quality.

VIII. BASD ACADEMIC ELIGIBILITY FOR INTERSCHOLASTIC SPORTS

1. To be eligible for athletics, a student must be enrolled as a full-time student pursuing a minimum four-year program as outlined in the Bellefonte Area High School Program of Studies or a full-time middle school student pursuing minimal standards for promotion.
2. Eligibility shall be cumulative from the beginning of a grading period and shall be reported on a weekly basis as outlined by the Bellefonte Code of Conduct and the Pennsylvania Interscholastic Athletic Association (PIAA).
3. A student is ineligible to participate if any of the following categories apply:
    a. He/She has failed two or more courses (high school, middle school)
    b. He/She is not passing a minimum of five (5) credit or credit equivalent*.
    c. A student carrying less than five (5) total credits must be passing all classes.
    d. He/She is not eligible to be promoted to the next grade.
4. The weekly ineligibility begins on the Monday of each week and lasts for seven days. The ineligible student will report to academic tutorial after school Monday through Thursday with materials to study and prepare for class(es) based on the grid of expectations below.
5. Weeks “reset” at the beginning of each athletic season.
6. 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 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.
7. The academic eligibility requirements apply to all students in the athletic program and clubs in grades 6 through 12 in the Bellefonte Area School District.

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

For a course that meets every other day for one period, its credit equivalent would be .5 credits where applicable.

Students who are Home Schooled, attend a Cyber/Charter school, or attend a Non-boundary school will adhere to these guidelines and all parameters of school board policy for eligibility.
Grade reports must be submitted by Noon on the last school day of the week.

Group: Athletics

Definition: Those who adhere to current athletic-academic eligibility which is aligned to and/or exceeds PIAA standards

Example Groups: PIAA Athletics and Club Sports PIAA Athletics & Club Sports

Ineligibility Occurrence	**Consequences**	**Notes**
1st ineligible occurrence	1. No tutorial required 2. Student athletes may not participate in games because of PIAA rules. 3. Student athletes are not to be traveling with team to away contests. 4. Student athletes may join the team on the sideline for home games if permitted by the head coach.	This is a warning week for student athletes.
2nd ineligible occurrence	1. The student athlete is required to attend academic tutorial for the week identified as ineligible. 2. The student athlete may practice after the tutorial is completed. 3. The student athlete may not participate in games because of the PIAA rules. 4. Student athletes are not to be traveling with team to away contests. 5. Student athletes may join the team on the sideline for home games if permitted by the head coach.	● If a tutorial is missed for a non-approved reason, the student must make up the tutorial session. ● The student must make up for 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.
3rd ineligible occurrence	1. The student athlete is required to attend academic tutorial for the week identified as ineligible. 2. The student athlete may practice after the tutorial is completed. 3. The student athlete may not participate in games because of the PIAA rules. 4. Student athletes are not to be traveling with team to away contests. 5. Student athletes may join the team on the sideline for home games if permitted by the head coach.	● If a tutorial is missed for a non-approved reason, the student must make up the tutorial session. ● The student must make up for 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.
4th ineligible occurrence	1. The student athlete will be removed from the athletic team they are participating in for the remainder of the sport's season.	● The student athlete will be encouraged to focus on their academics to gain eligibility for future sports seasons.

IX. SCHOOL ATTENDANCE

The attendance of students involved in athletics is mandatory. If a student is tardy beyond homeroom he/she will not be permitted to participate in the competition, practice, or activity that day. Students are expected to be present ALL DAY in order to be eligible to participate in an event or practice on any given day. An exception will be made if the student has an approved educational, medical, or legal appointment in which case the student must present documentation such as a dated receipt, appointment card, return to school form or fax indicating the date and time from the place of appointment. A parental note is NOT acceptable. Please use the BAHS Absentee Form to be completed by the responsible party.

If a student is absent the last school day before a competition or event on a non-school day, the student must have administrative permission from both a building Principal and the Athletic Director to participate. Acceptable reasons for not being in attendance the last school day before a competition or event on a non-school day include: approved dental, legal or medical appointment, field trip, educational trip, death in the immediate family. Every effort should be made to make prior notification of intended absence well in advance of the actual absence date. The coach will call the parent/guardian.

EXTRACURRICULAR CODES OF CONDUCT

I. CONDUCT OF PARTICIPANTS

A firm and fair policy of enforcement is necessary to uphold the regulations and standards of the Bellefonte Area School District. The community, school administrators, and the coaching staff feel strongly that high standards of conduct and citizenship are essential in maintaining a sound program of athletics. The welfare of the student is our major consideration and transcends any other consideration. Participants must realize that they are representing not only our school, but also our community and need to represent both parties with dignity.

All participants shall abide by a code of ethics which will earn them the honor and respect that participation and competition in the interscholastic program affords. Any conduct that results in dishonor to the participant, the team or the school will not be tolerated. Acts of unacceptable conduct, such as, but not limited to theft, vandalism, disrespect, immorality, drugs, alcohol or violations of law, tarnish the reputation of everyone associated with the program and will not be tolerated. (BASD Policy 123)

II. PENALTIES FOR VIOLATION OF ATHLETIC CODE OF CONDUCT

Due to the serious nature of this rule, the coach involved, the athletic administrator and a building administrator shall meet and determine the penalty according to the degree of the infraction. The penalty shall range from a minimum of 20% of the season or succeeding season suspension to a maximum of permanent denial of participation.

If a violation of the Bellefonte Area High School or Middle School Discipline Code requires administrative action and involves an after-school detention assignment or school/community service, in-school suspension (ISS), out-of-school suspension (OSS), or placement in an Alternative Education setting outside of the home school, (e.g. Nittany Learning Services, Partial Program, etc.) the student may not participate in practices or contests that day. This does not include the Alternative Education Opportunities Program (AEOP) at the High School.

III. PARTICIPANT AND SPECTATOR COURTESY

A. Principles:

1. When participating in any activity, students are expected to behave in a way demonstrating fair play, ethics and integrity. Any actions or comments which are intended to taunt, bait, anger, embarrass, ridicule or demean others are not acceptable.
2. Visiting schools are to be honored guests, and should be treated as such.
3. A student participant represents his/her school and community and should act accordingly. Any participant who continually exhibits poor sportsmanship should be held to consequences as outlined in Section II. PENALTIES FOR VIOLATION OF ATHLETIC CONDUCT CODE. This includes, but is not limited to, the act of “booing” and inappropriate chanting.
4. Decisions of officials are final.
5. Officials and opponents are to be regarded and treated with respect.
6. Good points in others should be appreciated and suitable recognition given.

IV. PARENT COMMUNICATION

Both parenting and coaching are extremely difficult vocations. By establishing and understanding of each position, we are better able to accept the actions of the other and provide a greater benefit to children. As parents when your children become involved in our program, you have a right to understand what expectations are placed on your child. This begins with clear communication from the coach of your child’s program.

A. **Communication You Should Expect From Your Child's Coach**

Philosophy of the coach; Expectations the coach has for your child; Locations and time of all practices and contests, Team requirements fees, special equipment, off-season conditioning; Procedure should your child be injured during participation; Discipline that results in the denial of your child's participation.

B. **Communication Coaches Expect From Parents**

Concerns expressed directly to the coach; Notification of any schedule conflicts well in advance; Specific concern, in regard to a coach's philosophy and/or expectations.

As your children become involved in the programs at Bellefonte High School, they will experience some of the most rewarding moments of their lives. It is important to understand that there also may be times when things do not go the way you or your child wishes. At these times discussion with the coach is encouraged.

C. **Appropriate Concerns To Discuss With Coaches**

The treatment of your child, mentally and physically; Ways to help your child improve; Concerns about your child's behavior.

It is difficult to accept your child not playing as much as you hoped. Coaches are professional. They make the judgment decisions based on what they believe to be the best for all students involved. As you have seen from the list above, certain things can and should be discussed with your child's coach. Other things, such as those on the following page, must be left to the discretion of the coach.

D. **Issues Not Appropriate To Discuss With Coaches - Playing time; Team strategy; Other student-athletes**

There are situations that may require a conference between the coach and the parent. These are to be encouraged. It is important that both parties involved have a clear understanding of the other's position. When these conferences are necessary, the following procedure should be followed to help promote a resolution to the issue of concern.

E. **If You Have A Concern To Discuss With A Coach, You Should Follow The Procedure Below:**

Call to set up an appointment; The Bellefonte Area High School telephone number is 355-4833: If the coach cannot be reached, the respective Athletic Director will set up a meeting for you. Please do not attempt to confront a coach before or after a contest or practice. These can be emotional times for both the parent and the coach. Meetings of this nature do not promote resolution.

F. **The Next Step** - What can a parent do if the meeting with the coach did not provide a satisfactory resolution?

Call and set up an appointment with the Athletic Director to discuss the situation: At this meeting the appropriate next step can be determined.

Research has indicated that a student in co-curricular activities has a greater chance of success during adulthood. Many of the character traits required to be a successful

participants are exactly those that will promote a successful life after high school. We can encourage active, safe, and healthy participation in extracurricular activities.

V. RULES AND REGULATIONS

BASD does not allow the use of tobacco, alcohol or any type of mood-altering substances.

You cannot compromise athletic participation with substance abuses. The participant who experiments with such substances jeopardizes team morale, reputation and success and does physical harm to himself/herself.

The community of Bellefonte is concerned with the health habits of student-participants and is convinced that athletics and the use of these substances are not compatible.

A Student has to decide if he/she wants to be a participant. If you do wish to be a participant, you must make the commitment in order to be a competitor.

A big part of this commitment is following a simple set of training and practice rules, which the Bellefonte Area School District believes to be fair.

Use of Tobacco - Research emphasizes that the use of tobacco is physically harmful to young adults. The harm done by this is not only a health problem. The community follows the progress of young adults, and any deviation from accepted training rules marks one as unwilling to pay the price. If one participant breaks the rules, the whole group is branded. This rule means no use of tobacco all year, in or out of season, on or off of school property.

No Alcoholic Beverages - There is no way to justify students using alcoholic beverages, even though social pressure may be hard to resist. The people who would like to draw the student into their drinking sessions will be the first to criticize the student if he/she does not come through in a competition/event. Again, this rule means no drinking all year, not just during the season, and is in effect on and off of school property.

Drugs - Simply stated, drug abuse is the consumption of any chemical substance or the smoking of some plant derivatives for the purpose of mood modification, and includes K2 and all other synthetic cannabinoid products. The use of misuse of drugs is a social problem. Students with strong sense of purpose have no need for mood modifiers. The rule against substance abuse is in effect all year, on and off of school property.

The use of legally prescribed medications and over the counter medications is permitted in accordance with BASD Policy 210. USE OF MEDICATIONS and BASD Policy 210.1 POSSESSION/USE OF ASTHMA INHALERS.

Nutritional Ergogenic Aids - A nutritional ergogenic aid is defined as any foodstuff or dietary procedure that either improves or is thought to improve physical performance. The use of suspected or advertised ergogenic aids, including but not limited to creatine or other nutritional supplements may be detrimental and the use of these products is strictly prohibited. Because of the serious and potentially fatal effects of anabolic androgenic steroids and their related compounds, the use of these products is strictly prohibited.

VI. PENALTIES FOR VIOLATIONS OF TRAINING AND PRACTICE RULES

The following consequences are in addition to those outlined in the Bellefonte Area School District Chart of Disciplinary Guidelines/Procedures.

Disciplinary Infraction	First Occurrence	Second Occurrence	Third Occurrence
Inappropriate Gestures/Language	Suspension for a minimum of 20% of the scheduled contests, competitions, or events.	Suspension for a minimum of 50% of the scheduled contests, competitions, or event.*	Suspended from participation in athletics for the remainder of his/her high school career.
Nutritional Ergogenic Aids/Steroids	Suspension for a minimum of 20% of the scheduled contests, competitions, or events.	Suspension for a minimum of 50% of the scheduled contests, competitions, or event.*	Suspended from participation in athletics for the remainder of his/her high school career.
Tobacco	Suspension for a minimum of 20% of the scheduled contests, competitions, or events.	Suspension for a minimum of 50% of the scheduled contests, competitions, or event.*	Suspended from participation in athletics for the remainder of his/her high school career.
Assault	Suspension for a minimum of 50% of the scheduled contests, competitions, or events	Suspended from participation in athletics for one full school year.	Suspended from participation in athletics for the remainder of his/her high school career.
Drugs and Alcohol	Suspension for a minimum of 50% of the scheduled contests, competitions, or events.	Suspended from participation in athletics for one full school year.	Suspended from participation in athletics for the remainder of his/her high school career.
Non-Compliance of rules established by BASD	Suspension for a minimum of 50% of the scheduled contests, competitions, or events.	Suspended from participation in athletics for one full school year.	Suspended from participation in athletics for the remainder of his/her high school career.

1. The 50% suspension will consist of: The first half of the suspension will result in complete removal of the participant from being involved in any extracurricular activity including practice, competitions, or any activity sponsored events. For the remainder of the suspension, the participant must complete as many practice sessions as were missed for the initial removal, before being allowed to compete in a contest/event, or challenge for a position.
2. Student athletes who self-report handbook violations will receive a 10% reduction in assigned penalties for first occurrence infractions.
3. If a student athlete must forfeit future athletic participation due to a handbook violation, and previously played a sport, the forfeiture will not apply to a sport the student athlete is participating in for the first time, but will be assessed beginning with that start of the previously played sport.
4. If the student athlete is a first time participant in athletics the forfeiture will occur within the first sport in which that student athlete participates.
5. If the student athlete is an incoming freshman who must forfeit future participation and wishes to participate in a sport that is not offered at the middle school level, the forfeiture of participation will occur in the first sport of participation.
6. All student athletes must successfully complete the entire season in the sport that forfeiture of participation occurred. Unsuccessful completion of the sport will result in forfeiture of participation in the next sport played.

EXAMPLE - a student athlete participates in a winter sport, then commits a handbook infraction in the spring while not participating in a spring sport but goes out for a fall sport for the first time to avoid receiving the penalty during the winter sport.

VII. INDIVIDUAL COACH RULES

Coaches may establish additional rules and regulations with the approval of a building administrator and/or the athletic administrator for their respective sports. These additional rules for a particular sport must be stipulated in writing to all team members and parents and explained fully at the start of the season. Penalties for violation of team rules will also be in writing and shall be administered by the coach. Copies of all additional team rules by coaches are on file in the athletic office.

VIII. BELLEFONTE AREA DISQUALIFICATION POLICY

The Bellefonte Area School District in accordance with PIAA policy requires that a disqualified participant, coach, and/or team personnel shall not be permitted to participate in the next event/competition at the same level.

Supplemental Disqualification - Two Game Suspension - Any coach and/or contestant who is ejected from a Contest by a state high school association recognized and/or registered official and a component of the ejection is confronting, contacting or addressing a Coach, contestant or official using foul or vulgar language, or physical contact will be disqualified from competition for the remainder of the day and for the next two (2) Contests including all Contests on the next (2) Contest days of the same level (varsity, junior varsity, or otherwise) of competition from which the Coach and/or contestant was previously disqualified. To return to play, violators will have to complete the NFHS sportsmanship course(s).

ATHLETIC APPEALS PROCESS (NOT RELATED TO PARTICIPATION)

I. INTRODUCTION

Each student-participant shall have the right to an appeal and hearing of a decision made by the Athletic Director, in violation of the district athletic code of conduct. It is preferable that problems be solved by the persons involved in the appeal and that the Athletic Appeals Board not be asked to rule on such problems until all efforts by the parties involved have been exhausted.

II. INITIATION OF AN APPEAL

A. Declaration of Appeal

The student athlete must submit in writing to the Athletic Director a request for appeal no later than 14 days after the day on which the incident occurred. Failure to comply with the time limit will result in automatic denial of the appeal.

B. Informal Discussion

After the written request has been submitted to the athletic director, there shall be an informal discussion by the person appealing a decision and the person who made the decision that is being appealed in an attempt to resolve the problem.

C. Informal Meeting

If the appeal is between a student athlete and a coach, the parties involved shall meet informally with the Athletic Director in an attempt to reach an agreement.

D. Formal Appeal

If a settlement cannot be reached informally, the appeal shall be filed with the chairperson of the Athletic Appeals Board.

E. Formal Hearing

1. When possible, a hearing shall be conducted within 14 days of the receipt of the request. If the 14-day schedule cannot be met, the hearing shall be held at the earliest possible date thereafter.

2. Both individuals involved in the appeal shall be present at the hearing to present their cases and to refute invalid information, which might be presented by the other party.

3. After each party involved in the appeal has presented his/her case, members of the appeals Board shall meet in private to render a decision.

4. The parties involved shall receive, in writing, the decision of the Appeals Board within ten (10) days of completion of the review.

BASIC ATHLETIC DEPARTMENT POLICIES

I. PARTICIPATION:

It shall be the philosophy of the Bellefonte Area School District that participants shall enjoy as many athletic opportunities as the student athlete and their parents/guardians wish them to participate in without influence from any coach to specialize in one activity. All coaches should encourage participation in other activities.

II. DROPPING OR TRANSFERRING SPORTS:

On occasion, an athlete may find it necessary to drop a sport for a good reason. If this is the case, the following procedure must be followed:

A. Consult with immediate coach and then the head coach
B. Report situation to the athletic administrator
C. Check in all equipment/supplies from previous sports before being issued equipment for current sport.

III. MULTIPLE SPORT PARTICIPATION:

Students are encouraged to participate on as many different sports teams as they can during their careers. However, for a student to participate on more than one team per season is extraordinarily difficult and most often not in the best interest of the student or the teams. Exceptions require the approval of the Athletics Director with a recommendation from both Head Coaches involved.

IV. EQUIPMENT:

School equipment/supplies checked out by the student-participant are his/her responsibility. He/she is expected to keep it clean and in good condition. Loss of any equipment/supplies is the student-participant's financial obligation.

A. Equipment/supplies issued are to be used only during scheduled activities or by permission from the Head Coach.
B. Uniform tops and game jerseys may be worn on certain game days. Normally the wearing of school sports items will be reserved for special occasions.
C. Any equipment/supplies purchased by the student are the property of the student and may be worn or used at his/her discretion. All equipment/supplies must meet PIAA/NFHS standards.

V. MISSING PRACTICE

An athlete should always consult his/her coach before missing practice.

VI. PARTICIPATION ATTIRE:

In addition to the individual coach's participation attire requirements, all student-participants must adhere to the "Appropriate Dress Expectations" as outlined in Part V of the student handbook.

VII. TRAVEL:

All student athletes must travel to and from out-of-town competitions/events in transportation provided by the school district unless previous arrangements are made by the parents for an exceptional situation. Travel release forms are available in the Student Office. The parent must make prior arrangements with the Head Coach for approval 24 HOURS in advance of the trip. The student will be released to the parent by the Head

Coach upon receiving the signed travel release form. At no time will the student be permitted to ride home with another student or non-parent.

VIII. TRAVEL GUIDELINES:

All District bus riding guidelines are to be observed with the addition of the following:

A. Head Coaches will assume all responsibility for conduct and discipline on the bus.
B. All students are to be at the point of departure on time.
C. Students who miss the bus and travel to the competition/event late shall not be permitted to participate unless there were extenuating circumstances approved by the coach.
D. No food or drink is allowed on the bus unless the driver has granted permission. Coaches are responsible for inspecting and ensuring that the bus is left in broom clean condition.
E. All students are expected to dress appropriately and neatly on extracurricular trips.
F. All participants are expected to conduct themselves in an appropriate manner at all times on away trips. Foul language or obscene gestures will not be tolerated. Gambling in any form will not be permitted.
G. Only authorized persons may ride the bus. No spectators are permitted.
H. Spikes or cleats are not to be worn on the bus.
I. Personal listening devices are permissible at the discretion of the Head Coach.
J. The emergency door shall be used only in the case of an emergency unless authorized by the driver.
K. All students shall return home on the same vehicle in which they traveled to the completion/event. The only exception is if they have secured a travel release form and that has been approved by the coach.

IX. OVERNIGHT TRIPS:

Accommodations for overnight stay may be arranged in two ways, home stays or motel/hotel rooms. Schools agreeing to house teams should be contacted one week in advance and provided a list of names. Athletes are to be reminded they are guests and are expected to be polite and courteous at all times. Team members should be expected to write thank you notes to their host families, expressing gratitude for their hospitality.

Motel/hotel stays are to be pre-arranged so families will know the location in case of an emergency or in the event they wish to stay at the same facility. Arrangements will be made through the athletic office, and a check drawn for payment upon check-in.

When registering, introduce yourself to the management and ask them to report to the coaching staff any problems that occur with the athletes. Make certain individuals in the group understand what's expected of them and that they abide by those rules. Check all rooms prior to occupancy for damage, and just prior to check-out to be sure rooms are left in acceptable condition. Make one final check with management to see if there were any problems with your athletes. Express your appreciation to the management for their cooperation. Direct supervision is extremely important when students are on overnight activities. Coaches must be visible and accessible to the athletes at all times.

X. HAZING:

Hazing is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or membership in or affiliation with any extracurricular organization. Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

The Bellefonte Area School District does not condone any form of initiation or harassment, known as hazing, as part of any school sponsored activity. No student, coach, volunteer or district employee shall plan, direct, encourage, assist or engage in any hazing activity.

Suspected acts of hazing should be reported to the coach, athletic administrator, principal or other school administrator.

XI. UNLAWFUL HARASSMENT:

Harassment in any form will not be tolerated. The term harassment includes but is not limited to slurs, jokes, or other verbal, graphic or physical conduct relating to an individual's race, color, religion, ancestry, sex, national origin, ago or handicap/disability.

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

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

- Submission to such conduct is made explicitly or implicitly a term or condition of a student's extracurricular status.
- Submission to or rejection of such conduct is used as the basis for extracurricular decisions affecting the individual.
- Such conduct deprives a student of educational aid, benefits, services or treatment.
- Such conduct has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive education environment.

Students may not make statements that verbally intimidate, are hurtful, threaten, lead to feelings of discomfort, or are racists or sexist in nature. If one student-participant verbally intimidates or harasses a second, the second student-participant is to tell a coach/advisor, teacher, counselor, nurse, or administrator. Under no conditions is retaliation permitted. Complaints or harassment shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. Neither reprisals nor retaliation shall occur as a result of good faith charges of harassment.

Each student-participant shall be responsible to maintain an educational environment free from all forms of unlawful harassment. Each student-participant shall be responsible to respect the rights of their fellow students and to ensure an atmosphere free from all forms of unlawful harassment.

Student may choose to report harassment complaints orally or in writing to:

- Building principals
- Athletic administrator (when involving athletics)
- Teachers
- Coaches/Advisors
- Counselors
- Nurses
- Parents

All employees who receive harassment complaints from student-participants should report such complaints to the building principal.

XII. BULLYING:

The Bellefonte Area School District strives to provide a safe, positive learning climate for students and recognizes that bullying of students has a negative effect on the educational environment of its schools. Students who are bullied, intimidated or fearful of other students may not be able to take full advantage of the educational opportunities offered by the school district. Every student has the right to an education and to be

safe in and around the school and at school activities. Therefore, the Bellefonte Area High School strives to offer all students an educational environment free from bullying.

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

Negative actions are defined as actions that are sufficiently severe or pervasive to create an intimidating, hostile or abusive environment that substantially interferes with a student's educational opportunities such as:

- Physical intimidation or assault
- Oral or written threats
- Teasing, putdowns, or name calling
- Threatening looks, actions or gestures
- Spreading false rumors or shunning the individual

- Cyber Bullying includes, but is not limited to, the following misuses of technology during the school day: harassing, teasing, intimidating, threatening, or terrorizing another student by sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or web site postings. All forms of cyberbullying are unacceptable and, to the extent that such actions are disruptive of the educational process of the school, offenders shall be subject to appropriate discipline.

The school district will not tolerate known acts of bullying occurring on school district property, at school-sponsored activities scheduled on or off school grounds or during the time students necessarily spend traveling to and from school or school-sponsored activities. Complaints of bullying or cyberbullying shall be investigated promptly, and corrective action shall be taken when a complaint is verified. Neither reprisals nor retaliations shall occur as a result of the submission of a complaint.
To help eliminate bullying:

- ❖ When you see or hear a person being bullied let the bully know that his/her behavior is not appropriate.
- ❖ Fill out an Incident Report form. These are located in the Student Office.
- ❖ Report bullying behavior that you see or hear to a teacher, guidance counselor, or vice principal

Depending upon the severity of a particular situation, the building principal may also take appropriate steps to ensure student safety. Such steps may include the implementation of a safety plan; separating and supervising students involved; providing employee support for students as needed; reporting incidents to law enforcements, if appropriate; and developing a supervision plan with parents.

Students are encouraged to fill out an incident report form, as well as a *Bullying/Harassment Reporting Form in the BAHS Student handbook*. This may be turned into the student office, guidance, a teacher, through our online forms located on our website or via email. If harassment or bullying occurs outside of the school, we encourage parents to contact local authorities.

NO-TAUNTING PLEDGE

I will pledge to be part of the solution.
I will eliminate taunting from my own behavior.
I will encourage others to do the same.

I will do my part to make my community a safe place
By being more sensitive to others.
I will set the example of the caring individual.
I will eliminate profanity towards others from my language.
I will not let my words or actions hurt others.

BULLYING/CYBERBULLYING GUIDE FOR PARENTS/GUARDIANS

Tips For Parents/Guardians: What To Do If Your Child Is Being Bullied

If your child is being bullied at school, this can be a very painful experience for your child and your family. Here are some things you can do to support your child if he/she is being bullied:

1. *Never tell your child to ignore the bullying.*
2. *Don't blame your child for the bullying. Don't assume your child did something to provoke the bullying.*
3. *Allow your child to talk about his/her bullying experiences. Write down what is shared.*
4. *Empathize with your child. Tell him/her that bullying is wrong; that it is not his/her fault; and that you are glad he/she had the courage to tell you about it.*
5. *If you disagree with how your child handled the bullying situation, don't criticize him/her. It is often very difficult for children to know how best to respond.*
6. *Do not encourage physical retaliation.*
7. *Check your emotions. A parent's/guardian's protective instincts stir strong emotions.*
8. *Contact a teacher, school counselor, or principal at your school immediately and share your concerns about the bullying that your child has experienced.*
9. *Work Closely with school personnel to help solve the problem.*
10. *Encourage your child to develop interests and hobbies that will help build resiliency in difficult situations like bullying.*
11. *Encourage your child to contact friendly students in his/her class, or help your child meet new friends outside of school.*
12. *Teach your child safety strategies, such as how to seek help from an adult.*
13. *Make sure your child has a safe and loving home environment.*
14. *If you or your child needs additional help, seek help from a school counselor and/or mental health professional.*

Tips For Parents/Guardians: What To Do If Your Child Bullies Others

If your child bullies' other children at school, it will need to be stopped. Here are some things you can do at home to address the issue with your child:

1. *our child that you take bullying seriously and that it is not okay.*
2. *Make rules within your family for your child's behavior. Praise your child for following the rules and us non physical and logical consequences when rules are broken. A logical consequence for bullying could be losing rights to use the phone to call friends, using email to talk with friends, or other activities your child enjoys.*
3. *Spend lots of time with your child and keep close track of his/her activities. Find out who your child's friends are and how and where they spend their free time.*
4. *Build on your child's talents by encouraging him/her to get involved in positive activities, such as clubs, music lessons, or nonviolent sports.*
5. *Share your concerns with your child's teacher, counselor, and/or principal. Work together to send a clear message to your child that his/her bullying must stop.*
6. *If you and your child need more help, talk with a school counselor and/or mental health professional.*

Tips For Parents/Guardians: What To Do If Your Child Witnesses Bullying

Many children are observers or bystanders in cases of bullying at school. It is important that even students who are bystanders in a bullying situation take action to get help so the bullying stops. If your child talks to you about the bullying that he/she witnesses at school, you are encouraged to do the following:

1. *Teach your child how to get help without getting hurt.*
2. *Encourage your child to verbally intervene, if it is safe to do so, by saying such things as "Cool it! This isn't going to solve anything."*
3. *Tell your child not to cheer on or even quietly watch bullying. This only encourages a child who bullies, who wants to be the center of attention.*

4. *Encourage your child to tell a trusted adult about the bullying. Talking to an adult is not tattling; it is an act of courage and safety. Suggest going to an adult with a friend if that will make it easier.*
5. *Help your child support others who tend to be bullied.*
6. *Teach your child to include these children in activities.*
7. *Praise and reward quiet acts of courage where your child tried to do the right thing to stop bullying, even if he/she was not successful.*
8. *Work with your child to practice specific ways he/she can help stop bullying. For example, role-play with him/her what he/she could say or do to help someone who is being bullied.*

<u>What Can Parents/Guardians Do To Prevent And Address Cyberbullying?</u>

Adults seldom are present in the online environments frequented by children and youth. Therefore, it is extremely important that adults pay close attention to cyberbullying and the activities of children and youth when using these new technologies. Cyberbullying occurs when children and youth use cyber technologies, such as text messaging, internet sites, and cell phones, to bully others. Indirect forms of bullying like this can include spreading false rumors, gossip, and verbal taunts or attacks. Like bullying that happens in person, cyberbullying can have serious, and sometimes legal, consequences for the ones doing the bullying. Here are some ideas of ways to protect your child from cyberbullying or address the issue if you find your child is cyberbullying others.

<u>Suggestions For Parents/Guardians: Tips To Help Prevent Cyberbullying</u>

1. *Keep your home computer(s) in easily viewable places, such as a family room or kitchen.*
2. *Talk regularly with your child about online activities he/she is involved in.*
3. *Talk specifically about cyberbullying and encourage your child to tell you immediately if he/she is the victim of cyberbullying, cyberstalking or other illegal or troublesome online behaviors.*
4. *Encourage your child to tell you if he/she is aware of others who may be the victims of such behavior.*
5. *Explain that cyberbullying is harmful and unacceptable behavior. Outline your expectations for responsible online behavior and make it clear that there will be consequences for inappropriate behavior.*

Although adults must respect the privacy of children and youth, concerns for your child's safety may sometimes override these privacy concerns. Tell your child that you may review his/her online communications if you think there is reason for concern. Consider installing parental control filtering software and/or tracking programs, but don't rely solely on these tools.

<u>Tips For Dealing With Cyberbullying That Your Child Has Experienced</u>
Because cyberbullying can range from rude comments to lies, impersonations and threats, your responses may depend on the nature and severity of the cyberbullying. Here are some actions that you may want to take after the fact:

1. *Strongly encourage your child not to respond to the cyberbullying.*
2. *Do not erase the messages or pictures; save these as evidence.*
3. *Try to identify the individual doing the cyberbullying. Even if the cyberbullying is anonymous (for example, is using a fake name or someone else's identity), there may be a way to track him/her through your Internet service provider. If the cyber bullying is criminal, or if you suspect that it may be, contact the police and ask them to do the tracking. Sending inappropriate language may violate the terms and conditions of email services, internet service providers, Web sites, and cell phone companies. Consider contacting these providers and filing a complaint. If the cyberbullying is coming through email or a cell phone, it may be possible to block further contact from the individual who cyber bullied. Of course, she/he may assume a different identity and continue the bullying.*
4. *Contact your school if the cyberbullying is occurring through your school district's Internet system or during the school day. Even if the cyberbullying is occurring off campus, make your school administrators aware of the problem. They may be able to help you by being watchful for face-to-face bullying occurring in school.*

5. *Consider contacting the cyber bully's parents/guardians. These parents/guardians may be very concerned to learn that their child has been cyberbullying others, and they may effectively put a stop to the bullying. On the other hand, these parents/guardians may react very badly to your contacting them, so proceed cautiously. If you decide to contact a cyber bully's parents/guardians, communicate with them in writing, not face-to-face. Present proof of the cyberbullying (for example, copies of an email message) and ask them to make sure the cyberbullying stops.*
6. *Contact the police if cyberbullying involves acts such as threats of violence; extortion; obscene or harassing phone calls or text messages; harassment; stalking; or hate crimes; or child pornography. If you are uncertain if cyberbullying violates criminal laws, contact your local police who will advise you.*

http://www.olweus.org/public/bullied_child.page (2/2010)
This list has been adapted from a publication originally created for "Take a Stand. Lend a Hand. Stop Bullying Now!", a campaign of the Health Resources and Services Administration, U.S. Department of Health and Human Services.
www.StopBullyingNow.hrsa.gov. Used with permission. The names "Olweus" and "Olweus Bullying Prevention Program" are protected as trademarks, and may not be used in any way that involves self-promotion or the sale of products without the written permission of Hazelden as the publisher. All rights reserved. Duplicating this material for personal or group use is permissible.

Disciplinary Infraction	Description	First Occurrence	Second Occurrence	Third Occurrence
Harassment/ Bullying	Any unwelcome Verbal, written, electronic, or physical conduct directed at a student by another student or students, or by an adult; taunting of others	Suspension for a minimum of 20% of the scheduled contests, competitions, or events.	Suspension for a minimum of 50% of the scheduled contests, competitions, or events.*	Suspended from participation in athletics for the remainder of his/her high school career.

XIII. SOCIAL MEDIA

Things to remember when using social media:

- Social media outlets such as Facebook, Instagram, Twitter, Snapchat, Vine, and many others all fall under the category of 'social media'.
- Everything you post is public information-any photo or text placed online is completely out of your control once it is posted. Once a comment or photo is posted to a networking site it becomes property of the site and becomes searchable even after you remove it. Be smart with what you put online.
- Your posts can affect your future! Many employers and college admissions officers review social media for overall evaluation of an applicant. Carefully think of how you want to be perceived by others; information can be misinterpreted.

- Similar to comments made in person, the Bellefonte Area Athletics Department will not tolerate any disrespectful behavior or comments online or through cellular use such as:
    - Derogatory language or remarks that may harm teammates or coaches; other Bellefonte student athletes, teachers, or coaches; and student-athletes, coaches, or representatives of other schools, including comments that may disrespect any opponents.

- Incriminating photos or statements depicting violence; hazing; sexual harassment; full or partial nudity; inappropriate gestures; vandalism, stalking; underage drinking, selling, possessing, or using controlled substances; or any other inappropriate behaviors.
- Creating a serious danger to the safety of another person or making a credible threat of serious physical or emotional injury to another person.
- Indicating knowledge of an unreported school or team violation-regardless if the violation was unintentional or intentional.

Do not have a false sense of security about your rights and freedom of speech. Understand that this freedom is not unlimited. The online social network sites are not a place where you can act and do whatever you please without repercussions. The information you post is considered public information. Protect yourself by maintaining a good representation of your self-image, which you can be proud of for the future.

XIV. VACATION POLICY:

Vacations by extracurricular participants during the specified activity season are discouraged. In the event of an unavoidable absence due to a vacation, a participant must:

A. Be accompanied by his/her parents while on vacation.
B. Contact the head coach/advisor prior to the vacation.
C. Practice one day for each practice or contest/activity missed prior to resuming competition. (Contest day will count as a practice day.)
D. Be willing to assume the consequences related to their status within the organization.

XV. STUDENT-PARTICIPANT SELECTION:

In accordance with our philosophy of extracurricular activities and our desire to see as many students participate in school-sponsored programs as possible while in the Bellefonte Area School District, we encourage coaches/advisors to keep as many students as they can without unbalancing the integrity of their activity. Time, space, facilities, equipment, personal preferences and other factors will place limitations on the most effective group size for any particular activity.

XVI. STUDENT-PARTICIPANT REDUCTION POLICIES:

Choosing the members of athletic teams is the sole responsibility of the coaches of those teams. Prior to trying out, the coach shall provide the following information:

A. Criteria used to select the participants
B. Number to be selected
C. Practice commitment, if chosen to participate
D. Competition/event commitments

When a candidate cut becomes a necessity, the process will include three important elements. Each candidate shall have:
Competed in a minimum of three tryout sessions
Performed in at least one competitive activity
Been personally informed of the cut by the coach including the reason for the action

Coach will discuss alternative possibilities for participation in the sport, or other areas in the athletic program with the student.

XVII. PLAYOFF POLICY:

Coaches must notify the Director of Athletics ***in writing*** as to ***whether or not*** their team will participate in District VI post season playoffs. This written notification must be done at least one week prior to the cutoff date

for entrance to ensure proper entry paperwork and checks can be submitted on time. Entrance to all other District VI tournaments require the team to have a winning record at the time of entry, the coach's recommendation and Director of Athletics approval.

ATHLETIC SPONSORSHIP

I. BOY'S TEAMS

A. Varsity	B. Junior Varsity	C. Junior High	D. Club Sports
1. Baseball	1. Baseball	1. Basketball	**Varsity/JV:**
2. Basketball	2. Basketball	2. Cross Country	1. Bowling
3. Cross Country	3. Cross Country	3. Football	**Junior High:**
4. Football	4. Football	4. Soccer	1. Lacrosse
5. Golf	5. Lacrosse	5. Track and Field	
6. Lacrosse	6. Soccer	6. Wrestling	
7. Soccer	7. Wrestling	7. Baseball	
8. Swimming			
9. Track and Field			
10. Wrestling			

II. GIRL'S TEAMS

A. Varsity	B. Junior Varsity	C. Junior High	D. Club Sports
1. Basketball	1. Basketball	1. Basketball	**Varsity/JV:**
2. Cheerleading	2. Cheerleading	2. Cheerleading	1. Bowling
3. Cross Country	3. Cross Country	3. Cross Country	2. Girls Wrestling
4. Golf	4. Soccer	4. Soccer	**Junior High:**
5. Gymnastics	5. Softball	5. Softball	1. Lacrosse
6. Soccer	6. Volleyball	6. Track and Field	
7. Softball	7. Lacrosse	7. Volleyball	
8. Swimming			
9. Track and Field			

10. Volleyball

11. Lacrosse

PROGRAM CONFLICTS

I. ACADEMIC/ATHLETIC CONFLICTS

A. Every effort will be made to schedule athletic events in a manner to avoid disturbances to the academic program. Release time for home and away events will be reasonable to limit the amount of class time missed.

B. Students are responsible for academic material missed. It is the responsibility of the participant to see his/her teacher the day before the classes he/she will miss. All work shall be made up at the convenience of the teacher.

II. ATHLETIC/EXTRACURRICULAR CONFLICTS

A. The athletic program recognizes student needs for a wide range of experiences in their education. It is virtually impossible for students to avoid conflict of obligation.

B. Students need to recognize, however, that absences from practices will hinder their skill development and physical conditioning, as well as jeopardize team unity. Time missed from practice will influence a student's performance, and therefore, his/her position with the organization. The athletic program will do its part to schedule events to minimize conflicts.

C. Where conflicts arise, the sponsors, advisors, and coaches must cooperate to devise a solution that will be in the best interest of the student. The student's decision as to which event or activity he/she will participate in should be based on the following:
    1. The related importance of each event
    2. The individual importance of each event to the student
    3. The contribution the student can make to each event
    4. The time at which the events were scheduled
    5. Discussion with the parent
    6. Discussion with the student

    Students have a responsibility to do everything possible to avoid continuing conflicts. Positive efforts might include being cautious about joining too many activities where conflicts are unavoidable. It also means notifying the coach involved when a conflict arises.

ADMINISTRATION OF ATHLETIC ACTIVITIES

I. BELLEFONTE AREA BOARD OF EDUCATION

A. Make policies.
B. Approves all programs.
C. Approves appointments of all personnel.

II. ATHLETICS APPEALS BOARD

A. Consists of the Principal, and **three** teachers.
B. Committee members serve as an athletic appeals board.

III. HIGH SCHOOL PRINCIPAL

A. Serves as PIAA recognized authority for local management and control.
B. Determines the certification of students' athletic eligibility.
C. Delegates authority and responsibility.
D. Reports to the Superintendent.

IV. DIRECTOR OF INTERSCHOLASTIC ATHLETICS (Athletic Director)

A. Supervises athletic personnel including Athletic Trainer(s) and all coaches.
B. Evaluates all coaching performances.
C. Acts as the liaison between community, Board, Superintendent, Principal, and coaches in all matters pertaining to the athletic program.
D. Acts as the coordinator of all interscholastic activities.
E. Schedules game, prepares contracts, and aids in the arranging of post-season games, meets or matches.
F. Develops and presents the athletic budget for approval and communicates transfers of athletic monies.
G. Supervises the purchasing of equipment and supplies.
H. Reports to the High School Principal.

SCHEDULING OF ATHLETIC EVENTS

I. RESPONSIBILITY FOR SCHEDULING ATHLETIC EVENTS

The Athletic Director is responsible for scheduling all contests for each team within the sports program.

A. Following PIAA By-Laws; within any seven-day period students must have one day off from any interscholastic sport activity.

B. Practices, meetings, etc. are not permitted on the following days: Thanksgiving, Christmas, New Year's Day, Good Friday and Easter. Practices held on any other holiday when school is closed are permitted under the following exceptions:
    1. When a varsity contest is scheduled the following day
    2. When a tournament or play-off contest falls on the following day
    3. These practices must be voluntary

C. Sunday practices and meetings are permitted after 2pm when:
    1. A varsity competition is scheduled the following day
    2. Gym space is not available for practice time during the week

II. SCHOOL CANCELLATION AND EARLY DISMISSAL

A. When school is canceled due to weather all regularly scheduled league contests and practices are canceled. When one-or-two tournaments are scheduled the Superintendent, Director or Transportation, Principal and Athletic Director will be responsible for making the decision regarding participation based on current or forecasted situational conditions. All athletic programs must abide by this decision.

B. When school is dismissed early due to weather there shall be no after school athletic activities. This includes practices and scheduled contests/events.

C. When school has a delayed starting time this in itself should not interfere with athletic activities.

DENIAL OF PARTICIPATION IN ATHLETIC ACTIVITIES

I. SUSPENSION/APPEALS PROCEDURE:

The following regulations shall be observed in the administration of the athletic program:

General
General rules shall be developed that are consistent for all athletic organizations. In addition to these general rules, each coach may develop additional rules for his/her sport. These rules must be on file in the Athletic Administrator's Office. Students and parents must be notified in writing of both general rules and the specific rules of the sport by the coach.

The coach in consultation with the Athletic Director and Principal is responsible to administer reasonable disciplinary action for violation of all specified rules including suspension from the sport for a temporary period or removal from the team altogether.
Violation of athletic general rules may result in immediate suspension or removal from the team by the coach. In response to violations of general rules, the coach must follow the procedures outlined below.

Violation of the coach's specific rules may result in suspension from the sport only; before denying participation in the sport, the coach should communicate with the parents, discuss the situation with the student and administer lesser forms of disciplinary action.

All violations of school and/or District policies are subject to administrative review and level of discipline is subject to administrative discretion.

II. TEMPORARY DENIAL OF PARTICIPATION: (More than a game)

Temporary denial is defined as any suspension greater than a time equivalent to a game and less than a permanent denial of participation.

When a coach or Administrator denies participation for a student member of a team, the student must be informed of the intended action by completing form 1-DP. When the student is denied participation, the coach/advisor must complete form 2-DP for the parent information.

The student may appeal the denial of participation within 72 hours of the action to the Bellefonte Area School District Athletic Appeals Committee. Such appeal deliberation must be conducted within 24 hours after the appeal is received, unless an extension in the time is granted by mutual agreement.

Procedures for conducting the appeal hearing are as follows:

- The principal shall serve as chairperson of the appeals committee.
- The coach or Athletic Administrator who is denying participation will present reasons for the denial.
- The student and/or parents may then present evidence or reasons why the student should not be denied participation.
- The student has the option of being represented at the appeal hearing; however, the hearing is not a legal process.
- The appeal committee shall make its decision within 24 hours of the hearing to uphold, modify or repeal the denial of participation.
- During the appeal process the student shall not participate with the team.
- The decision of the appeal committee will be based upon generally accepted parliamentary procedures with a majority vote of the members of the appeal board necessary to uphold disciplinary action.

The appeal committee is responsible for notifying the student in writing of its decision and the reasons for the decisions by using form 3-DP. A copy of the report shall go to the principal, the coach and the superintendent. There is no school-based provision for appeal beyond the committee in the case of temporary denial of participation in athletics.

III. PERMANENT DENIAL OF PARTICIPATION:

If a student is to be permanently denied participation in extracurricular activities, the coach or Athletic Director shall notify the student in writing on form 4-DP.

If the student or parent requests a hearing concerning the possible permanent denial, the athletic appeals committee will conduct a hearing with the coach and student. If the student attends such a hearing, the steps outlined above shall be observed in conducting the appeal. However, at the conclusion of the hearing, the committee shall prepare a written recommendation. It is then the responsibility of a building-level principal to uphold denial, modify or reinstate the student to the athletic program. If the building-level principal modifies or reinstates the student a written rationale shall be presented.

A building-level principal is responsible for evaluating the report of the committee and rendering a decision within 24 hours after receipt of the report.

The building principal shall then notify the student’s parent/guardian, the student’s coach, the committee and the Superintendent of his/her decision in writing by using form 5-DP.

During this appeal process, the student is denied participation in the sport until the appeal process is completed. The decision of a building-level principal represents the conclusion of the appeal process.

ATHLETIC AWARDS

I. ATHLETIC AWARDS:

A. Varsity Award
    1. First award - A chenille “B” letter with a sport insert or sport pin, and a certificate.
    2. Second and third awards-during the same year - a sport pin and a certificate.
    3. Subsequent awards - a bar and a certificate.
B. Junior Varsity Award - certificate for each season.
C. Junior High Award - certificate for each season.

II. VARSITY LETTER REQUIREMENTS

The Varsity “B” Award shall be presented to students who have satisfied the participation requirements listed below, completes all team obligations, finishes the season in good standing and/or receives the recommendation of the Head Coach:

A. **Specific Sport Requirements:**
    1. Baseball/Softball
        a. Play in one-fourth of all innings played
        b. Pinch hit or pinch run in three fourths of the games played
        c. Pitch in four starts or six game appearances
    2. Basketball - Participate in fifty percent of the games played
    3. Cheerleading - Meet ninety-five percent of the contests and practice required
    4. Cross Country
        a. Qualify for the PIAA State Championships
        b. Finish in the top 15 at District Meet
        c. Finish in the top 5 at Conference Meet
        d. Earn 100 points or run and log 250 miles in one year
    5. Football
        a. Participate in fifty percent of the quarters played, or
        b. Perform special team duties in fifty percent of the games played

6. Golf - Participate in fifty percent of the matches played
7. Gymnastics
    a. Participate in seventy five percent of the meets
    b. Score team points in seventy-five percent of participated contests
8. Lacrosse
    a. Participate in fifty percent of the quarters played
9. Soccer - Must play in ½ of total halves played in the season.
10. Swimming
    a. Qualify for District meet
    b. Score thirty-six points
11. Track and Field
    a. Score twenty team points
    b. Qualify for District championship
12. Volleyball - Participate in fifty percent of the games played
13. Wrestling
    a. Participate in fifty percent of the matches
    b. Score thirty team points

B. **Awards for managers and trainers will parallel the regular awards system.**

C. **Lettering criteria that pertain to all sports:**

1. A student who moves from one level of competition to another will letter at the level of the highest competition, provided the student has met the combined requirements.

2. A Head Coach will have the prerogative to letter a senior who has not met the seasonal requirements for lettering.

3. Injury rule: Any student who is a starter or plays regularly and was thereafter injured may be awarded a letter, if in the Head Coach's judgment he/she would have met the lettering requirements.

4. Complete the season in good standing with the school and Head Coach.

D. **It is the responsibility of the Head Coach to organize a post-season awards program and distribute the awards to his/her students.**

Post-season awards programs should be conducted within two weeks of the conclusion of the Fall and Winter seasons and within one month of the conclusion of the Spring season.

III. JUNIOR VARSITY AND JUNIOR HIGH AWARDS

Junior varsity and junior high awards are given on the recommendation of the coach to all students who complete the season

IV. SENIOR AWARDS

These awards are presented at the Senior Awards Assembly each year:

A. **Athletic Scholarship** - Awarded by the BASD to the graduating male and female senior athlete who has demonstrated exemplary leadership and accomplishment in the interscholastic sports program. The awardee shall be recommended by the varsity Head Coaches.

B. **James H. Snyder Award** - A plaque is awarded annually by the Centre Daily Times to the senior male and female letter winner in any sport who has, in order of importance, a high scholastic average, the highest qualities of leadership in general school affairs, and a record of participation in non-athletic activities as well as sports. Head Coaches nominate and vote on this award.

C. **National Scholar/Athlete Award** - Awarded by the US Army Reserve to a senior male and female student athlete who have demonstrated excellence in academics and athletics. Head Coaches nominate and vote this award.

D. **Senior Athletic Awards** - A certificate and Varsity “B” Blanket, sponsored by the Bellefonte Athletic Department given to each senior athlete who participated and completed a varsity sport in their senior year.

V. SPECIFIC SPORTS AWARDS

Head Coaches have the prerogative to develop awards specific to their sport. Coaches will develop the criteria for these awards. Examples of these awards are: Most Improved, Academic Award, Most Outstanding, Hustle Award, etc.

EQUAL OPPORTUNITY

The Bellefonte Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, age, creed, religion, gender, sexual orientation, gender identity, ancestry, national origin or disability in its activities, programs, or employment practices as required by Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1975, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990 and the Pennsylvania Human Relations Act.

Information relative to special accommodations, grievance procedure and designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained either by contacting our Human Resources Department at 814-355-4814, Ext. 3002 or by contacting the office of Superintendent at 814-355-4814, Ext. 3005

FORM 1-DP

Department of Athletics
Bellefonte Area School District
830 East Bishop Street Bellefonte, PA 16823
Telephone: (814) 353-5322 Fax: (814) 353-5320

STUDENT NOTICE OF INTENDED TEMPORARY DENIAL OF PARTICIPATION IN ATHLETIC ACTIVITIES

_____
(Name of Student)

_____
(Date)

You are hereby advised that you will be denied temporary participation in _____ for the following reasons:

_____
(Nature of misconduct, date and time of occurrence and code section(s) violated.)

You will have an opportunity to meet with me to discuss this denial and to challenge the reason(s) for the action or otherwise explain your actions on _____, at _____
(date) (time and place)

Pending the severity and level of the infraction, your participation in practices and contests of the organization will be determined as outlined in the Athletic Code of Conduct.

_____
Signature of Coach/Administrator

I have read, understand and hereby acknowledge receipt of this notice of denial of participation. I understand my acknowledgement does not constitute an admission of the alleged misconduct.

_____
Signature of Student

cc: Athletic Director
Principal
Superintendent

FORM 2-DP

Department of Athletics
Bellefonte Area School District
830 East Bishop Street Bellefonte, PA 16823
Telephone: (814) 353-5322 Fax: (814) 353-5320

PARENT/GUARDIAN NOTICE OF TEMPORARY DENIAL OF PARTICIPATION IN ATHLETIC ACTIVITIES

_____ _____ _____
(Student) (Name of Parent/Guardian) (Date)

_____ _____
(City) (State)

You are hereby notified that your son/daughter has been denied temporary participation in _____ for
(Sport)
_____. The denial begins on _____, ending _____.
(Length of Denial) (Date) (Date)

The incident which caused this action has been discussed with your son/daughter. This action was taken for the following reasons:

_____
(The nature of misconduct, date and time of its occurrence and conduct code violated.

Pending the severity and level of the infraction, your son's/daughter's participation in practices and contests of the organization will be determined as outlined in the Athletic Code of Conduct.
You and your son/daughter have the right to appeal this action to the Athletic Appeals Board. Notification of your decision to appeal must be made within 72 hours of the date the denial is to begin. If you wish to appeal this matter, please contact me so that arrangements can be made.
If you have any questions about this situation, please contact me.

Sincerely,

_____
Signature of Coach/Administrator

I have read, understand and hereby acknowledge receipt of this notice of denial of participation. I understand my acknowledgement does not constitute an admission of the alleged misconduct.

_____

Signature of Parent/Guardian

cc: Athletic Director
Principal
Superintendent

FORM 3-DP

Department of Athletics
Bellefonte Area School District
830 East Bishop Street Bellefonte, PA 16823
Telephone: (814) 353-5322 Fax: (814) 353-5320

NOTICE OF DECISION OF ATHLETIC APPEALS COMMITTEE/TEMPORARY DENIAL OF PARTICIPATION IN ATHLETIC ACTIVITIES

_____ _____
(Student) (Date)

_____
(Name of Parent/Guardian)

_____
(Address)

_____ _____
(City) (State)

The Athletic Appeals Board held a hearing to review the denial of participation of _____ in _____.
(Student) (Sport)

Following the hearing, the group took action to _____.
(affirm, reverse, or modify)

Nature of the modification or action:

_____

_____

_____
Signature of Chairman of Athletic Appeals Committee

cc: Student's file
Members of Athletic Appeals Committee
Principal
Athletic Director
Superintendent

FORM 4-DP

Department of Athletics
Bellefonte Area School District
830 East Bishop Street Bellefonte, PA 16823
Telephone: (814) 353-5322 Fax: (814) 353-5320

NOTICE OF INTENDED PERMANENT DENIAL OF PARTICIPATION IN ATHLETICS

_____ _____
(Student) (Date)

_____
(Name of Parent/Guardian)

_____
(Street)

_____ _____
(City) (State)

You are hereby advised that you will be denied permanent participation in _____ as outlined in the Athletic Code of Conduct.
(Sport)

The reason(s) for this determination are as follows:

_____

_____

_____
(Nature of misconduct, date and time of occurrence and code violated)

You have a right to an appeal hearing with the Athletic Appeals Committee to challenge the reason for this possible action. Please contact me to arrange a time for the hearing. The Athletic Appeals Committee will then make a recommendation to the Building Principal, who will then render a decision on the matter. You may request a time extension for the hearing if you are unable to attend. Please notify me by phone immediately if you wish to reschedule the hearing at _____.

Also, if you do not wish to appear at the hearing, please notify me.

_____
Signature of Coach/Administrator

cc: Athletic Director
Principal
Superintendent

FORM 5-DP

Department of Athletics
Bellefonte Area School District
830 East Bishop Street Bellefonte, PA 16823
Telephone: (814) 353-5322 Fax: (814) 353-5320

NOTICE OF PERMANENT DENIAL OF PARTICIPATION IN AN ATHLETIC PROGRAM

_____ _____
(Student) (Date)

_____
(Name of Parent/Guardian)

_____
(Street)

_____ _____
(City) (State)

You are hereby advised that _____ has been
(Name of Student)
permanently denied participation in _____ for the remainder
(Sport/Activity)
of the _____.
(Year of Sport/Activity Season)

The reason(s) for this determination are as follows:

_____
_____
_____
(Nature of misconduct, approximate date and time of occurrence and violation)

_____
Signature of Athletic Director

cc: Student's file
Members of Athletic Appeals Committee
Principal
Athletic Director
Superintendent

Department of Athletics
Bellefonte Area School District
830 East Bishop Street Bellefonte, PA 16823
Telephone: (814) 353-5322 Fax: (814) 353-5320

BELLEFONTE AREA ATHLETIC TRAVEL RELEASE FORM

In consideration of the Bellefonte Area School District granting permission for our child, _____, pursuant to our request for permission of the School District to permit _____ to ride home from _____ on _____ with the undersigned parents. We the undersigned parents of said minor child do hereby agree for ourselves and our minor child to assume full responsibility for all risks to which our minor child may be placed while riding in our vehicle, or injuries or damages he/she may suffer, or injury or damages caused to a third person, and further we do hereby release and forever discharge the Bellefonte Area School District, its directors, agents, officers and employees from any and all suits or claims or damages or expenses the School District may suffer, or that our minor child may make upon attaining majority.

IN WITNESS WHEREOF, the undersigned parents intending to be legally bound have executed this consent and release this _____ day of _____, 20___.

_____
Signature of Parent

_____
Signature of Parent

_____
Print Name of Child

_____
Home Address

_____
Home Telephone Number

Department of Athletics
Bellefonte Area School District
830 East Bishop Street Bellefonte, PA 16823
Telephone: (814) 353-5322 Fax: (814) 353-5320

BELLEFONTE AREA ABSENTEE FORM

Bellefonte Area High School
Absentee Form

NAME OF STUDENT: _____ GRADE:____

DATE(S) ABSENT: _____

REASON FOR ABSENCE:

ILLNESS/INJURY _____

OTHER (SPECIFY) _____

RESPONSIBLE PARTY SIGNATURE: _____

RELATIONSHIP TO STUDENT: _____

DAY TIME PHONE NUMBER: _____

*This form must be returned within three days after absence or absence is considered illegal/unexcused.
**All attendance related matters are subject to BASD policies

---

Bellefonte Area High School
Absentee Form

NAME OF STUDENT: _____ GRADE:____

DATE(S) ABSENT: _____

REASON FOR ABSENCE:

ILLNESS/INJURY _____

OTHER (SPECIFY) _____

RESPONSIBLE PARTY SIGNATURE: _____

RELATIONSHIP TO STUDENT: _____

DAY TIME PHONE NUMBER: _____

*This form must be returned within three days after absence or absence is considered illegal/unexcused.
**All attendance related matters are subject to BASD policies

BELLEFONTE AREA HIGH SCHOOL

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

FACULTY/STAFF HANDBOOK

2026 - 2027

Revised 7/2026

Bellefonte Area High School
830 E. Bishop St.
Bellefonte, PA 16823
814-355-4833
www.basd.net

****

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.
- **Kndg Registration-** For those required to work Kindergarten Registration.
- **Shadow/Transition-** Used for long-term leaves to assign a substitute prior to the start of the leave to shadow and after the leave to transition back
- **Personal-** For personal time.
- **Professional Dev-** When attending approved training on or off-site.
- **Sick_Family Illness-** For a family member's medical appointment or illness.
- **Sick-** For an employee's medical appointment or illness.
- **Dock Time/Uncomp Leave-HR Use Only-** For use when out of paid time (personal, sick, or vacation).
    - **<u>You will enter your absence as DOCK Time to get the absence into the system.</u>**
    - **<u>You MUST contact Human Resources to complete the Uncompensated Leave Request Form.</u>**
- **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 **<u>must</u>** contact your building secretary and principal to alert them of your absence. **<u>You must also contact Jeffrey Baker</u>** 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 <u>ANY TIME YOU LEAVE THE BUILDING YOU MUST SIGN OUT</u>. 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 <u>non-school related business</u>, 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).

<u>Guidelines</u>

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 event is defined to include, but not limited to the following: practices, meetings, rehearsals, trips, parades, activities, fundraisers, activities, and/or community service	1st ineligible occurrence - Warning week (student does not have to attend tutorial; can go to all club events as normal) 2nd week+ ineligible occurrence -The student is required to attend academic tutorial for the week(s) identified as ineligible; the student may not attend events 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 event 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	1st ineligible occurrence - 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.	

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.

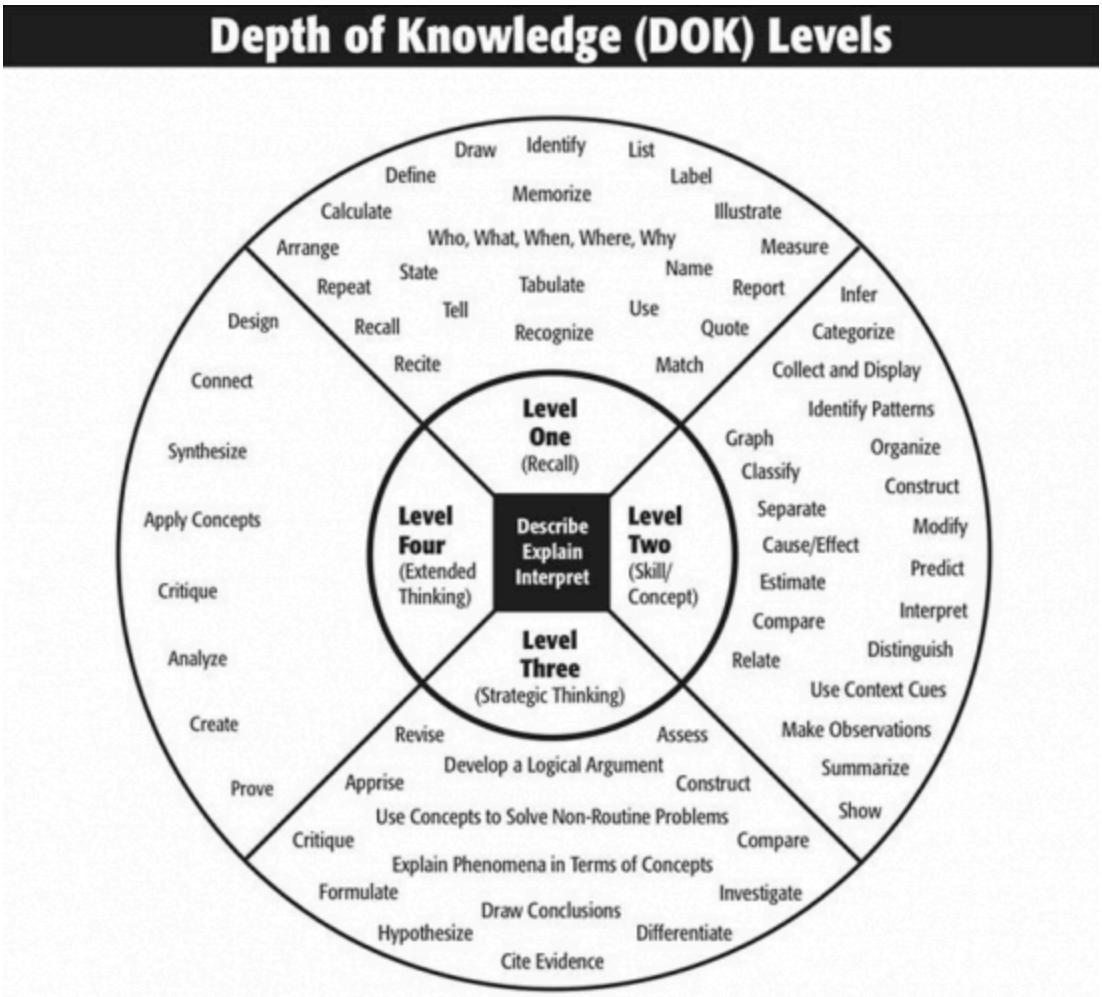
- Safety: School safety refers to the security of the school setting and school-related activities as perceived and experienced by all stakeholders, including families, caregivers, students, school staff, and the community. School safety encompasses both emotional and physical safety, and is influenced 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.



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	Total Minutes Per Day for All Subjects
9-10	90-100 minutes
11-12	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 themself 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.

Food		
Centre Hall-Potter Township Food Pantry.	Operating under normal hours 3rd Tuesday of each month 12:30-4:00pm	(814) 531-6151 *Grace United Methodist Church* *127 S. Pennsylvania Ave. Centre Hall PA 16828*
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) *131 S. Allegheny St. Bellefonte PA 16823*
Food Bank of State College	Mondays 1:00pm-4:30pm; Wednesdays and Fridays 1:00pm-3:30pm.	(814) 234-2310 *1321 S. Atherton St. State College PA 16801*
Penns Valley Family Service Center	Tuesdays 8:00am-12:00pm BY APPOINTMENT ONLY.	(814) 349-5850 *337 E. Aaron Sq. Aaronsburg PA 16820*
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 *Snow Shoe United Methodist Church - 501 S. Moshannon Ave. Snow Shoe PA 16874*
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/ *YMCA in Bellefonte* *Logan Fire Company* *Beaver Farms*

	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:	*Governor's Gates Apt buildings* *Pleasant Gap Elementary School* *Continental Courts (playground pavilion)* *Marion-Walker Elementary School* *Citizens Fire Company* *Pine Glen Fire Company* *Snow Shoe EMS* *Wingate Elementary*
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	
Safety & Mental Health	**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/
Childcare		
● 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.

Housing & Utility Assistance		
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 *217 E Nittany Ave, State College, PA 16801*
Housing Transitions		Call: 814-237-5508 *217 E Nittany Ave, State College, PA 16801*
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/ *325 West Aaron Drive State College, Pennsylvania 16803*
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/
Transportation	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:

Percentage Grade	Letter Grade Equivalent	Weighted Percentage Grade
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**~~

- ~~**R**espect~~
- ~~**A**ll~~
- ~~**I**ndividuals~~
- ~~**D**emonstrate~~
- ~~**E**xcellence~~
- ~~**R**esponsibility, and~~
- ~~**S**afety~~

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:
Example: Schindler's List	*PG 13*	*Edited clips*

*****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.

BELLEFONTE AREA HIGH SCHOOL

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

STUDENT/PARENT/GUARDIAN HANDBOOK

-

2026-2027

Revised 7/2025

www.basd.net

Dear Students and Parents/Guardians:

Welcome to the 2026-2027 school year at Bellefonte Area High School. You are beginning an amazing time in your life where you, as students, will have many opportunities before you and you, as parents/guardians, will have many times where you can be proud and watch your child grow into an amazing young adult. We, the administration, faculty and staff of BAHS are so excited to go on this journey with you.

The Student-Parent/Guardian Handbook is a formal document developed to assist you as you progress through high school. It contains all of the policies and guidelines adhered to at Bellefonte Area High School. Parents/Guardians and students, please make sure you read through each area of the handbook and get to know them very well as you will be responsible to uphold them.

We encourage you to push yourself and try new and different areas of study. Embrace our many extra-curricular offerings, be it athletic or academic, or even interest based.

If you have any questions, please do not hesitate to contact an administrator, teacher, or staff member at the high school. Here's to an amazing school year!

Kindest regards,

Mr. Michael Fedisson, Principal
Mr. Andy Caruso, Vice Principal
Dr. Katrina Lee, Vice Principal

Equity, Inclusion, and Belonging in Bellefonte Area School District

What does Equity mean to us at BASD?

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

Vision:

The members of the Bellefonte Area School District envision

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

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.

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

PART I ~ OUR SCHOOL

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

Our Mission

It is the mission of the Bellefonte Area School District to inspire and prepare today's learners to embrace tomorrow's challenges.

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

Bellefonte Area High School's Symbolic Crest

The school crest was designed in the late 1960's. The Balfour Company and Mr. Hugh Manchester, a local historian, were commissioned to design the crest. The symbols were determined by a school-wide and community-based contest.

Beginning at the top of the crest, you find columns that depict the former Bellefonte Academy, a very prestigious prep school. During the 1930's Bellefonte High School was destroyed by fire, yet it continued to operate by holding classes at the Bellefonte Academy. The original high school facade also featured the stately column.

Continuing clockwise on the crest, you will find an open book symbolizing knowledge and learning. In the lower right hand corner of the crest is a replication of a statue of Governor Andrew Greg Curtin, which stands on the diamond in Bellefonte. Governor Curtin was born in Bellefonte and was a very important politician during the Civil War. His interest in local education led him to be one of the original members of the Bellefonte Area School Board. He also played a prominent role in founding Penn State University.

An iron furnace is depicted in the lower left hand corner. The entire economy of this area was, at one time, based on the iron industry. Its inclusion is, therefore, a tribute to the workers of the area. The upper left-hand corner of the crest houses the Pennsylvania Keystone State Symbol. Surrounding the Keystone Symbol are five stars. Each star represents a Pennsylvania Governor who either was born in or lived in Bellefonte. These Governors were Curtin, Beaver, Hastings, Packer and Bilger. The star in the middle symbolizes Polaris, the North Star in the constellation Ursa Minor. This star supposedly represents direction and aim in one's education.

The crest is currently visible on the official high school class rings, district stationery, graduation announcements, and written programs for end-of-the-year activities. The Crest is also displayed proudly in the library and in the high school theatre.

Important Phone Numbers

BAHS Main Office		814-355-4833
Main Office Fax		814-353-5320
Principal	Mr. Michael Fedisson	814-355-4833 x 8506
Vice Principal	Mr. Andy Caruso	814-355-4833 x 8507
Vice Principal	Dr. Katrina Lee	814-355-4833 x 8505
Attendance Line	Mrs. Vicky Confer	814-355-4833 x 8504
Guidance Office	Mrs. Jody Winkelman	814-355-4833 x 8520
Nurse's Office	Ms. Alex O'Brien	814-355-4833 x 8550
Student Office	Mrs. Vicky Confer	814-355-4833 x 8503
Athletic Director	Dr. Duffy Besch	814-355-4833 x 8164
Coordinator of Transportation	transportation@basd.net	814-355-4814

Bellefonte Area High School Discipline Philosophy

Bellefonte Area High School is committed to every student's right to an education. Each student has the right to learn, to be secure and to be safe. High school students are expected to be mature, responsible young adults, to act with courtesy and common decency in and out of school, and to dress in a manner that allows them to concentrate fully on educational opportunities provided by the school. Students must respect themselves, respect others and respect their school. It is the student's responsibility to behave appropriately, and the school community's responsibility to provide guidance and hold students accountable for their actions.

It is the responsibility of the high school administration to set high standards and expectations for behavior, to monitor student behavior and to intervene in situations that detract from a positive learning environment. The discipline Code of Conduct supports positive behavior and provides for prevention and correction of misbehavior. The intent of this code is to help guide students so they are prepared to make meaningful and positive contributions to their school, community, and society, both during and after their high school experience.

Our Daily Class Schedule

Bellefonte Area High School is on a six-day rotating schedule. For the 2026-2027 school year, we will be utilizing the modified block schedule. Cycle days 1-4 will utilize 45 minute class periods. On days 5 and 6, students will meet with half of their classes each day for approximately a double period of each class.

The schedule on Days 1-4 allows for a full eight-period schedule for students and one full, 30 minute lunch period. The lunch periods are during periods four, six, and eight. There are four minutes between classes with a one minute warning bell. The CPI schedule will be split between morning and afternoon sessions. The morning CPI students will leave at 8:09 a.m. and return at 11:25 a.m. The afternoon CPI students will leave at 11:59 a.m. and return at 3:15 p.m.

Time Schedule

Period	Start	End
HR	8:01	8:09
1	8:13	8:58
2	9:02	9:47
3	9:51	10:36
4 (LUNCH)	10:40	11:10
5/6	11:14	11:59
7/8	12:03	12:48
4/5	10:40	11:25
6 (LUNCH)	11:29	11:59
7/8	12:03	12:48
4/5	10:40	11:25
6/7	11:29	12:14
8 (LUNCH)	12:18	12:48
9	12:52	1:37
10	1:41	2:26
11	2:30	3:15

On Days 5 and 6, classes are approximately a double period in length. Half of a student's classes will meet on Day 5; the other half of his/her classes will meet on Day 6. Lunches will take place for 30 minutes during an assigned class (Pds. 6/7/8 on Day 5 and during Pd. 10 on Day 6). AM CPI will still leave at 8:09 A.M. on Days 5 and 6 and return at 11:01 A.M. AM CPI students will report to the cafeteria from 8:01 – 8:09 A.M. for attendance on Days 5 and 6. PM CPI will leave at 11:35 A.M. and return at 3:15 P.M. A Raider Period has been added at the end of Days 5 and 6 for various school events and activities.

Time Schedule

Day 5	Time	Day 6
1	8:01 -9:31	3
2	9:35 – 11:01	4/5/6
6/7/8 (Lunch)	11:05 – 1:02	10 (Lunch)
Lunch A	11:05 – 11:35	Lunch A
	(Class 11:39 – 1:02)	
Lunch B	11:50 – 12:20	Lunch B
	(Class 11:05 – 11:46 & 12:24 – 1:02)	
Lunch C	12:32 – 1:02	Lunch C
	(Class 11:05 -12:28)	
9	1:06 – 2:34	11
Raider	2:38 – 3:15	Raider

Lunch Mod/Class Split on Days 5 & 6:

Lunch A 11:05-11:35	Class 11:39-1:02
Lunch B 11:50-12:20	Class 11:05-11:46 & 12:24-1:02
Lunch C 12:32-1:02	Class 11:05-12:28

Cancellations

When school is canceled, the schedule resumes with the same day that was missed. Each day after that, we will continue the new sequence.

Example: If a snow day falls on DAY 1, we will run a DAY 1 schedule upon returning and DAY 2 the following day, etc.

Two Hour Delay Schedule

Days 1-4

Period	Start	End	
HR	10:01	10:10	AM CPI will leave @ 10:10
1	10:14	10:44	
2	10:48	11:18	
4 or 4/5	11:22	11:52	AM CPI will return at 11:52
5/6 or 6	11:56	12:26	PM CPI will leave @ 12:26
7/8 or 8	12:30	1:00	
9	1:04	1:34	
10	1:38	2:08	
3	2:12	2:42	
11	2:46	3:15	PM CPI will return @ 3:15

Day 5

Period	Start	End	
1	10:01	11:07	AM CPI will leave @ 10:10 AM CPI will return @ 11:07
Lunch A (6/7/8)	11:11	11:43	PM CPI will leave @ 11:43
Lunch B (6/7/8)	11:47	12:19	
Lunch C (6/7/8)	12:23	12:55	
2	12:59	2:05	
9	2:09	3:15	PM CPI will return @ 3:15

Day 6

Period	Start	End	
3	10:01	11:07	AM CPI will leave @ 10:10 AM CPI will return @ 11:07
Lunch A (10)	11:11	11:43	PM CPI will leave @ 11:43
Lunch B (10)	11:47	12:19	
Lunch C (10)	12:23	12:55	
4/5/6	12:59	2:05	
11	2:09	3:15	PM CPI will return @ 3:15

Three Hour Delay Schedule "A"

Homeroom	11:01 – 11:06

NO AM CPI

Period 4 or 4/5	11:10 – 11:40
Period 5/6 or 6 or 6/7	11:44 – 12:14

PM CPI Leaves 12:18

Period 7/8 or 8	12:18 – 12:48
Period 9	12:52 – 1:37
Period 10	1:41 – 2:26
Period 11	2:30 – 3:15

Note: If a three hour delay occurs on a day 5 or 6, we will push the block day to the first regular day we return due to running the "A" or "B" three hour delay schedule.

*AM CPI students will report to the Auditorium for Period 4/5

2026-2027 Calendar Description

Marking Periods

1st – November 3, 2026
2nd – January 22, 2027
3rd – April 1, 2027
4th – June 7, 2027

Calendar Description

August 11-13 – New Teacher Orientation
August 17 – Staff Opening Day (ALL Support Staff must attend – no school for students)
August 18 – Act 80 Day (no school for students)
August 19 – Teacher Clerical Day (no school for students)
August 31 – Professional Learning Day (no school for students)
September 1 – First Student Day
September 4 – Vacation Day (no school for students)
September 4 – 12-Month Support Staff Work Day
September 7 – Holiday (Labor Day - no school for students)
October 16 – Act 80 Day (no school for students)
November 13 – Staff Professional Learning – Parent/Teacher Conferences (no school for students)
November 25 – November 30 – Thanksgiving Vacation (no school for students)
December 24 – January 1 – Winter Vacation (no school for students)
January 18 – Professional Learning Day (no school for students)
January 25 – Teacher Clerical Day (no school for students)
February 12 – Act 80 Day (no school for students)
February 15 – Snow Makeup Day (no school for students)
February 15 – 12-Month Support Staff Work Day
March 25 - Act 80 Day (no school for students)
March 26 – Spring Vacation (no school for students)
March 29 – Snow Makeup Day (no school for students)
March 29– 12-Month Support Staff Work Day
May 28 – Staff Professional Learning (no school for students)
May 31 – Holiday (Memorial Day – no school for students)
June 7 – Last Student Day
June 8 – Teacher Clerical Day (no school for students)

PART II ~ CURRICULUM & ACADEMIC EXPECTATIONS

Graduation Requirements and Recommendations

The Pennsylvania Department of Education requires that all students enrolled in schools within the state meet minimum standards of scholastic performance before they may be granted a high school diploma. In addition, the Bellefonte Area Board of Education has established requirements which exceed these state-mandated minimum standards. Each student enrolled at the Bellefonte Area High School must meet the standards established by the Bellefonte Area Board of Education prior to being granted a high school diploma.

GRADUATION REQUIREMENTS Class of 2027	
SUBJECT	**MINIMUM CREDIT(S)**
English	**4.0 credits**
Social Studies	**4.0 credits**
Mathematics	**4.0 credits**
Science	**3.0 credits**
Physical Education 1	**.25 credit**
Physical Education 2	**.25 credit**
Physical Education Elective	**.50 credit**
Health	**.50 credit**
Driver Education	**.25 credit**
Electives	**8.25 credits**
TOTAL CREDITS	**25.00 Credits**

Class of 2028 and Beyond GRADUATION CREDIT REQUIREMENTS	
SUBJECT	**MINIMUM CREDIT**
English	**4.0 credits**
Social Studies	**4.0 credits**
Mathematics	**4.0 credits**
Science	**3.0 credits**
Physical Education 1	**.25 credit**

Physical Education 2	**.25 credit**
Physical Education Elective	**.50 credit**
Health	**.50 credit**
Driver Education	**.25 credit**
Personal Finance	**.50 credit**
Electives	**7.75 credits**
TOTAL CREDITS	**25.00 Credits**

- ♦ Completion of required 25 Credits (see applicable Graduation Credit Requirement Chart above)
- ♦ Community Service of 30 Hours
- ♦ Attainment of 1 of the 5 pathways described in Act 158
- ♦ Completion of Career Portfolio

Graduation Requirements:
Completion of required 25 Credits (see applicable Graduation Credit Requirement Chart above)

- ➢ Demonstration of proficiency in Algebra 1, Literature and Biology Keystone Exams or another state based alternative yet to be determined
- ➢ Community Service of 30 Hours
- ➢ Students can start to accumulate community service hours in the summer prior to ninth grade. Activities in which students can participate include volunteering time to help others without pay, a grade, or material rewards. Some activities would include volunteering with children as a teacher or coach, volunteering to help the elderly, serving on a community-based committee, helping a neighbor in need of special assistance, and giving blood to name a few. For each activity, students need to complete a Community Service Form and return it to the High School Guidance Department. Forms can be obtained in the guidance office and online. **All hours must be completed and verified by April 30th of the student's senior year**. Seniors that do not complete community service hours by this deadline may be ineligible from participating in graduation ceremonies and/or activities.

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

Keystone Proficiency Pathway:
Scoring proficient or advanced on each Keystone Exam – Algebra I, Literature, and Biology.

Keystone Composite Pathway:
Earning a satisfactory composite score of 4452 on the Algebra I, Literature, and Biology Keystone Exams. The three requirements to meet the Composite Pathway are:

- Score Proficient or Advanced on at least one of the three Keystone Exams
- Have no scores of Below Basic on any of the three Keystone Exams
- Have an overall composite score of 4452 for all three Keystone Exams

Alternate Assessment Pathway:
Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and one of the following:

- Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB)
  - Scholastic Aptitude Test (SAT): score of 1010
  - PSAT: score of 970

    - ACT: score of 21
    - Armed Services Vocational Aptitude Battery Exam (ASVAB): Composite score of 31 or higher
- Gold Level on the ACT WorkKeys Assessment;
- Attainment of an established score on an Advanced Placement Program exam of 3 or higher in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score:
- Successful completion of a concurrent enrollment (College in High School) course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score;
- Successful completion of a pre-apprenticeship program; or
- Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.

Evidence-Based Pathway:
Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans including

- One of the following:
    - Attainment of an established score on the ACT WorkKeys assessment, a SAT subject test (score of 630), or an Advanced Placement Program Exam (score of 3 or higher).
    - Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework;
    - Attainment of an industry-recognized credential; or
    - Successful completion of a concurrent enrollment or postsecondary course; and

- Two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for a college-bound student-athletes with a minimum grade point average (GPA) of 2.0

CTE Pathway:
For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.

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

Course Credits

The Pennsylvania Department of Education requires that all students enrolled in schools within the state meet minimum standards of scholastic performance before they may be granted a high school diploma. In addition, the Bellefonte Area Board of Education has established requirements which exceed these state-mandated minimum standards. For example, four credits of Math are required for graduation.

Graduation Honors

The Bellefonte Area High School will recognize the valedictorian and salutatorian at commencement exercises based on class rank. Additionally, the following academic accomplishments will be honored for students who earn the following numerical percentages.

Weighted Numerical Grade:

Summa Cum Laude	97% or better
Magna Cum Laude	95% - 96.999%
Cum Laude	93% - 94.999%

State Standards/Demonstrating Proficiency

Additionally, in order to graduate from high school in the state of Pennsylvania, every student (class of 2020 and beyond) must demonstrate proficiency in Algebra I, Biology and Literature. The simplest way for students to achieve this goal is to score at the "Proficient" or "Advanced" level on the state standardized tests, otherwise known as the Keystone Exams. If proficiency or better is not demonstrated on the Keystone Exams, a number of alternatives may be available to students to meet this requirement. Counselors will work with individual students as needed to determine the most appropriate pathway for each student's success.

**Approved proficiency options may be subject to change as updated information is released from Pennsylvania Department of Education.*

Testing Information

The testing program at the high school encompasses a variety of tests which serve several purposes. While some of these tests are mandated, others are administered as a service to students and their families. The following chart provides basic information on these tests.

GRADE LEVEL	TEST	DEFINITION OF TEST	PURPOSE
9	Keystone Exams	Algebra 1, Literature, Biology	State Proficiency Exam
	CDT	Classroom Diagnostic Tools (Alg, Lit, Bio)	Identify areas of strength and need with standards
	PSAT	Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	Acquaint students with SAT material
10	PSAT	Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	Acquaint students with SAT material
	SAT Reasoning	Scholastic Aptitude Test	College admission evaluation
	ACT	American College Testing	College admission evaluation
	Keystone Exams	Algebra 1, Literature, Biology	State Proficiency Exam
	CDT	Classroom Diagnostic Tools (Alg, Lit, Bio)	Identify areas of strength and need with standards
11	ASVAB	Armed Services Vocational Aptitude Battery	Assess student aptitude
	PSAT	Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	Acquaint students with SAT material
	SAT Reasoning	Scholastic Aptitude Test	College admission evaluation
	ACT	American College Testing	College admission evaluation
	Keystone Exams	Algebra 1, Literature, Biology	State Proficiency Exam
	AP Testing	Advanced Placement Testing	College placement evaluation
	CDT	Classroom Diagnostic Tools (Alg, Lit, Bio)	Identify areas of strength and need with standards

12	SAT Reasoning Keystone Exams AP Testing HSTW/NAEP Achievement Test ASVAB ACT	Scholastic Aptitude Test Algebra 1, Literature, Biology Advanced Placement Testing High Schools That Work NAEP Achievement Test Armed Services Vocational Aptitude Battery American College Testing	College admission evaluation State Proficiency Exam College placement evaluation Assess student aptitude Assess student aptitude College admission evaluation

Keystone Exams

All students are required to take the Keystone Exams in the disciplines of Algebra, Biology and Literature. These tests serve as a measure of achievement and apply to state regulations for our School Performance Profile (SPP). Students who do not score proficient or advanced on the tests will have opportunities to retest.

Promotion Standards

On the path to a diploma, there are grade level benchmarks or expectations for each year of high school. Students must earn a minimum grade of "60%"in a course in order to receive credit. It is recommended that students earn a minimum of six and one half (6.5) credits per year in order to graduate on time.

The following standards apply to all students:

- A student must earn a minimum of 5 credits during grade 9 **(including at least 3 major subject credits*)** to enjoy 10th grade standing.
- A student must earn a minimum of 11 credits during grades 9 and 10 to enjoy 11th grade standing. **(including at least 6 major subject credits*)**
- A student must earn a minimum of 17 credits during grades 9, 10, and 11 to enjoy 12th grade standing. **(including at least 10 major subject credits*)**

*Note: major subject credits include English, Math, Social Studies and Science courses

This impacts homeroom standing assignments as well. Students who have not met the standards for promotion will be in a homeroom matching their official grade level.

Students who fail a required course during their freshman, sophomore, or junior years must successfully make up the course prior to graduation. This can be accomplished at the student's expense either by completing the course in one of the following ways:

- In an approved summer school program
- Through individualized/independent tutoring from a certified teacher approved by the High School Principal
- Through an approved on-line course
- **Be advised, not all courses are available in summer school or online. Students should check with their counselor for course availability**
- As a last resort, students may also reschedule the class the following year.

Scheduling Procedures

The Bellefonte Area School District highly recommends and encourages all students to take a wide range of courses and carry a credit load each year that exceeds the minimum standards of scholastic performance. Students should schedule a

minimum of 7.0 credit hours per year. Please be advised that study hall enrollment numbers will be capped, and students are encouraged to take additional courses.

Counselors will meet with students during the second semester and have them complete their scheduling requests for the following year. Completed student schedules will be mailed home in the summer. Students will then be allowed to request schedule changes. Please note all schedule requests should be based on the underlying course. These change requests must be made before the beginning of the school year.

Teacher-specific requests will not be granted.

Course Recommendations

Students should consult the course descriptions to be certain they are eligible for enrollment in the course before registering. Many courses have recommendations and are available only to students who fulfill such recommendations.

Course Withdrawal

Dropping a course is a serious step that can affect a student's permanent record and may jeopardize satisfactory academic progress and athletic eligibility.

Students may drop courses without penalty through the first **15 days of yearlong courses**, the first **10 days of semester courses** or during the first **5 days of quarter courses**. After that drop period ends, courses that are dropped will result in a failing grade on their permanent transcript. Students must complete the Late Drop Course Form to be signed by the student, parent, teacher, school counselor, and principal.

Students earning less than a 60% in a course will have the opportunity to petition for a late drop by completing a success plan with the course instructor. **Any student who wishes to late drop a course must first complete a success plan with the teacher.** The success plan must be approved by the teacher, school counselor, and principal prior to implementation. Late drops can only be initiated until the halfway point of the course. (A copy of the BAHS Success Plan form is on page 92 for review.) If this plan is followed **with fidelity** and success is still not met the student shall be able to drop the course. Success is defined as producing passing work (60% or higher) from the implementation of the success plan on.

Auditing

In very special cases with advance permission of a student's parent(s)/guardian(s), course instructor, school counselor, and the Principal, a student may audit a class. When a course is audited, the symbols AU will appear on the report card and transcript. In no case will the student receive credit for auditing.

Incomplete Grades

Students will receive an Incomplete "I" grade on the report card if they have outstanding work that is still eligible for completion ~~(as defined by the student handbook)~~. **All incomplete work must be turned in to the instructor within the first 10 days of the new quarter.**

Honor Roll Criteria

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

Distinguished Honors:	**High Honors:**	**Honors:**
Grade Point Average of 95% - 100%	Grade Point Average of 91% - 94%	Grade Point Average of 85% - 90

No failing grades No incomplete quarterly grades	No failing grades No incomplete quarterly grades	No failing grades No incomplete quarterly 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 for Honor Roll consideration. All incomplete grades must be made up within 10 days after report cards have been distributed.

Class Rank

Class rank is computer generated, utilizing the student's cumulative weighted grade point average in grades nine through twelve.
Grades for courses are calculated as follows:

Grading Scale

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

- Grades are determined and recorded as percentages.
- For purposes of comparison, letter grade equivalents are listed above.
- In addition, the weighted percentage grade is also shown.

Weighted Grades

Only courses labeled as"Accelerated," "Honors" or "Advanced Placement" are weighted, with only final grades receiving a weight factor. A weighting factor of 1.04 is applied to"Accelerated" and "Honors" courses and a weighting factor of 1.07 is applied to "Advanced Placement" courses.

Progress Reports

Student progress can be tracked in real time through the use of Parent Portal on the Power School software.
Parents/Guardian and students are encouraged to continually check student grades. Be advised, teachers must be given a reasonable amount of time to enter/update student grades upon completion of projects or tests.

At the midpoint of a nine week period, if a student's grade is below a C, the teacher will contact the parent/Guardian via email or mail.

Throughout the school year, if student grades fall below a C, the teacher will notify the student of the grade and then contact the parents/Guardian via phone, email or mail.

The parent(s)/guardian(s) 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.

Report Cards

Report cards are a measure of student progress throughout the school year. They are issued four times per year at the end of each nine-week marking period. If questions arise concerning grades, contact either the teachers or the appropriate guidance counselor. Absentee or duplicate report cards may be obtained in the Guidance Office.

Post-Secondary Preparation

Students who plan to continue their formal education following graduation from high school (i.e. attend college, technical school, nursing school, business college, etc.) should realize that entrance requirements vary from institution to institution. Early selection of colleges will be advantageous so that high school courses may be selected to meet entrance requirements. In addition to selection of the subjects required by the different colleges, high scholastic achievement is essential for entrance to college. The student's class rank at the end of the junior year will be included on college applications.

Some general remarks on entrance requirements follows: Completion of two years of a laboratory science satisfies most admission requirements for college. Likewise, two years of a foreign language is usually sufficient, although more is preferred (check with each individual institution to be sure about their specific requirements). Students preparing for a college program related to science and mathematics should elect additional courses in science and mathematics, and those planning to major in other areas should consider taking the full sequence of a foreign language. Also, chemistry is generally listed as a basic requirement for entrance into a nursing curriculum. Business administration and engineering programs similarly require strong preparation in mathematics through trigonometry.

ADMISSION CRITERIA FOR POST SECONDARY EDUCATION MAY INCLUDE:

- Courses Taken/GPA
- SAT Reasoning Scores (possibly SAT-Subject)
- Rank in Class
- Counselor/Teacher Recommendations
- Application Questions and Essays
- Personal Interview (if available)
- Activities outside the classroom
- Special Talents, Skills, and Interests

NCAA Eligibility

Students seeking eligibility with the NCAA need to meet with their guidance counselor as soon as possible to ensure they are on schedule to meet NCAA requirements. Students in certain courses or programs (BeLA, CPI, Common Core Algebra 1, Common Core Algebra 1 Part 1 or Common Core Algebra Part 2) need to work on a credit plan to ensure they can get enough NCAA credits to be eligible to compete. It is imperative that students who may seek NCAA eligibility meet with their counselor ASAP and preferably prior to their junior year to map out eligibility requirements and a course map.

Mid-Term and Final Examinations

Midterm and final exams are integral parts of a course of study. The following regulations will govern final exams:

- 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 exam is given at the midpoint and at the completion of every course, both semester and year-long.
- The midterm exam and the final exam each stand alone with the midterm exam counting for 10% of the final grade and the final exam counting for another 10% of the final grade. The actual grade for the midterm exam is printed on the report card.
- The nature of the final exam may vary. Various means of assessment, where appropriate, are strongly encouraged, but in all cases, the midterm and final exams must evaluate mastery of the minimum competencies expected upon completion of the course, as well as mastery of PA academic standards/assessment anchors. All midterm and final exams 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 examination, with their final grade for the course 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 examination with the option of including it as 10% of their final grade, or exempting it, with their final grade for the course 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 examination which will account for 10% of the final.

- Students who are unable to take a Midterm or Final Examination due to a previously school approved absence must complete a reschedule form and have it approved by administration and the teacher prior to the test date.

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 Bellefonte Area School District advocates the concept of homework to provide an additional positive learning opportunity that enhances home/school communication. The Board of Education has established a homework policy (#130) available in the school office for your review. Homework is a function that supports learning and should not be assigned as busy work or as punishment. Furthermore, homework assignments are to address the individual academic and career goals of all students. More specifically, homework (1) Provides an extension of classroom learning. (2) Reinforces skills in subject areas. (3) Prepares students for subsequent classroom instruction. (4) Develops individual initiative, self-discipline, and responsibility. (5) Develops good study habits and study skills.

In determining homework assignments, keep in mind the following:

All teachers will examine the use of homework.
Homework needs to be done. It is not optional.
Homework should be reasonable in length (1 ½ to 2 hours depending on grade level per night total from all teachers for high school students).
Homework in honors and advanced placement classes will require more study and work time.
Homework should be given in small increments and should not be overwhelming for students.
Homework should be practice of information already taught or an extension of learning into independent areas.
Homework must be used (and not just collected) in class and teachers should review homework the next day.
Homework needs to count with either a percentage of the overall grade, or using a value-added approach.
Homework should not simply be incomplete class assignments.
Homework must be started in class with the parts that are to be completed in class clearly specified.

1. Students should:
   (a) Be aware of the homework policy and guidelines of the Bellefonte Area School District.
   (b) Assume responsibility to produce original work.
   (c) Complete all assignments in the allotted time frame.
   (d) Arrange to make up missed assignments as required by the teacher(s).
   (e) Ask for further explanation if original directions are not completely understood.
   (f) Assume responsibility for remembering and/or recording assignments.
   (g) Initiate the request for help when needed.
   (h) Know the completion date and the specific format required by the teacher for completing the assignment.
   (i) Complete assignments neatly and legibly.
   (j) Maintain good study habits.
   (k) Budget time for short-term, as well as, long-term assignments.
   (l) Communicate with parents/guardians and teachers concerning problems with assignments.

2. Parents should:
   (a) Become familiar with the homework policy and guidelines of the Bellefonte Area School District.
   (b) Provide an area that is conducive to learning.
   (c) Help motivate and/or assist the student to fulfill homework responsibilities without doing it for him/her.
   (d) Establish regular study time.
   (e) Develop a suitable study schedule.
   (f) Communicate with teachers concerning problems with or questions about homework.
   (g) Cooperate with the teacher in reinforcing the value of homework.
   (h) Help your child set a limit to extracurricular activities when the activities interfere with homework and study time.

Make-Up Work Guidelines

The following guidelines should be used for make-up work:

- ➢ It is the responsibility of the student, upon returning to school, to contact the teacher for make-up work and to complete that work.
- ➢ 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 excused absences.
- ➢ Teachers may use their discretion to further extend the amount of time for make-up work
- ➢ If a student fails to complete a test/assignment that has been rescheduled by a teacher due to an 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 take any test scheduled or submit work due that day.
- ➢ Students may make up all work missed during a suspension from school within the allotted time established above.
- ➢ Grades of students will not be lowered for disciplinary reasons. A "class participation" grade may be lowered if the students' lack of attendance prevents him/her from making a meaningful contribution to class. Both student and parent/guardian should be informed of this circumstance, as well as the appropriate building administrator.

If a teacher suspects that a student is being deliberately absent on test days, he/she will report the situation to guidance so that a conference can be held with the student and parent/guardian. If absences continue, guidance will report the problem to administration.

A teacher may use professional judgment in granting 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.

Participation Grade

Students are to fully participate in all classroom activities. This participation may count for up to twenty-five percent of the student's grade. Consistent attendance is essential for full participation.

National Honor Society

To be considered for the National Honor Society (NHS) a student must meet and maintain high academic standards. Students must also be strong in the areas of character, leadership, and service. To this end, the following process for selection is followed:

- ➢ The student must be a junior or senior.
- ➢ The student must maintain a cumulative 3.67 GPA on a 4.0 scale, or a 93.0000% on a 100% scale at the end of their sophomore or junior year.
- ➢ The student must complete an application detailing his/her accomplishments in the areas of academics, character, leadership and service.
- ➢ The student must complete an essay that relates to leadership and serving others.
- ➢ The faculty will be asked to rate each student that they know in the areas of character, leadership and service on a five-point scale.

To reach induction, the student must:

- ➢ Satisfactorily complete the application.
- ➢ Satisfactorily complete the essay.
- ➢ Satisfactorily meet recommendations of faculty.
- ➢ Attend the induction ceremony.

After induction:

- ➢ Following induction into the Bellefonte Area High School Scientiam Requi Chapter of the National Honor Society, students must continue to demonstrate academic excellence and traits of character, leadership, and service.
- ➢ Members/students are required to perform a minimum of two NHS service-oriented projects, both for their community and their fellow students, and record this on their NHS record form.
- ➢ Members must also attend a <u>minimum of six meetings per year</u> (usually the first Friday of every month at 7:30 am). These are essential parts of maintaining membership.

- ➢ It is our hope that members of National Honor Society will be examples for the rest of our school to look up to and follow.
- ➢ Failure to maintain a 3.67 or 93.0000% cumulative, weighted GPA or to demonstrate the high standards of character, leadership and service by attending six NHS meetings and completing and recording two NHS community service activities each year will result in removal from National Honor Society. Once a student is dismissed from National Honor Society, he/she will not be reinstated.

PART III ~ SERVICES

Student Services

Services offered by community agencies in district schools shall be coordinated by and be under the general direction of the school district.

The following categories of services shall be provided by the district and included in the student services plan:

1. Developmental services that address students' needs throughout their district enrollment, which include: guidance counseling, psychological services, health services, home and school visitor services, and social work services that support students in addressing academic, behavioral, health, personal and social development issues.

2. Diagnostic, intervention and referral services for students experiencing problems attaining educational achievement appropriate to their learning potential.

3. Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists.

The district shall plan and provide for a Student Assistance Program (SAP) in accordance with applicable law and regulations.

The district shall be responsible to develop, implement and monitor a student services plan that complies with state regulations and is available to all students.

The district shall ensure that all persons delivering student services are specifically licensed or certified as required by law or regulations.

School Counseling Services

The Guidance Department provides counseling services. An open-door policy is maintained so pupils can obtain help with their academic, vocational, and personal problems. Counselors are very much interested in helping students with their concerns or problems. A student may see a counselor before or after school or during one of the student's study periods. If a student desires an appointment, the student can contact the Guidance Department.

- ➢ Parents/Guardian are encouraged to call the Guidance Office if parents/Guardian feel they need a report on their child's progress or to make an appointment with any of their child's teachers. Calls should be made between 8:00 am and 3:15 pm, Monday through Friday.
- ➢ For additional information regarding guidance (counseling or courses), refer to the Bellefonte Area High School Course Description Guide.

The Guidance Department's plan for guidance activities includes the following services, which are designed to establish an environment that is conducive to learning and to social and emotional development:

- ➢ Registration and orientation of new pupils.
- ➢ Assistance to both pupils and parents/Guardian in the pupils' selection of curriculum and subjects.
- ➢ Administration and interpretation of standardized tests to all students.
- ➢ Individual and group guidance practices to help pupils develop self-understanding and make realistic plans.
- ➢ Placement to help pupils carry out their educational and vocational plans.
- ➢ Assistance with applications for post high school training in college, schools of nursing, technical schools, business schools, College Board Examinations and scholarships.
- ➢ Completion of transcripts and letters of recommendation.
- ➢ Assistance in the maintenance and completion of permanent records for all students.

School-Based Social Workers

School social workers support students and families by connecting them to school and community resources, and removing barriers to educational engagement. Social workers primarily assist students and families with basic needs, mental health services, community activities, and crisis support. They also provide direct counseling interventions to individuals and small groups at school as needed, and coordinate outreach and wellness activities. School social workers work closely with the BAHS Student Assistance Program (SAP) team and school counselors, as well as the district's Homeless and Foster Liaison. You can get in touch with school social workers Miss Irwin and Miss McClatchey by email: jirwin@basd.net and mmcclatchey@basd.net

Other Counseling Services

The Guidance Department offers the following additional services:

- ➢ addressing student issues (social, emotional and behavioral concerns)
- ➢ mediating peer to peer, student to teacher and student to parent
- ➢ making referrals to appropriate agencies to support students
- ➢ making recommendations for dealing with anger, depression, substance abuse, etc.
- ➢ providing resources within the school to meet students' needs
- ➢ designing and implementing groups which address identified student concerns
- ➢ identifying learning needs and providing the appropriate adaptations
- ➢ providing counseling services for AEP (Alternative Education Placement) students

Homebound Instruction

Homebound instruction is provided for students who are absent from school for an extended period of time because of a serious illness or operation. This service cannot be provided, however, until the school receives a letter from the respective student's physician. The physician's excuse is subject to review quarterly.

- ➢ The physician's letter must include a recommendation for homebound instruction as well as the diagnosis, prognosis, and estimated length of time that the student must remain at home. Contact the school nurse for more

information.
- ➢ Students on homebound instruction are not permitted to participate in extracurricular activities, field trips, sports, sporting events, dances, or proms.
- ➢ Students on homebound instruction are not permitted to attend CPI.

Special Education

The district shall offer each student with a disability education programs and services that appropriately meet the student's needs for educational, instructional, transitional and related services. A student who requires special education shall receive programs and services according to an individualized education program (IEP). The IEP shall provide access to the district's general curriculum and participation in state and local assessments, including supplemental aids and services that permit the student to be educated, to the maximum extent appropriate, with nondisabled peers. The district shall provide a continuum of placement options to appropriately meet the needs of students with disabilities.

The district works to ensure that all students with disabilities shall be identified, evaluated, and provided with appropriate educational programs and services, in accordance with federal and state laws and regulations. The district shall establish and implement a system of procedural safeguards and parent/guardian notification as part of its special education plan.

Chapter 15 / Section 504 Plans

In **Chapter 15/Section 504**, students' needs are addressed in service agreements developed by their parents/Guardian, doctors and appropriate school administrators. These plans/agreements are created to support the student so the student can reach high levels of academic success. The plans are individualized depending upon the individual student's needs. Students and/or parents/guardians requesting Chapter 15/Section 504 Plans must demonstrate a need which impacts students' educational progress.

Gifted Education

In accordance with the district's philosophy to develop the special abilities of each student, the district shall provide gifted education services and programs designed to meet the individual educational needs of identified students.

Please refer to Board Policy 114 - Gifted Education for more information.

Academic Decathlon

The Bellefonte Area High School offers a club to all students in grades 9 through 12 that prepares them to take part in the Academic Decathlon competitions. Students participating in these events compete for a variety of awards and scholarships. Academic eligibility must be maintained to participate in competitive events. This club may involve fundraising.

Extra Curricular Opportunities

BASD believes that the athletic program should be an extension of the district's academic ideals that emphasizes teamwork, self-discipline, hard work, and communication skills. Students will be given on as equal a basis as is practicable and without discrimination, in accordance with law and regulations. Additional information regarding the Districts policy on Interscholastic Athletics (Policy #122, 122.1, 123, 137.1, 140.1) on the School Boards webpage or by contacting the BAHS office.

The following is a list of activities that will allow students to become more involved in their school community.

ACADEMIC	SERVICE/SOCIAL
Academic Decathlon	Athletic Trainers

Ananda	~~Barbell Club~~
Art Club	B the Change
Chinese Club	Class Cabinet
Drama Club	Gay-Straight Alliance (GSA)
French N.H.S.	Students Against Destructive Decisions (SADD)
Future Business Leaders of America	Key Club
The National FFA Organization	Ski Club
Mock Trial Team	Student Council
Model United Nations	Student Newspaper (Red and White)
National Honor Society	SWPBS (Raider Revolution)
Spanish Honor Society	Turning Point USA
Engineering Club	Yearbook - LaBelle
MUSIC	**ATHLETICS**
Concert Band	Baseball
Marching Band	Boys' Basketball
Jazz Band	Girls' Basketball
Instrumental Ensembles	Bocce
Indoor Color Guard	Bowling
Indoor Majorettes	Cheerleading
Indoor Percussion	Cross Country
Choir	Football
Women's Chorale	Boys' Golf
Select Choir	Girls' Golf
Orchestra	Gymnastics
Tri-M Music Honor Society	Boys' Lacrosse
	Girls' Lacrosse
	Boys' Soccer
	Softball
	Swimming
	Track & Field
	Wrestling
	Volleyball

Any extracurricular activity may involve fundraising.

Advanced Placement Courses

Advanced Placement (AP) courses are offered in many of our departments. **Students wanting to take an AP course must complete an application and meet eligibility requirements. Applications are available in Guidance.**

Students who take Advanced Placement courses are expected to take the appropriate AP examination. When you take the AP examination, you can compare your ability with students across the country. A good AP score also reflects well on your academic abilities when colleges consider your transcript. If you score high enough on the AP exam (qualifying scores vary among colleges), some colleges allow you to receive college credit and skip the beginning level of a course. This can save you both money and time. Students sometimes hesitate to take the AP exam because they intend to take the beginning course in college, no matter how well they may score on the exam—especially when the college course is in the area of their intended major. But even if you achieve a high AP score, you can still take the courses you want in college. No college requires that you skip a course.

Post-Secondary Studies

A qualified senior who wishes to extend his/her high school program may spend up to half of the scheduled school day at the Pennsylvania State University, Lock Haven University, or South Hills School of Business and Technology taking courses for college credit at their own expense. After University registration is complete, high school counselors will arrange the student's high school schedule.

A copy of the completed registration form from the post-secondary school must be given to the counselor in order to schedule these opportunities. Interested students should initiate the application process through their high school guidance counselor in the spring of their junior year.

Dual Enrollment/College in the High School

This program allows the Bellefonte Area High School to partner with community colleges and four-year colleges and universities to offer high school seniors the opportunity to earn college credit while completing their high school requirements. We currently have agreements with Penn State University, Commonwealth University (Lock Haven University), University of Pittsburgh (College in the High School) and Carlow University, Saint Francis University and Seton Hill University. Interested students should see their counselor for eligibility/application information. Online dual-enrollment opportunities may be available as well.

Independent Study

Independent study courses may be available for certain elective courses under special circumstances. Independent study courses within the high school must be conducted under the supervision of a staff member with prior approval from the course teacher, a counselor, and the Principal. Requests for independent study must be initiated by the student. Credit is awarded upon satisfactory completion of the student/teacher contract. Independent study grades are added to the student's permanent record at the end of each school year. Availability of independent study courses is not guaranteed.

School to Work

School-To-Work options at Bellefonte Area High School center around Career Exploration and a Work Experience Program. To assist students as they focus on their future career goals, opportunities are also available for internships and the junior year mentor luncheon. Supervised work experiences are also available to seniors through the Miscellaneous Workplace Experience course listed in the *Career Education* section of the Course Description Guide. Students must meet minimum semester hourly work requirements to remain eligible in the program. Students must accumulate at least 250 hours per semester to receive a passing grade. If a student fails to meet their 250 required work hours during the first semester, the student will be removed from the course and be given courses to complete a full day schedule at the high school for the second semester.

School Tutoring

Tutoring is available to all students in need of extra help. For more information, contact the guidance office or a school administrator. Content-specific teachers are available Monday through Thursday with each day having a specific content teacher available. Students may stay for help any day tutorial is offered. Tutorial times will be 3:20pm to 4:20pm. Tutoring opportunities are available for students before school and during lunch. Students should refer to provided schedules for

locations and times.

Language Instruction Educational Program for English Learners

The district shall provide an effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners. The goal of the LIEP shall be to demonstrate success in increasing English language proficiency and student academic achievement so that EL students can attain the academic standards adopted by the Board and achieve academic success. EL students shall be identified, assessed and provided appropriate instruction in accordance with the LIEP, and shall be provided an equitable opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.

Migrant Students

The district has developed procedures regarding the development, implementation and evaluation of the district's program for migrant students. For more information, contact the building principal.

Cyber Education Opportunities

Bellefonte Area High School offers online courses via the Bellefonte e-Learning Academy (BeLA). The Bellefonte eLearning Academy (BeLA) provides a form of free public education that students attend from home or from another location outside a traditional classroom. It is a unique program that combines a strong parent/guardian involvement component with a flexible learning environment. Students who are enrolled in the Bellefonte eLearning Academy are considered to be students of the Bellefonte Area School District and are entitled to all opportunities that enrollment in the district has to offer.

We offer a variety of courses in this format, but interested students are required to meet with a guidance counselor and an administrator to determine eligibility. In addition, BeLA courses can be used for remediation or acceleration, although there is a charge for this service.

Summer School

A student who has failed a certain course or courses can remediate the course or courses during summer school at Bellefonte Area High School. It is the parent's/guardian and student's responsibility to complete the necessary paperwork to register for summer school.

Grades for courses remediated during summer school will be placed on the student's high school transcript.
The grade received in the summer school course will determine whether or not the student has passed the course or has the necessary recommendation to continue in the subject area.

Student Assistance Program (SAP)

The Bellefonte Area School District provides a Student Assistance Program to identify students having difficulty in school because of problems related to substance abuse and/or mental health issues. Students in need may be assessed and, when necessary, referred for professional help.

SAP is…

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

SAP is not….

- ➢ a counseling program
- ➢ a treatment program
- ➢ a disciplinary consequence

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/guardians, 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 are 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 remains confidential.

When to Make a Referral…

It may be time to refer yourself or a friend if you notice the following signals:

- ➢ Drop in grades, cutting school, change in personal appearance, erratic behavior, family problems, visible signs or talk of harm to oneself
- ➢ Physical symptoms – runny nose, watery eyes, frequent illness, listlessness
- ➢ Illegal activities – theft, selling/buying drugs, extorting money, etc.

How to Make a Referral…

- ➢ Talk to a guidance counselor
- ➢ Talk to a Vice-Principal or Principal
- ➢ Complete a referral form available in the Guidance Office
- ➢ Complete an online referral form available at https://www.basd.net/o/bahs/page/student-assistance-program-sap

Frequently Asked Questions

Who finds out?
Only a small group of specially trained and concerned teachers, counselors and administrators who keep it confidential.

How do I find out if my friend gets help?
You won't unless the person tells you because it's confidential.

Do their parents/guardians find out?
Usually, but not always, it depends on the situation.

Will my friend know who made the referral?
No, it is anonymous.

Will my friend get into trouble or get consequences from school?
No, SAP is here to help

Substance Abuse/Use Questionnaire

This form is intended as a tool for students to evaluate concerns that they may have about themselves or a friend with regards to substance abuse. We encourage our students to fill out this form and then talk to their guidance counselor, a teacher, or one of the building principals.

HOW CAN I TELL IF MY FRIEND OR I HAVE A SUBSTANCE ABUSE PROBLEM?

1) Do you or your friend ever lose time from school due to drinking alcohol or using drugs? Y or N

2) Do you or your friend use drugs to feel more comfortable, forget about worries or studies, Y or N

or to build self-confidence?

3) Do you or your friend use a substance alone? Y or N

4) Do you or your friend ever feel guilty because of substance use? Y or N

5) Have you or your friend ever gotten in trouble at home or school for substance use? Y or N

6) Do you or your friend do without other things or borrow money in order to get the substance? Y or N

7) Do you or your friend feel a sense of power when using substances? Y or N

8) Have you or your friend lost friends since beginning to use the substance? Y or N

9) Have you or your friend started hanging out with a heavy substance abusing crowd? Y or N

10) Do you or your friend use the substance until it is all gone? Y or N

11) Do you or your friend tune out during studies or lectures about substance use? Y or N

School Health Services

Health Examinations/Screenings

The district requires students to submit to health and dental examinations, screenings and health monitoring in order to protect the school community from the spread of communicable disease and to ensure that the student's participation in health, safety and physical education courses meets the student's individual needs and that the learning potential of each student is not lessened by a remediable physical disability. The district shall maintain for each student a comprehensive health record which includes a record of immunizations and the results of tests, measurements, regularly scheduled examinations and special examinations. Staff members shall continually observe students for conditions that indicate health concerns or disability and to promptly report such conditions to the school nurse or designated staff. The district will notify all parents/guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP).

Emergency Care for Illnesses

If a student is not feeling well, he/she should go directly to the nurse's office. Students should not call home prior to seeing the nurse. To see the school nurse, students should report to the health office with a pass from his/her teacher. Only students with an emergency will be admitted without a pass. The school nurse must contact parents/guardians before the student can be released from school because of illness. If the school nurse or nurse's aide is unavailable, students should report to the Student Office. **Students should not remain in a restroom if they are feeling ill because it could be considered a class cut.**

Students under the care of a physician and taking prescribed medication must arrange, with the nurse or principal, to take the medication in the nurse's office. There have been recent changes in the law, stating that ALL MEDICATIONS given during the school day will now require a physician/dentist order. This includes all over-the-counter medications. The nurse will not dispense aspirin or Tylenol, cold medications, antihistamines or any other non-prescription medication. ALL medications brought to school must include the name of the student, the name of the medication, the dosage to be given, times to be

given and a signed order from the physician/dentist and must be brought by parent/guardian.

Emergency Cards

The school requires that each student must have an emergency card on file. It is very important that the schools have information readily available in the event that a student should become ill or have an accident. Please see that this emergency card is filled out and returned promptly. It is equally important for parents/guardians to notify the school if their child has any physical needs which may require special attention such as epilepsy, heart problems, diabetes, orthopedic problems, etc. Students may not be able to participate in school activities if they do not turn in an emergency medical card. Be sure to read and sign the back of the emergency care card. If the certified school nurse, or health room aide feels it is in the best interest of the student to be transported to the emergency room, 911 will be called to transport your child to Mount Nittany Emergency room.

Accidents

When a student is involved in an accident, he/she should report to the teacher in charge immediately so that an accident report may be prepared and filed in the health office. ***If the nurse is not available***, the student should report to the Student Office where the secretary will provide initial assistance, call a nurse, and/or contact parents/guardians. ***No student is permitted to lie down in the health room when the nurse is not there***.

***When students are sick or involved in an accident*,** the Student Office secretary or the nurse will call parents/guardians. It is against school policy for students to transport other students, or to allow students who are ill or injured to go home to an empty house without knowledge and permission of parents/guardians.

The school is not responsible for treatment of accidents or injuries that occur outside of school.

Immunizations and Communicable Diseases

In order to safeguard the school community from the spread of certain communicable diseases, the district requires that guidance and orders from state and local health officials, established district policy and administrative regulations, and district-approved health and safety plans be followed by students, parents/guardians and district staff. See Board Policy 203 for details or contact the School Nurse.

Insurance

All participants in interscholastic athletics must show they have some form of medical coverage in order to participate in interscholastic activities. Students may be covered by their parents'/guardian's insurance policy and should check for coverage.

In the event that a student is not covered by medical insurance, a comprehensive pupil accident insurance program, approved by the Bellefonte Area Board of Education, is available to the students. Insurance forms are available at the beginning of each school year. Students and their parents/guardians are encouraged to review this program as to its relevance to their family. This insurance covers the school instructional program, all school activities, and school-sponsored social and athletic events as a participant. The school does not carry insurance for personal student injuries. This is the responsibility of the parents/guardian.

Medical Exams

As required by law, all students in Grade 11 must receive a medical exam. For the student's convenience, this examination is done by a school physician or, if preferred, students may have their own physician complete the exam. Forms for a private physician's report are available through the school nurse's office.

Vision Screening

Each year, the school nurse will perform a vision test. A letter will be sent home to the parents/guardian of all students who have passed the vision examination. If your child has failed the vision screening, a referral form will be mailed home. Please follow up with an eye care specialist for a professional exam, and return the completed form to the school nurse.

Hearing Screening

All students in Grade 11 and all Learning Support students will be tested for hearing problems. If such a problem exists, the school nurse will notify the student's parents/guardians and make a referral at their request.

Height and Weight Screening

Every year height and weight screenings are performed on all students. A letter will be mailed home stating your child's BMI percentile. Please follow up with your family doctor/pediatrician as necessary.

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.

Before a student can receive diabetes-related care and treatment in a school setting, the student's parent/guardian shall provide written authorization for such care and instructions from the student's health care practitioner. The written authorization may be submitted as part of a student's DMMP.

Diabetes-related care shall be provided in a manner consistent with district policy, district procedures and individualized student plans such as an IEP, Service Agreement or DMMP. The district, in conjunction with the school nurse(s), shall develop processes and plans for care and treatment of students with diabetes in the school setting. The district shall coordinate training for school employees. Such training may be included in the district's Professional Education Plan.

See Board Policy 209.2 or the School Nurse for more details.

Food Allergy Management

The focus of food allergy management shall be on prevention, education, awareness, communication and emergency response. The district adopts this policy in accordance with applicable state and federal laws and regulations, and the guidelines established jointly by the PA Department of Education and PA Department of Health on managing severe or life-threatening food allergies in the schools. Please see Board Policy 209.1 or the school nurse for details related to this policy.

Possession/Administration of Asthma Inhalers/Epinephrine Auto Injectors

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

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

b. Prescribed dosage.
c. Times medication is to be taken.
d. Length of time medication is prescribed.
e. Diagnosis or reason medication is needed, unless confidential.
f. Potential serious reaction or side-effects of medication.
g. Emergency response.

BASD Policy 210.1 addresses Student Self-Administration of Asthma Inhalers and Epinephrine Auto-Injectors. Please reference that policy or contact your School Nurse if you need more information.

Students and Media

Periodically, we have television stations and newspaper reporters who come to our schools for different events. They almost always ask to take photographs of our students, and sometimes they also want to interview students. That means that when we're doing something truly exciting, we want to have our students interviewed and photographed. We also like to include student pictures on the district website (www.basd.net). There are many exciting activities and events that we're proud to share with the community using the Internet. We would like the opportunity to include more students in those exciting news stories on the district website. This allows us to promote the great and exciting happenings in our school.

Parents/Guardians who object to having photos or names of their child(ren) published to a website or any other form of media must notify their student's building administrator in writing via letter and/or email.

Library Media Center

The Library-Media Center is a learning center, which provides a wide range of books, magazines, electronic resources, audio-visual materials, professional services, and facilities to complement the instructional program of the high school. Students may use the Library Media Center for:

- Reference or research work (assigned or independent).
- Checking-out or returning materials.
- Individualized instruction assignments.
- Leisure reading of books, magazines, etc. (unless the center is over crowded).

Students interested in going to the library during their school day will need to acquire a pass from the library staff. Students may come to the Library-Media Center during any regularly scheduled study hall period, provided they have this pass.

Circulation of Library Materials

Books are loaned for a two-week period, whereas magazines, pamphlets, kits, records, newspapers, etc., circulate for one week. There are no fines for overdue books, but students are required to pay for damaged or lost items.

Library Expectations

When visiting our library, students are expected to conduct themselves in an appropriate and respectful manner or they will be asked to leave and be subject to disciplinary consequences. Students should be respectful of others in the library, and as such, their behavior and volume should not disrupt those around them. Food and drinks are not permitted by the computers.

PART IV ~ ATTENDANCE POLICY

Attendance

Experience and research provide evidence that regular school attendance and sound academic achievement are related. The importance of time on task in reaching the district's educational goals can hardly be overestimated. Student attendance and tardy patterns are very important indicators of potential student success. Students who fail to attend class usually are unable to perform satisfactorily in their classes and are unable to benefit from class interactions and activities. Potential employers carefully review high school records, and students with records of excessive absence and tardiness are usually considered undependable and poor prospects for employment.

Bellefonte Area High School requires that all students enrolled in the district schools attend school regularly in accordance with the laws of the state. The educational program offered by this district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. The regular contact of students with one another in the classroom and participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

The attendance of students involved in extracurricular activities is mandatory. If a student is tardy beyond homeroom he/she will not be permitted to participate in the competition, practice, or activity that day. Students are expected to be present ALL DAY in order to be eligible to participate in an event or practice on any given day. An exception will be made if the student has an approved educational, medical, or legal appointment in which case the student must present documentation such as a dated receipt, appointment card, return to school form or fax/email indicating the date and time from the place of the appointment. A parental/guardian note is NOT acceptable.

Attendance at CPI is a vital component to ensuring a student’s success at CPI. If a student who attends CPI accumulates 10

days of absences, CPI will initiate a parent/guardian conference and Bellefonte High School will be notified. A determination whether the student should continue at CPI will be made in conjunction with the CPI administration, the Bellefonte High School administration, the parent/guardian, and the student. If the student is to continue at CPI, clear expectations will be established about absences and the number of competencies that need to be completed. If the student does not comply with the established expectations the student will be removed from CPI.

Free Education and Attendance

All persons residing in this Commonwealth between the ages of six and 21 years are entitled to a free and full education in the Commonwealth's public schools. Parents or guardians of all children between the ages of 8 and 17 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused. Students who have not graduated may not be asked to leave school merely because they have reached 17 years of age if they are fulfilling their responsibilities as students.

A student *may not* be excluded from the public schools or from extracurricular activities because:

The student is married.
The student is pregnant.
The student has a disability as identified by Chapter 15 (relating to protected handicapped students).
The student is an eligible student identified under Chapter 14 (relating to special education services and programs.)

Daily Attendance Record

Attendance at Bellefonte Area High School is taken on a period by period basis. The student day is divided into eight sections which is equal to eight periods. A full day's absence is recorded after a student misses eight total periods. On Days 5 and 6, each double period class counts as two periods of attendance. The periods are cumulative and do not have to occur on the same school day.

Students are to report to HOMEROOM or Period 1 on Day 5 or Period 3 on Day 6 by 8:01 am. Students who arrive late must sign in at the Student Office and a tardy to school will be recorded on the student's permanent record. A student who misses more than 10 minutes of a period is considered absent for that period.

Cumulative Lawful Absence

Absences shall be treated as unlawful until the district receives a written excuse explaining the absence, parental/guardian notes are to be submitted within three (3) days of absence and medical notes may be submitted within ten (10) days of absence. Any student who accumulates ten (10) days of absence (excused and unexcused) in a school year shall be required to furnish verification of illness from a Commonwealth licensed practitioner for subsequent days of absence. Failure to provide such verification will result in the absences being deemed unlawful and may be referred to Children Social Services and/or the District Justice.

Properly documented verification of illness from a Commonwealth licensed practitioner may not be counted toward the (10) day requirement.

Attendance need not always be within the school facilities. A student is considered to be in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction or health care; the student is engaged in an approved and properly supervised independent study, work-study or career education program; or the student is receiving approved homebound instruction.

Tardiness to School

It is the responsibility of each student to be on time for school every day. Students must sign in at the Student Office when arriving late to school. Any student who is late to homeroom or Period 1 on Day 5 or Period 3 on Day 6 or arrives at school at any time throughout the remainder of the school day is considered tardy. Tardies are tracked by classroom teachers and the high school attendance secretary.

Students are assigned discipline at the school-level for accumulating tardies. When a student accumulates 15 tardies, tardies are filed with the District Magistrate.

- After 5 tardies accumulate, one detention is assigned and the parents/guardians are notified by mail

- ➢ After 10 tardies accumulate, two detentions are assigned and the parents/guardians are notified by phone and mail and a School Attendance Improvement plan will be developed. Loss of driving privileges for 1 month.
- ➢ After 15 tardies accumulate, a student is assigned one Saturday detention and tardies are filed with the District Magistrate. Loss of driving privileges for 9 weeks.
- ➢ After 20 tardies accumulate, a student is assigned one day of ISS and tardies are filed with the District Magistrate. Loss of driving privileges for the remainder of the school year.
- ➢ After 25 tardies accumulate, a student is assigned two days of ISS and tardies are filed with the District Magistrate.
- ➢ After 30 tardies or beyond, a student is assigned three days of ISS, a possible placement in an Alternative Education Program and tardies are filed with the District Magistrate.

Early Dismissal Requests

No student is allowed to leave school early except at his/her parent/guardian request. Either a request must be received from the parent/guardian in writing, or the parent/guardian must appear at the school office requesting that the child be dismissed in his/her care. Requests by telephone must be verified by the Student Office. All requests for early dismissal must be for proper and legitimate reasons. A student must have a written doctor/medical excuse prior to participation in any extracurricular activities.

Early dismissal request forms are provided by the school. The request form (or a note), stating the reason for the early dismissal, must be brought to the Student Office by the student **before homeroom** in the morning. Students receiving permission for early dismissal must have the teacher whose classes they attend last sign the early dismissal slip.

Parents/Guardian who make arrangements for a medical appointment for their child during the school day may have their child excused by first emailing the Attendance Office (vconfer@basd.net) or by calling the Attendance Office 355-4833 x850. Parents/Guardians should then fax an excuse from the doctor to the Student Office at 814-353-2412 or by email at vconfer@basd.net or by having their child return with a note from the doctor's office.

Students who leave school without a valid early dismissal slip will be considered unlawfully absent and disciplinary action will follow. ***Excuses will not be accepted at a later time after the student has already left without prior approval. Students will be subject to disciplinary consequences in this situation.*** Early dismissal for reasons such as "personal" or "needed at home" are not valid reasons for early dismissals. If misused, early dismissals will not be granted to individual students in the future.

Written Excuse for an Absence

Requirements for a Written Parental/Guardian Explanation for a Student's Legal Absence:

1. Parents/Guardian are required to submit **a written explanation** for the legal absence of their child within three (3) days from the date of the child's return to school. Medical excuses must be turned in within ten (10) days of the absence to be considered medically excused. Failure to provide such written explanation or failure of the child to present the excuse to the principal and/or designee will result in the absence being declared unexcused and/or unlawful, as provided in law. In such cases where a written excuse is not provided, a disciplinary consequence will occur, including a day of in-school suspension for each half or full day of unexcused and/or unlawful absence. A referral to the District Magistrate may also occur if applicable.
2. The excuse may be in any of the following forms: note, email, or fax. Please send emails to vconfer@basd.net Faxes can be sent to 814-353-2412.
3. Students who attend CPI should also communicate absences with their attendance secretary so that both schools are made aware.
4. The mere fact that a parent/guardian provides a written explanation does not qualify the absence as excused. The absence must be for a legal reason as determined by law.
5. Students who are absent from class as a result of unexcused tardiness, class-cutting or truancy shall forfeit their make-up privileges and receive a zero for any work due or conducted or any evaluative measures administered during those class periods for which the student was not in attendance.
6. When it is known that a parent(s)/guardian(s) cannot read or write the building principal or teacher may accept a verbal excuse. However, the verbal excuse shall be documented in writing as to the date of the absence, the reason, and the name of the parent/guardian contacted. This documented note is to be signed by the person from the school who had contacted the parent/guardian.
7. In those cases where a child has an excessive number of absences verified only by a verbal communication, a home visit shall be made by the attendance officer and/or the home-school visitor to secure the "mark" of the parent/guardian

on a written excuse provided by the school.

8. If the dominant language in a student's home is not English and the parent(s)/guardian are able to read and write in another language, they shall be required to submit a written explanation in that language.
9. Excuses from parents/guardians will not be accepted once the student has already left school property without permission.
10. Attendance codes for the high school include: EXC = excused absence, ILL=Illegal - unexcused under 17, UNX = unexcused over 17, UNV = Unverified, AEP = Alternative Education Placement, ISS = In School Suspension, OSS = Out of School Suspension, OBP = Out of Building Placement, EDT = Educational Trip, FDT = Field Trip, CLT = College Trip, COU = Court, UTD = Tardy to class, PHO = Phone in Unverified, MED = Medical, REL = Religious, BRV = Bereavement, WEA = Weather, ELA = English Language Acquisition

Excused Absences

Students are only legally excused from school for the reasons listed below. This includes early dismissals.

Excused Absences:

Illness of the student, quarantine, recovery from an accident, a death in the family, impassable roads and/or natural disasters, family emergency (explanation required), other reasonable causes as permitted by Board Policy

Upon returning to school following an absence, students must report to the Student Office to obtain a class admittance pass and must provide the Student Office secretary with a written excuse. The excuse must be signed by a parent/guardian and brought to the Student Office *before* going to class. A specific reason must be given for the absence.

Note: PERSONAL REASONS AND COMMUNITY SERVICE ARE NOT ACCEPTABLE EXCUSES FOR ABSENCE.

If a regular excuse is not returned within three days, the absence is considered illegal/unexcused. Disciplinary consequences will follow for failure to submit an excuse within three days of the absence. Consequences can include a day of in-school suspension for each half or full day of illegal/unexcused absence on the first and any subsequent occurrence. A referral to the district magistrate may also occur if applicable.

The attendance of students involved in extracurricular activities is mandatory. Students must be present at the time roll is taken in order to be permitted to participate in any extra-curricular activity. Students are expected to be present *all day* in order to be eligible to participate in an event or practice on any given day. An exception will be made if the student has an approved educational, medical or legal appointment in which case the student must present documentation indicating the date and time from the place of appointment.

Procedures for Absences

For every absence, the parents/guardian will be contacted by the Attendance Officer.

1. After five (5) total days of absence (dependent on nature of absence), a letter will be sent to the home.
2. After three (3) consecutive days and no parental/guardian contact, a home visit will be made by the Attendance Officer and possibly by the school nurse.
3. After ten (10) total days:
    a. Letter to parent/guardian. Doctor's excuse for future absences may be required.
    b. Possible referral to SAP/Social Work/other building level resources ~~CST/IST/SAT~~, parental/guardian contact.

A student may be excused for participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group upon written request prior to the event.

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

Unlawful Absences

Examples of unlawful absences are listed in the table below. This list is not all-inclusive and does not preclude the classification of other absences as illegal or unexcused.

Unexcused/Illegal Absences:

Attendance at non-sponsored sporting events, Absence for PERSONAL reasons needed at home, Babysitting, Overslept, Car would not start, Gainful employment, Hunting and Fishing, Missing the school bus or personal transportation, Shopping, Trips not approved in advance (example: going out of town)

After each of the three (3) unexcused days:

- ➢ Contact by Attendance Officer
- ➢ First, Second and Third offense communication sent. Upon the third unlawful absence, a School Attendance Improvement Plan will be developed cooperatively with all involved stakeholders through a school family conference.
- ➢ School consequences assigned including a day of in-school suspension for the first offense of a half or full day of unlawful absence. School consequences can increase with subsequent occurrences of unlawful absence.

On the 6th Illegal day:

- ➢ Contact by Attendance Officer
- ➢ First arrest notice sent by certified mail
- ➢ Notify District Magistrate, if letter is not "picked up"
- ➢ School consequence assigned.
- ➢ Referred to any combination of the following: District Magistrate, Office of Children and Youth Services, Office of Probation.

On subsequent illegal absences, additional referrals to the District Magistrate, Office of Children and Youth Services, Office of Probation may be made.

* Illegal absences are given to students who are truant or who fail to present an excuse from their parents or guardians within the three-day period following an absence. Individual periods will also accumulate in the absence total. Illegal absence is termed unlawful if a student is less than seventeen (17) years of age. Following three days of such absence, a first warning notice is sent to parents/guardians. A second notice, followed by arrest, is required for any absence beyond the first offense warning. This state regulation does not imply that students are permitted three days of illegal absence, for even a half-day of such absence is a violation of the law. A tardy to school is also considered a violation. It is construed to mean that only after three days of such absence will legal action be taken against parents/guardians.

* Pennsylvania Legislation, Act 29, allows for a $300 fine for truancy placed on parents/guardians and requires them to pay court costs or be sentenced to complete a parenting education program. Both the truant child and parents/guardian must appear at a hearing by the District Magistrate. If the parents/guardian show that they took reasonable steps to ensure the attendance of the child, they will not be convicted of a summary offense. If the parents/guardian are not convicted and the child continues to be truant, the child can be fined up to $300 or be assigned to an adjudication alternative program. The law also grants school attendance officers and home and school visitors arrest powers.

Act 29 also removes from truant juveniles their driving privileges for 90 days for a first offense and six months for a second, while juveniles who are unlicensed are prohibited from applying for a learner's permit for 90 days (first offense) or six months (second offense) after their 16th birthday.

Repeated infractions of Board policy requiring the attendance of enrolled students may constitute misconduct and disobedience to warrant the student's suspension or expulsion from the regular school program.

Appeal Process

Students who have exceeded the maximum absences and believe that there are special circumstances surrounding the absences can appeal to the Attendance Committee. Appeal forms are available in the main office and the guidance office of each building.

Non-Cumulative Excuses

Any parent/guardian of a student who fails to comply with compulsory attendance requirements shall be reported to the District Magistrate and fines could be imposed.

Absences due to the following four (4) conditions shall be considered non-cumulative:

1. Death in the family.
2. Subpoenaed court appearance.

3. Verified acute or chronic medical condition as documented by the parent/ guardian and physician, and medical or dental appointments that cannot be scheduled at a time other than during school hours. A physician's note related to a chronic condition must state that the severity of the condition will prohibit the student from attending school as specified by the physician.
4. Pre-approved absences from school such as excused educational tours and trips, approved college visitation day, and excused religious observance or instruction.

When a student accumulates five (5) days of absence not attributable to the aforementioned conditions or is absent for five (5) consecutive days, a referral to the attendance officer shall be made. Irregular attendance may also be referred to the District Magistrate in the case of a student who is under seventeen (17). When a student accumulates five (5) absences not attributable to the aforementioned conditions, the principal or designee shall hold a conference with the student/ parent/guardian with input from the guidance counselor, home and school visitor and the student's teacher(s). The purpose of the meeting shall be to review the student's absences and to state clearly to the student and parent/guardian the consequences of seven (7) absences. Minutes of the meeting shall be maintained. The burden of attendance verification shall be on the parent/guardian.

Absences of five (5) or more consecutive days require a doctor's note or a medical excuse upon return.

Assignments for Absentee Students

Upon the reasonable, timely request of parents/guardians, every attempt will be made to contact the subject teachers to obtain assignments for multiple day absences. The assignments will be collected so that they may be picked up in the Student Office. Contact the Student Office at 814-355-4833 X 8504 for more information. Please also utilize the Parent Portal and/or contact the student's teachers directly.

Signing Out Procedures

When leaving school for any reason, students are required to sign out/in the Attendance/Student Office. This procedure helps to account for students in case of an emergency. The "Sign Out Booklet" is located on a table in the Attendance/Student Office; the secretary will assist students if necessary.

Students who leave the building without proper authorization will be subject to disciplinary action. Students who are ill must have the school nurse's permission to go home. The student does not have the right to go home without proper permission because of illness. The nurse or secretary in the Student Office must notify parents/guardians. Students must sign out in the Student Office when leaving.

Returning To School after an Appointment

Upon returning to school following an appointment or other reasons, students must "sign-in" in the Student Office. Students are expected to return to school after an appointment within a reasonable amount of time, sign in, or disciplinary action may be warranted.

Religious Excusal

All absences occasioned by the observance of religious holidays, as designated by the Department of Education, of the student's religion shall be excused. No student so excused shall be deprived of an award or eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.

Bellefonte Area High School shall, upon written request of the parents or guardians, release from attendance a student participating in a religious instructional program. Such instruction shall not require the child's absence from school for more than a total of thirty-six (36) hours per school year, and its organizers must inform the school of the child's attendance record. The school shall not provide transportation to religious instruction.

Educational Trips / Vacation Tours

In accordance with basic Board policy it is necessary that family trips for educational purposes be considered within the

context of school purpose and the law.

Upon receipt of a written request from the parents/guardians of the students involved, students may be excused from school attendance to participate in an educational tour or trip in accordance with state regulations. Such travel shall be at the expense of the parent/guardian and shall be subject to direction and supervision by a parent, grandparent, or legal guardian.

Approval of these trips shall be requested, in writing, on forms provided by the district. Requests must be submitted one (1) week **(7 calendar days)** before the date of departure and should be completed in detail. Forms shall not be accepted after the trip.

Submission of the form does not constitute approval. These requests will be evaluated on the following criteria:

1. Length of trip – number of school days the student will miss.
2. Only ten (10) days per year shall be considered. Trips will not be approved during the Keystone Exams based on the current year testing windows. If Take Your Child to Work Day falls within a testing window the educational trip will not be approved. In extreme circumstances, the Superintendent may approve an educational trip for a period longer than ten (10) days. The formal request will indicate the justification for the educational trip and an explanation as to why the trip cannot be taken during a school vacation or the summer break.
3. The number of absences accumulated prior to the scheduled trip.
4. The purpose, itinerary, and supportive educational aspects must be clearly explained for justifying such an experience beyond the classroom.
5. Approval will be contingent upon the student's academic progress, attendance record, discipline record, and on the student's responsibility for keeping up with assignments during the trip.

The building principal shall review each request for compliance with the stated conditions.

If approval is granted before the trip is taken, the student's absence will be excused. If prior approval is not received, the absence will be classified as an unlawful and/or unexcused absence. Should the student's absence extend beyond the approved time, such days will be classified as unlawful and/or unexcused. If approval is denied, the absence will be classified as an unlawful and/or unexcused absence unless a doctor's excuse is provided. Unlawful and/or unexcused absences can result in school disciplinary action. A referral to the District Magistrate may also occur if applicable.

All students are responsible for making up school work and tests missed during an approved trip. This shall be at the initiation of the student and reasonable convenience of the teacher (s). Work that is not made up shall count as a failure. All work assigned prior to the trip must be returned the first day back or this will count as a failure. If days are not approved as part of the trip and are deemed to be unlawful and/or unexcused, the student will not be permitted to make up work during the days of unlawful and/or unexcused absence.

Educational Trip forms may be obtained in the Student Office. The principal shall review each student's request based on the following criteria:

1. The purpose of the trip must be educational in nature.
2. The student's grades, discipline record and attendance must be satisfactory.

Unapproved trips shall be treated as unexcused absences. As such, no work missed may be made up.
Students will NOT be approved for Family Educational Trips if:

- They have missed ten or more days of school for any reason.
- They have been suspended in or out of school at any time throughout the school year.
- Grades are not satisfactory.

Keystone Exam Testing & Educational Trips

Keystone Exam Testing Windows: December 7-18, January 4-15, May 17-28, July 26-30

Assessment Windows are subject to change

NO EDUCATIONAL TRIPS FOR STUDENTS AT ANY GRADE LEVEL BEING TESTED WILL BE APPROVED DURING THIS PERIOD OF TIME.

IF "TAKE YOUR CHILD TO WORK DAY" FALL DURING THE TESTING WINDOW THE DISTRICT WILL NOT PARTICIPATE.

Students with Children

While we understand how difficult it can be to care for a baby and find suitable daycare, students are not permitted to bring babies and toddlers to school. In an emergency, an administrator may be contacted for special permission.

Students Eighteen Years or Older

Students who are eighteen or older, who live at home and are enrolled in school remain the responsibility of their parents/guardians until graduation. All excuses, dismissals, and permission slips must be signed by their parents/guardians. Failure to comply with attendance policies will result in suspension or exclusion from school. For example, if a student misses ten or more consecutive days without a physician's excuse, or repeatedly violates the school discipline policy, that student will be removed from the district rolls.

Children of Separated/Divorced Parents

In the event that a separated/divorced parent having custody of a child desires that the child not be released in the care of the other parent, the school will comply with those wishes provided that a copy of the court order authorizing custody is filed with the school.

Enrollment

New students enrolling at the Bellefonte Area High School must call Karen Moore, 355-4814 ext. 3033 at Central Office to make an appointment to complete enrollment forms and complete the scheduling process. If the student is not living with his/her parents/guardian, an affidavit of residency will be required. They will then be instructed to complete the scheduling process at the High School.

Under Pennsylvania's Act 26, prior to admission to the school district, parents, guardians, or other persons having charge of a student shall, upon registration for admission, provide a sworn statement or affirmation stating whether the pupil was previously suspended or expelled from any public or private school of the Commonwealth or any other state for an act or offense involving weapons, alcohol or drugs or for the willful infliction of injury to another person or for any act of violence committed on school property. Such registration shall be maintained as part of the student's disciplinary record. Parents and guardians shall be advised that any willful false statement made under this section shall be a misdemeanor of the third degree.

When a student transfers to this school district, a certified copy of the student's disciplinary record shall be requested and obtained from the school entity from which the student is transferring. This record shall be maintained as part of the student's permanent disciplinary record and shall be available for inspection as required by law.

Change of Name, Address and Telephone Number

Please report any change of name, address, or telephone number to the secretary in the Student Office at 814-355-4833 x8504, as soon as possible. Emergency situations sometimes occur which necessitate parents or guardians being reached, and it is essential that pertinent information be on file.

Students Experiencing Homelessness

The Board recognizes its obligation to ensure that students experiencing homelessness have access to the same educational programs and services provided to other district students. The Board shall make reasonable efforts to identify children experiencing homelessness within the district, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state law and regulations. The Board may waive policies, procedures and administrative regulations that create barriers for enrollment, attendance, transportation and success in

school of students experiencing homelessness, based on the recommendation of the Superintendent.

Students experiencing homelessness are defined as individuals lacking a fixed, regular and nighttime residence, which include the following conditions:

1. Sharing the housing of other persons due to loss of housing or economic hardship.
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
3. Living in emergency, transitional or domestic violence shelters.
4. Abandoned in hospitals.
5. Awaiting foster care.
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings.
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
8. Living as migratory children in conditions described in previous examples.
9. Living as run-away children.
10. Abandoned or forced out of homes by parents or caretakers.
11. Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.

School of origin is defined as the school the student attended when permanently housed or the school in which the student was last enrolled.

The Board designates the Attendance Officer (Mr. Dan Park, dpark@basd.net) to serve as the district's liaison for students experiencing homelessness and their families. The district's liaison shall provide public notice of the educational rights of students in schools, family shelters, and soup kitchens.
The district's liaison shall coordinate with:

1. Local service agencies that provide services to children and youth experiencing homelessness and their families.
2. Other school districts on issues of records transfer and transportation.
3. State and local housing agencies responsible for comprehensive housing affordability strategies.

Students shall not be discriminated against, segregated or stigmatized based on their status as 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 field trip

Enrollment / Placement of Students Experiencing Homelessness

To the extent feasible, and in accordance with the student's best interest, a student experiencing homelessness shall continue to be enrolled in his/her school of origin while he/she remains homeless or until the end of the academic year in which he/she obtains permanent housing. Parents/Guardians of a student experiencing homelessness may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, the district liaison will consider the views of the student in determining where he/she will be enrolled.

The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to district policies. However, the district may require a parent/guardian to submit contact information. The district liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district, pursuant to Board policy.

If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's placement. If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parents/guardians shall be provided with a written explanation of the district's decision, their right to appeal and the procedures to use for the appeal.

Services for Students Experiencing Homelessness

Students experiencing homelessness shall be provided services comparable to those offered to other district students including, but not limited to, transportation services; school nutrition programs; vocational programs and technical education; preschool programs; programs for students with limited English proficiency; and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students.

Transportation for Students Experiencing Homelessness

The district shall provide transportation for students experiencing homelessness to their school of origin or the school they choose to attend within the school district.

If the school of origin is outside district boundaries or students experiencing homelessness live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportations.

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.

Food		
Centre Hall-Potter Township Food Pantry.	Operating under normal hours 3rd Tuesday of each month 12:30-4:00pm	(814) 531-6151 *Grace United Methodist Church* *127 S. Pennsylvania Ave. Centre Hall PA 16828*
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) *131 S. Allegheny St. Bellefonte PA 16823*
Food Bank of State College	Mondays 1:00pm-4:30pm; Wednesdays and Fridays 1:00pm-3:30pm.	(814) 234-2310 *1321 S. Atherton St. State College PA 16801*
Penns Valley Family Service Center	Tuesdays 8:00am-12:00pm BY APPOINTMENT ONLY.	(814) 349-5850 *337 E. Aaron Sq. Aaronsburg PA 16820*
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 *Snow Shoe United Methodist Church - 501 S. Moshannon Ave. Snow Shoe PA 16874*

YMCA Lunch Programs -	Centre Hall is providing food 12:00pm -1:00pm every weekday and providing backpacks of food for weekends. Bellefonte Area grab and go meals are served at the following locations Monday through Friday 12:00pm - 1:00pm: Bald Eagle area grab and go meals are served at the following locations Monday through Friday 12:00pm - 1:00pm:	https://www.ymcaofcentrecounty.org/programs/youth-development/feeding-our-children/ *YMCA in Bellefonte* *Logan Fire Company* *Beaver Farms* *Governor's Gates Apt buildings* *Pleasant Gap Elementary School* *Continental Courts (playground pavilion)* *Marion-Walker Elementary School* *Citizen's Fire Company* *Pine Glen Fire Company* *Snow Shoe EMS* *Wingate Elementary*
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	
Safety & Mental Health	**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/
Childcare		

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.
Housing & Utility Assistance		
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 *217 E Nittany Ave, State College, PA 16801*
Housing Transitions		Call: 814-237-5508 *217 E Nittany Ave, State College, PA 16801*
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/ *325 West Aaron Drive State College, Pennsylvania 16803*
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/

Transportation	Click here for CATA Bus Schedules

Part-Time Employment

Students fourteen (14) to seventeen (17) years of age who are employed during vacation periods or part-time jobs during the school year must obtain an employment certificate. If the part-time employment interferes with school attendance and achievement, the certificate may be revoked.

Employment Certificates

The administration is directed to establish procedures for the proper issuance of general employment certificates and vacation employment certificates to students who are residents of the school district.

Working Papers

Work Permits are required for students ages 14-17 living within the district. The Bellefonte Area School District is responsible for issuing work permits to all minors who reside in the district including those who attend non-public schools, cyber charter schools, or are participating in a home education program.Working papers may be obtained in the Business Office between 8:00 am. and 4:00 pm. The Business Office and other Administration Offices are located in the Bellefonte Central Office, 318 North Allegheny Street.

A parent or guardian is not required to be there; however, a work permit will not be issued until the district has the signature of the parent on the application. The Administration Office does not keep student records on hand and will need a physical form of identification. Pennsylvania Child Labor Laws require the district to have identification in person when the student is applying.
For any questions please contact Central Office at 814-355-4814 ext. 3001

Parent/guardian will be required to produce proof of age. Acceptable forms of proof of age:

1. Birth certificate
2. Baptismal certificate
3. Passport
4. Drivers license

A new application must be obtained each time there is a change of jobs, only if under sixteen years of age.

PART V ~ STUDENT CODE OF CONDUCT

Student Responsibilities

Students share with administrators and faculty the responsibility to develop a wholesome and safe school climate that is conducive to learning and living. No student has the right to interfere with the education of his / her fellow students. It is the responsibility of each student to respect the rights of everyone involved in the educational process. The safety of the whole shall weigh heavily on the disciplinary decisions of an individual.

Students are expected to act in a polite and respectful manner at all times and to respect the individual rights of faculty, staff, other students, visitors, etc. Students are expected to keep all areas of the school clean, including the halls, classrooms, cafeteria, and lockers. Because school equipment represents a substantial investment by the community, students must treat all equipment with respect and care—including the need to follow rules as outlined by instructors.

It is the student's responsibility to:

- ➢ Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.
- ➢ Be willing to volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
- ➢ Dress and groom to meet fair standards of safety and health, and so as not to cause disruption of the educational process.
- ➢ Maintain an educational environment free from all forms of harassment.
- ➢ Respect the rights of fellow students.
- ➢ Show respect for teachers and staff.
- ➢ Assume that until a rule is waived or altered it is in full effect.
- ➢ Assist the school staff in operation of a safe school for all students enrolled therein.
- ➢ Be aware of, and comply with, state and local laws.
- ➢ Exercise proper care when using public facilities and equipment.
- ➢ Attend school daily, except when excused, and be on time to all classes and other school functions.
- ➢ Make all necessary arrangements for making up work when absent from school.
- ➢ Pursue and attempt to complete satisfactorily the courses of study prescribed by state and local school authorities.

Board Policy 218 provides more information about Student Discipline, this includes activity that happens both on and off campus. Below you will find more information regarding discipline for activities that take place off of school grounds.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Student Code of Conduct if any of the following circumstances exist:

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.

2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[15][16]

3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.

4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Student Code of Conduct if conducted in school.

5. The conduct involves the theft or vandalism of school property.

6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Raider Shout-outs

In an effort to recognize our student's outstanding efforts in their school community, students may receive a personalized note from faculty, staff, or a Raider Revolution student team member. Shout-outs are earned for: demonstrating the RAIDER rules, improving attitude, increasing academic effort, serving as a positive role model, or going above and beyond. Students will then have the chance to earn tangible rewards, extra privileges, and invitations to special events.

Raider Revolution

The mission of the Raider Revolution is to create and promote a safe and positive school environment that establishes a welcoming atmosphere, enhances student learning, and encourages student growth by demonstrating and recognizing positive behaviors. This school wide positive behavior support initiative provides direct instruction of expectations and positive reinforcement that help to preclude behavioral problems resulting in increased instructional time.

School-wide Rules
Respect
All
Individuals
Demonstrate
Excellence,
Responsibility, and
Safety

Defacing School Property

Defacing, destruction, or damage of school property will result in suspension, restitution, possible change of educational placement and referral to legal authorities.

Electronic Devices/BYOD

Personal electronic devices, including cell phones, shall NOT be used to take pictures, video or sound clips in the building without prior approval from a teacher or administrator. Even in the hallways between classes, ringtones must be turned off. For failing to turn their cell phone's ringtones off, students may lose their cell phone privileges. For using them in prohibited situations, students may lose their privileges and face other disciplinary consequences.

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.

To best support an engaged learning environment for all students, the expectation is that all cell phones are off and away in instructional areas.

At times, there may be an educationally valid reason for using an electronic device in the classroom. If so, the respective classroom teacher may explicitly assign students to do so. Most importantly, students must be assigned by the teacher to use an electronic device during scheduled class time as a part of the school BYOD (Bring Your Own Device) program. If a student is not assigned to use the device and chooses to use it anyway, the student is in violation of Bellefonte Area High School's electronic devices policy.

Any use of electronic devices for harassment/bullying purposes will result in suspension, referral to the School Resource Officer, and an administrative hearing.

The administrative staff at BAHS has the right to search a student's electronic device if reasonable suspicion is established. Reasonable suspicion is established in light of school, district, state, or federal policies and/or laws.

Students and parents should be 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 to 1

Students will be issued a Chromebook for educational use during the school year. 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 not using the device in accordance with the acceptable use policy will be subject to disciplinary actions. Students are responsible to bring their Chromebook charged for use during the instructional day. Misuse or neglect of the machine that requires repair will be charged to the student. The following fee scale will be utilized to determine costs due to damages of their individually issued Chromebook. For further clarification of rules governing this program, please refer to the Chromebook 1 to 1 handbook found on the high school website.

Equipment Repair Costs

- Chromebook replacement fee: $225.00
- Screen: $50.00
- Touchpad:$30.00
- Individual Key: $5.00
- Full Keyboard: $30.00
- Charger: $20.00
- Case: $20.00
- Other Damages: Will be on a case by base basis

Student Email Use

Students will be provided email addresses for school use only. The use of this email accessed both on campus and off must be for academic use only and must abide by all pertaining school rules. All emails will be recorded and students will be expected to follow proper school behavior in using this service.

Students are not to use email to threaten, harass, bully, intimidate, or cause alarm to others. Failure to use school email appropriately will result in the suspension of the service and/or further disciplinary consequences as applicable.

Tardiness to Class

It is the responsibility of each student to be on time for all classes, tutorials, scheduled lunch periods, and generally anything assigned by a teacher, administrator, or other professional staff member at the high school. Any student who arrives late and without a pass is considered tardy. Teachers will document and enter tardies in PowerSchool, and the Student Office secretary will track tardies as well, after teachers enter attendance in PowerSchool.

Consequences for tardiness to class are as follows:

- After five tardies accumulate, one detention is assigned and the parents/guardians are notified by mail
- After 10 tardies accumulate, two detentions are assigned and the parents/guardians are notified by phone and mail.
- After 15 tardies accumulate, a student is assigned one Saturday detention
- After 20 tardies accumulate, a student is assigned one day of ISS
- After 25 tardies accumulate, a student is assigned two days of ISS
- After 30 or beyond tardies accumulate, a student is assigned three days of ISS and a possible placement in an alternative education program.

- Any student who is tardy or otherwise not present in a class for 10 minutes or more is considered a class cut

Class Cuts

Students must be present in each of their assigned classes throughout the school day. The following rules apply to class cuts:

- Any student who is not present in class, on district transportation, or another assigned area at the time attendance is taken will be marked as Unverified.
- If a student is in the hallway and does not have a pass appropriately signed by a teacher, administrator, or other professional staff member, that student is considered Unverified.
- If a student is deemed missing from a class for 10 or more minutes, he or she is considered Unverified.
- If possible, students marked as Unverified are responsible for verifying their class cuts.
- Consequences for class cuts include:
    - One detention is assigned for the first the first class cut; zero grade earned for any work due or assigned.
    - Two detentions are assigned for the second class cut; zero grade earned for any work due or assigned.
    - Detentions are doubled for each additional class cut; zero grade(s) earned. for any work due or assigned. Additional disciplinary consequences may include Saturday detentions, in-school suspensions, and placement in the Alternative Education Program.

Leaving School Property without Permission

Once students are on school grounds, they may not leave school property without permission. This would include before, during, and after school if they plan to return to ride a bus or be picked up by parents/guardians. Additionally, when arriving at school, students must enter the building to ensure they are appropriately supervised.

Any student that drives to school may not leave school property unless they are scheduled for work release or an early dismissal. If the student chooses to leave the school property, they are subject to loss of parking permit for the remainder of the school year. This includes going off of school property for any reason.

Students will be subject to a search when they leave school property without permission including those going to the parking lot without permission.

Appropriate Dress Expectations

Students may not wear clothing that can disrupt the educational process. The following are guidelines for school dress:

- Please remember to remove all headwear, including hats, bandanas, hoodies, du-rags, sunglasses upon entering the building. (Bandana-like material may be utilized as a headband but the width of the headband should not exceed two inches. The headband must be worn in the hair as a traditional headband and not on other parts of the body.) The wearing of hoods and hats within the building is unacceptable as it poses a safety concern for identification purposes.
- Tank top straps must be at least three inches wide.
- Students may not wear revealing or suggestive (distracting or disruptive) clothing to school. This includes, but is not limited to, the following: tank tops with exceedingly open underarms, halter tops, fish-net shirts, muscle-shirts, bare midriffs or backs, and trousers not appropriately worn around the waist.
- No undergarments or cleavage may be exposed.
- When standing with arms down, a student's upper garment should meet the lower garment.
- Shorts and skirts must be at least mid-thigh in length.
- Clothing (including face coverings) which promotes, encourages or depicts any form of drugs (including alcohol) or tobacco, obscene, suggestive or vulgar language or actions, gang activities, violent acts, or such things as cults or satanic activity may not be worn in school. This includes the words bar, lounge and/or tavern.
- Articles that could cause harm to another or damage to property may not be worn in school. Examples of such articles include: chains, items with metal spikes, and safety pins. These items could be construed as weapons.
- Students must wear footwear in school.
- Students' clothes should be clean and neat at all times. Students with unclean clothes constitute a health hazard and will be required to correct the situation immediately.

Physical Education Expectations for Appropriate Dress

For safe participation in Physical Education a complete change into movement clothes is required. Movement clothes acceptable for PE include sweatpants, sweatshirts, t-shirts, activity shorts, socks and sneakers. All school dress codes apply for PE.

No jewelry is allowed except earrings close to the ears (i.e. small posts.) To comply with the rule, a plastic or rubber spacer may be used for all other visible body piercings. Students will be held accountable for this policy as failure to comply may result in injury to self and others, limited choices of activity, and/or with half credit for the class period.

Athletic Expectations

Students participate in organized sports for a variety of reasons, not solely for the entertainment of the fans. We expect all fans, students and adults, to be on their best behavior. All school rules and policies are in effect for all students at all athletic events.

- ➢ Do not use inappropriate and profane language or harass players, coaches, or officials.
- ➢ Applaud good plays by individuals on your own team and the visiting team.
- ➢ Show respect for your team's opponents.
- ➢ Never ridicule or scold a student for making a mistake during a competition. Remember, the participants are young adults, not professional athletes.
- ➢ Condemn the use of violence in all forms.
- ➢ Show concern for injured participants.
- ➢ Respect the officials' decisions.
- ➢ Encourage players to always play according to the rules.

Student ID Badges

Student identification badges will be provided to all students in the high school. A student must keep his/her own badge and not share or trade it with other students.

If a student chooses to wear his/her provided ID badge, he/she must adhere to the following procedure:

- ➢ If worn around the neck, a break-away lanyard must be used.
- ➢ Where deemed unsafe, the badge/lanyard must be removed. Examples include shop class, physical education, or any other potential situation in which student safety may be compromised by the wearing of an ID/lanyard.

Bus Transportation

Safety requires enforcement of rules for school bus conduct. Students and their parents/guardians should become familiar with the obligations and courtesies of public transportation. Students who cannot maintain self-discipline may forfeit their privileges of school transportation. If this happens, they will have to rely on other transportation. According to the Pennsylvania Public School Code, the bus driver has the same authority as the teacher has in the classroom.

When students ride school district transportation, they are expected to:

- ♦ Be polite and courteous to all
- ♦ Stay seated at all times while the bus is in motion
- ♦ Be respectful of others' property
- ♦ Use appropriate language at all times
- ♦ Help keep every bus trip safe
- ♦ Follow school policies, procedures and rules

The school bus driver is authorized to enforce safety and social standards on his/her bus. He/she determines the degree of talking and activity permissible, conforming with policies set by the bus contractor and the Bellefonte Area School District. The driver will explain the rules at the beginning of the school year or when the assignment of a driver of a pupil is changed. The driver, the bus contractor, and the Supervisor of Transportation Services keep a list of pupils assigned to the

bus.

Students will not be permitted to get on or off at any stop other than his/her own established stop or ride any bus other than their own, with exceptions granted only upon written request of a parent/guardian and confirmed by a school administrator. The same policy applies to students in transit from the vocational school as well as all extra-curricular events.

Due to overcrowding on school buses, it has been our district's policy that students be permitted to ride other buses in case of emergencies only, and availability of seats allows for this accommodation. A written consent from a parent/guardian must be presented to the attendance secretary .

Tobacco and Vaping Product Policy

In accordance with Per School Board Policy 222, Tobacco/nicotine use by students presents a health and safety hazard that can have serious consequences for both users and nonusers and the safety and environment of the school and is prohibited on school grounds. Vaping, smoking, chewing, and the possession of tobacco and/or paraphernalia – including lighters – are prohibited in school buildings, school buses or on school property owned by, leased by, or under the control of the school district. If a student's name is reported to the office for suspicion of a nicotine product (usage or possession), the student is subject to:

- ➢ Student search, Parental/Guardian notification, Disciplinary action (if a tobacco product is found)
  - ○ *Use of tobacco/nicotine is also prohibited in cars parked on school property and on walkways surrounding the school. This also applies to students on school-sponsored activities that are held off school property.*
  - ○ Act 145 of 1996 (Tobacco Prohibition):
- ➢ Prohibits the use of all tobacco/nicotine/vaping products in schools, including school restrooms.
- ➢ Pupils who possess or use tobacco/nicotine in school, on a school bus or on school property commit a summary offense and will be referred to the District Justice in addition to school consequences.
- ➢ School districts must initiate prosecution.
- ➢ Upon conviction of the offense, the student is assessed an undisclosed amount for the benefit of the school district and assessed court costs.
- ➢ Tobacco/nicotine product is defined as any vape pen or product, lighted or unlighted cigarette, cigar, pipe or other smoking product/device and smokeless tobacco in any form or any nicotine innovation.

The Board prohibits student possession or use of products marketed and sold as tobacco cessation products or for other therapeutic purposes, except as authorized in the Board's Medication policy.

The Board prohibits student possession of any form of medical marijuana at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.

The Board authorizes the confiscation and disposal of products prohibited by this policy.

First time offenses will result in disciplinary consequences and an option to attend a nicotine education course at the student's and/or parent's/guardian's expense. The student and parent/guardian are responsible to provide documentation of completion of a nicotine education program, in the form of an official letter from the provider, within four (4) weeks of the violation date to the administration of Bellefonte Area High School. If such documentation is not received within this time frame, the student will be referred to the District Magistrate/Justice.

The Bellefonte Area High School reserves the right to treat items such as electronic cigarettes (e-cigarette), vaporizers, nicotine patches, nicotine gum, nicotine oil or any other nicotine-delivering substances, chemicals or devices that produce the same flavor or physical effect of nicotine substances, and any other "tobacco innovation" as a violation of the school's tobacco policy and/or a violation of the school's drug and alcohol policy based on individual circumstances.

Cheating/Plagiarism

It is unacceptable for students to receive credit for work that is not their own. Plagiarism occurs in a variety of ways (use of artificial intelligence, math solution apps, copying from a classmate, etc). Students will be presented with information from their teachers to help them avoid plagiarizing work. Consequences will be assigned to any student or students who deliberately cheat or cause others to cheat. The consequences will include, but are not limited to, a zero being given for the

assignment (test, quiz, project, midterm, final, homework, etc.) where the cheating occurred as well as up to three full days of ISS for the first occurrence. Depending on the weight of the assignment where the cheating occurred, the student may fail the marking period or even the entire course. The teacher and/or an administrator will notify parents/guardian and the appropriate guidance counselor as to what occurred. A student will be expected to redo the assignment (for NO credit) or take an alternate examination and turn it into the teacher for evaluation.

Students having questions about the use of appropriate documentation for their work should speak with their teacher or the librarian. The MLA Stylebook is available for checkout from the library.

Inappropriate Language/Inappropriate Language Towards Staff

Swearing, foul or abusive words, or inappropriate gestures will not be tolerated on this campus, in the hallways or classrooms.

Inappropriate language, including harassment (verbal, written, etc.) towards the staff will not be tolerated. Swearing, use of foul or abusive words and/or gestures will result in out-of-school suspension, possible change of educational placement and referral to legal authorities.

Fighting/Physical Confrontation

Fighting is forbidden at the Bellefonte Area High School. If one student punches, hits, slaps, kicks, pushes, bites, or chokes a second student, the second student is to move away and tell a teacher, counselor, nurse, or administrator. While students may take actions to protect themselves, under no conditions is retaliation (fighting back) permitted. Local law enforcement agencies will be contacted when fighting occurs.

Student Dance / Prom / Formal Policy and Expectations

Students are expected to be present all day in order to be eligible to participate in an event or practice on any given day. An exception will be made if the student has an approved educational, medical or legal appointment in which case the student must present documentation indicating the date and time from the place of appointment.

- If a student is tardy beyond homeroom or absent from school, he/she will not be permitted to attend a dance on that day or if the student is absent on a Friday he/she will not be permitted to attend any school function to be held before the following Monday. The only exception is a written doctor/medical excuse which must be produced prior to the dance.
- Entrance to all dances will be permitted by pre-sale tickets only. **NO TICKETS WILL BE SOLD AT THE DOOR.**
- To ensure the safety of all students and guests, the doors will be locked 30 minutes after the dance begins and will remain locked for the entire dance.
- All functions will end no later than 10pm., including end of the year class formals to comply with Pennsylvania driving regulations.
- Inappropriate student or guest behavior will not be tolerated. Violators will be instructed to leave, and may be banned from future dances. Disciplinary consequences may result or legal authorities may be called.
- No readmission once a student or guest leaves the dance. Students and guests may not remain on campus or the dance site without being in the designated dance area.
- All guests (Non-Bellefonte Area High School Students) must pre-register in the Student Office prior to the function. No guests will be signed-in the night of the function. Guests must present Photo ID at pre-registration and when entering the dance.
- All district students who are not otherwise excluded by District Policy, Board or Administrative Action, or other statute, rule, regulation, guideline, or decision, may attend dances and other extracurricular activities suitable for their grade. Such students may bring guests provided the guests are a current high school student (grades 9-12) or if graduated from high school, under the age of 21 on the date of the dance or other extracurricular function. The district reserves the right to exclude students and/or their guests if the presence of the student and/or the guest, in the opinion of Administrative Staff, would constitute a material disruption to the function or a threat to the health, safety, and welfare of others.
- Students who are in ISS, OSS or Saturday Detention the day of a dance or the Friday before a Saturday dance will not be permitted to attend.

- All regular school rules and regulations apply to dances and proms, even when they are held off campus. There is NO smoking permitted.
- Students suspected of consuming alcohol or other controlled substances will be denied entry to the dance and will be referred to the legal authorities.
- Large jackets, purses, and backpacks may be inspected by the faculty chaperones before or during the function and may be asked to be left at the check in table.
- All school rules are in effect for our students and their guests.

Harassment/Unlawful Harassment

In order to provide a safe, positive learning atmosphere for students, harassment in any form will not be tolerated whether it be student to student and/or student to adult. The term harassment includes, but is not limited to, unwelcome and offensive slurs, jokes, or other verbal, graphic or physical conduct relating to an individual's race, color, religion, ancestry, gender, sexual orientation, national origin, age or handicap/disability that creates an intimidating, hostile or offensive educational environment.

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

* Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when:
  - Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
  - Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
  - Such conduct deprives a student of educational aid, benefits, services or treatment.
  - Such conduct has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.

Students may not make statements that verbally intimidate, are hurtful, threaten, lead to feelings of discomfort, or are racist or sexist in nature. If one student verbally intimidates or harasses a second, the second student is to tell a teacher, counselor, nurse, or administrator. *Under no conditions is retaliation permitted.*

Complaints of harassment shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. Neither reprisals nor retaliation shall occur as a result of good faith charges of harassment.

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

Students may choose to report harassment complaints orally or in writing to: building principals, teachers, counselors, nurses, etc.

Dating Violence (Policy 252)

The purpose of this policy is to maintain a safe, positive learning environment for all students that is free from dating violence. Dating violence is inconsistent with the educational goals of the district and is prohibited at all times.

Definitions

Dating partner shall mean a person, regardless of gender, involved in an intimate relationship with another person, primarily characterized by the expectation of affectionate involvement, whether casual, serious or long-term.[1]

Dating violence shall mean behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control the person's dating partner.[1]

Authority

The Board encourages students who have been subjected to dating violence to promptly report such incidents.

The district shall investigate promptly all complaints of dating violence and shall administer appropriate discipline to any student who violates this policy.[2]

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.[3][4]

Title IX Sexual Harassment and Other Discrimination

Every report of alleged dating violence that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a dating violence investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged dating violence.[5][6]

Discipline of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary requirements established by state law and Board policy.[7][8]

Complaint Procedure

- When a student believes that they have been subject to dating violence, the student is encouraged to promptly report the incident, orally or in writing, to one or more of the following: the building principal, guidance counselor or classroom teacher.
- The building principal or designee shall conduct a timely, impartial, and comprehensive investigation of the alleged dating violence.
- The building principal or designee shall prepare a written report summarizing the investigation and recommending disposition of the complaint. The complainant and the accused shall be informed of the outcome of the investigation.[1]
- If the investigation results in a substantiated finding of dating violence, the building principal shall recommend appropriate disciplinary action, as circumstances warrant, in accordance with the Code of Student Conduct.[1][2]
- The district shall document the corrective action taken and, where not prohibited by law, inform the complainant.

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.

Nondiscrimination – Qualified Students With Disabilities

The district ensures that all district programs and practices are free from discrimination against all qualified students with disabilities. The district recognizes its responsibility to provide academic and nonacademic services and programs equally to students with and without disabilities.

The district shall provide to each qualified student with a disability enrolled in the district, without cost to the student or parent/guardian, a free and appropriate public education (FAPE). This includes provision of education and related aids, services, or accommodations which are needed to afford each qualified student with a disability equal opportunity to participate in and obtain the benefits from educational programs and extracurricular activities without discrimination, to the same extent as each student without a disability, consistent with federal and state laws and regulations.

Please refer to Board Policy 103.1 - Nondiscrimination – Qualified Students With Disabilities for more information.

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.

Hazing

In accordance with policy 247, The Board prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours.

No student, parent/guardian, coach, sponsor, volunteer or district employee shall engage in, condone or ignore any form of hazing.

The Board encourages students who believe they, or others, have been subjected to hazing to promptly report such incidents to the building principal or designee. https://go.boarddocs.com/pa/bellasd/Board.nsf/Public?open&id=policies#

Bullying

The Bellefonte Area School District strives to provide a safe, positive learning climate for students and recognizes that bullying of students has a negative effect on the educational environment of its schools. Students who are bullied, intimidated or fearful of other students may not be able to take full advantage of the educational opportunities offered by the school district. Every student has the right to an education and to be safe in and around the school and at school activities. Therefore, Bellefonte Area High School strives to offer all students an educational environment free from bullying.

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

Negative actions are defined as actions that are sufficiently severe or pervasive to create an intimidating, hostile or abusive environment that substantially interferes with a student's educational opportunities such as:

- Physical intimidation or assault
- Oral or written threats
- Teasing, putdowns, or name calling
- Threatening looks, actions or gestures
- Spreading false rumors or shunning the individual

- *Cyber-bullying* includes, but is not limited to, the following misuses of technology *during the school day*: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings. All forms of cyberbullying are unacceptable and, to the extent that such actions are disruptive of the educational process of the school, offenders shall be subject to appropriate discipline.

The school district will not tolerate known acts of bullying occurring on school district property, at school-sponsored activities scheduled on or off school grounds or during the time students necessarily spend traveling to and from school or school-sponsored activities.
Complaints of bullying or cyber-bullying shall be investigated promptly, and corrective action shall be taken when a complaint is verified. Neither reprisals nor retaliation shall occur as a result of the submission of a complaint.

To help eliminate bullying:

- When you see or hear a person being bullied let the bully know that his/her behavior is not appropriate.

- Fill out an Incident Report form. These are located in the Student Office. Incident Reporting forms are also available online Incident Report Form and at the back of this handbook.
- Report bullying behavior that you see or hear to a teacher, guidance counselor, or vice principal

Depending upon the severity of a particular situation, the building principal may also take appropriate steps to ensure student safety. Such steps may include the implementation of a safety plan; separating and supervising the students involved; providing employee support for students as needed; reporting incidents to law enforcement, if appropriate; and developing a supervision plan with parents/guardians.

Students are encouraged to fill out an incident report form, as well as a *Bullying/Harassment Reporting Form* located in the back of this handbook. This may be turned in at the student office, guidance, a teacher, through our online forms located on our website or via email. If harassment or bullying occurs outside of the school, we encourage parents/guardians to contact local authorities.

Students are encouraged to fill out an incident report form, as well as a Bullying/Harassment Reporting Form located in the back of this handbook. This may be turned into the student office, guidance, a teacher, through our online forms located on our website or via email.

How to Report Bullying

Bullying is an unacceptable practice in the Bellefonte Area High School. Bullying will not be tolerated and students who are bullied can and should report it through the following steps:

- ➢ Tell a teacher or other staff member of BAHS
- ➢ Tell your parents/guardians
- ➢ Fill out a confidential incident report either online, at school or at home (hand into the student office or guidance office).
- ➢ Tell your Guidance Counselor
- ➢ Tell your Principal or Vice Principal
- ➢ Use the provided form in this handbook

Bullying/Cyber-Bullying Guide for Parents/Guardian

Tips for Parents/Guardians: What to Do If Your Child Is Being Bullied

If your child is being bullied at school, this can be a very painful experience for your child and your family. Here are some things you can do to support your child if s/he is being bullied:

1. Never tell your child to ignore the bullying.
2. Don't blame your child for the bullying. Don't assume your child did something to provoke the bullying.
3. Allow your child to talk about his/her bullying experiences. Write down what is shared.
4. Empathize with your child. Tell him/her that bullying is wrong; that it is not his/her fault; and that you are glad s/he had the courage to tell you about it.
5. If you disagree with how your child handled the bullying situation, don't criticize him/her. It is often very difficult for children to know how best to respond.
6. Do not encourage physical retaliation.
7. Check your emotions. A parent's/guardian's protective instincts stir strong emotions. Although it is difficult, step back and consider the next steps carefully.
8. Contact a teacher, school counselor, or principal at your school immediately and share your concerns about the bullying that your child has experienced.
9. Work closely with school personnel to help solve the problem.
10. Encourage your child to develop interests and hobbies that will help build resilience in difficult situations like bullying.
11. Encourage your child to make contact with friendly students in his/her class, or help your child meet new friends outside of school.
12. Teach your child safety strategies, such as how to seek help from an adult.
13. Make sure your child has a safe and loving home environment.
14. If you or your child needs additional help, seek help from a school counselor and/or mental health professional.

Tips for Parents/Guardians: What to Do If Your Child Bullies Others

If your child bullies other children at school, it will need to be stopped. Here are some things you can do at home to address the issue with your child:

1. Make it clear to your child that you take bullying seriously and that it is not okay.
2. Make rules within your family for your child's behavior. Praise your child for following the rules and use nonphysical and logical consequences when rules are broken. A logical consequence for bullying could be losing rights to use the phone to call friends, using email to talk with friends, or other activities your child enjoys.
3. Spend lots of time with your child and keep close track of his/her activities. Find out who your child's friends are and how and where they spend their free time.
4. Build on your child's talents by encouraging him/her to get involved in positive activities, such as clubs, music lessons, or nonviolent sports.
5. Share your concerns with your child's teacher, counselor, and/or principal. Work together to send a clear message to your child that his/her bullying must stop.
6. If you and your child needs more help, talk with a school counselor and/or mental health professional.

Tips for Parents/Guardians: What to Do If Your Child Witnesses Bullying

Many children are observers or bystanders in cases of bullying at school. It is important that even students who are bystanders in a bullying situation take action to get help so the bullying stops. If your child talks to you about the bullying that s/he witnesses at school, you are encouraged to do the following:

1. Teach your child how to get help without getting hurt.
2. Encourage your child to verbally intervene, if it is safe to do so, by saying such things as: "Cool it! This isn't going to solve anything."
3. Tell your child not to cheer on or even quietly watch bullying. This only encourages a child who bullies, who wants to be the center of attention.
4. Encourage your child to tell a trusted adult about the bullying. Talking to an adult is not tattling; it is an act of courage and safety. Suggest going to an adult with a friend if that will make it easier.
5. Help your child support others who tend to be bullied.
6. Teach your child to include these children in activities.
7. Praise and reward quiet acts of courage where your child tried to do the right thing to stop bullying, even if s/he was not successful.
8. Work with your child to practice specific ways s/he can help stop bullying. For example, role-play with him/her what s/he could say or do to help someone who is being bullied.

What Can Parents/Guardians Do To Prevent And Address Cyber-Bullying?

Adults seldom are present in the online environments frequented by children and youth. Therefore, it is extremely important that adults pay close attention to cyber-bullying and the activities of children and youth when using these new technologies. Cyber-bullying occurs when children and youth use cyber technologies, such as text messaging, internet sites, and cell phones, to bully others. Indirect forms of bullying like this can include spreading of false rumors, gossip, and verbal taunts or attacks. Like bullying that happens in person, cyber-bullying can have serious, and sometimes legal, consequences for the ones doing the bullying. Here are some ideas of ways to protect your child from cyberbullying or address the issue if you find your child is cyber-bullying others.

Suggestions for Parents/Guardians: Tips to Help Prevent Cyber-Bullying

1. Keep your home computer(s) in easily viewable places, such as a family room or kitchen.
2. Talk regularly with your child about online activities s/he is involved in.
3. Talk specifically about cyber-bullying and encourage your child to tell you immediately if s/he is the victim of cyber-bullying, cyber-stalking or other illegal or troublesome online behaviors.
4. Encourage your child to tell you if s/he is aware of others who may be the victims of such behavior.
5. Explain that cyber-bullying is harmful and unacceptable behavior. Outline your expectations for responsible online behavior and make it clear that there will be consequences for inappropriate behavior.

Although adults must respect the privacy of children and youth, concerns for your child's safety may sometimes override these privacy concerns. Tell your child that you may review his/her online communications if you think there is reason for concern. Consider installing parental/guardian control filtering software and/or tracking programs, but don't rely solely on these tools.

Tips For Dealing With Cyber-Bullying That Your Child Has Experienced

Because cyberbullying can range from rude comments to lies, impersonations and threats, your responses may depend on the nature and severity of the cyber-bullying. Here are some actions that you may want to take after the fact:

1. Strongly encourage your child not to respond to the cyber-bullying.
2. Do not erase the messages or pictures; save these as evidence.
3. Try to identify the individual doing the cyber-bullying. Even if the cyber-bully is anonymous (for example, is using a fake name or someone else's identity), there may be a way to track him/her through your Internet service provider. If the cyber-bullying is criminal or if you suspect that it may be, contact the police and ask them to do the tracking. Sending inappropriate language may violate the terms and conditions of e-mail services, internet service providers, Web sites, and cell phone companies. Consider contacting these providers and filing a complaint. If the cyber-bullying is coming through email or a cell phone, it may be possible to block future contact from the individual who cyber-bullied. Of course, s/he may assume a different identity and continue the bullying.
4. Contact your school if the cyber-bullying is occurring through your school district's Internet system or during the school day. Even if the cyber-bullying is occurring off campus, make your school administrators aware of the problem. They may be able to help you by being watchful for face-to-face bullying occurring in school.
5. Consider contacting the cyberbully's parents/guardians. These parents/guardians may be very concerned to learn that their child has been cyber-bullying others, and they may effectively put a stop to the bullying. On the other hand, these parents/guardians may react very badly to your contacting them, so proceed cautiously. If you decide to contact a cyber-bully's parents/guardians, communicate with them in writing, not face-to-face. Present proof of the cyber-bullying (for example, copies of an email message) and ask them to make sure the cyber-bullying stops.
6. Contact the police if cyber-bullying involves acts such as threats of violence; extortion; obscene or harassing phone calls or text messages; harassment; stalking; or hate crimes; or child pornography. If you are uncertain if cyber-bullying violates criminal laws, contact your local police who will advise you.

http://www.violencepreventionworks.org/public/bullying_tips_for_parents.page (6/2015)
This list has been adapted from a publication originally created for "Take a Stand. Lend a Hand. Stop Bullying Now!", a campaign of the Health Resources and Services Administration, U.S. Department of Health and Human Services. www.StopBullyingNow.hrsa.gov. Used with permission. The names "Olweus" and "Olweus Bullying Prevention Program" are protected as trademarks, and may not be used in any way that involves self-promotion or the sale of products without the written permission of Hazelden as the publisher. All rights reserved. Duplicating this material for personal or group use is permissible.

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.

Safe2Say Something Helpline

Bellefonte Area School District, in partnership with the state, launched the safe2say something helpline through the safe2say program. The initiative, mandated by state law known as Act 44, is an anonymous reporting system designed to help students and staff recognize warning signs of individuals who may be a threat to themselves or others, especially through social media.

The program trains students and school staff members how to recognize those signs and signals, and to "say something," either by using the safe2say something hotline and/or applications or to tell an adult or trusted adviser. Specifically, the program educates participants to:

- Recognize the signs and signals of at-risk behaviors – especially within social media;
- Take every sign and signal seriously; act quickly to get help by talking to a trusted adult or report it anonymously through the s2ss office of the attorney general 24/7 crisis center, mobile app, or website;
- Respond to and manage the submitted tip via a school-based multi-disciplinary educator and administrator teams.

To learn more, visit www.saysomething.net or download the mobile apps for apple and android devices. The safe2say reporting system may be accessed by calling the crisis center at 1-844-5-saynow.

Weapons

Per School Board Policy 218.1, the Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law. Legislation in Pennsylvania (Act 26 of 1995) makes it mandatory to expel any student who brings any kind of a weapon to school for a period of not less than one year. This applies to any school function or property, including transportation. Under this law, a weapon is broadly defined as a device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury. This includes firearms of any kind (operable or inoperable, loaded or unloaded), ammunition, knives, stun gun/taser, or any other device that falls into the category definition above.

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

Act 30 requires the court, through the juvenile probation department, to provide to school principals information concerning the adjudication of an enrolled child. Such reports include a description of delinquent acts committed by the child, disposition of the case, probation or treatment reports, prior delinquent history, the supervision plan and any other information deemed necessary.

The building principal is required to share the information with the child's teacher or the principal of another school to which the child may transfer.

Terroristic Threats / Acts

Terroristic threats and terroristic acts by students are a detriment to the safety and well-being of students and staff. The term terroristic threat includes any threat to commit violence communicated with the intent to terrorize another; to cause evacuation of a building, or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience. The term terroristic act includes any offense against school property or involving danger to another person.

It is the responsibility of students to report any information or knowledge relevant to a possible or actual terroristic threat or act to school authorities. Students may choose to report such knowledge orally or in writing to: building principals, teachers, or counselors.

Students found responsible for any terroristic threats/acts will be immediately suspended and the case reported to the Superintendent. The Superintendent may recommend expulsion of the student to the school board. The threat may also be referred to law enforcement agencies.

Skateboarding, Roller Blades, etc.

Students shall not rollerblade, roller-skate, or skateboard on school grounds at any time, whether during or after school hours. For purposes of this ban, school grounds shall include all school buildings, parking lots, paths, playing fields or adjacent school owned property. Students shall dismount from roller-skates, roller blades or skateboards before entering school grounds. Students choosing to carry rollerblades, roller-skates or skateboards onto school property shall promptly store such equipment in lockers or other such storage areas. Students not abiding by these guidelines will have items confiscated and will face disciplinary action for inappropriate behavior.

Hallway and Lobby Area Expectations

Students are not to partake in any sporting activity in the hallways, including but not limited to basketball, baseball, golf balls, Frisbee, or hacky sack. These items will be confiscated and may not be returned. Consequences may apply.

Parking Permits

The following materials are required for students who desire to park on school property. Please have all information ready and present when you apply for your permit in the Student Office. If the student does not have all information present, they will **NOT** be issued a permit and will be subject to availability when re-applying:

- ➢ Copy of Valid Driver's License
- ➢ Copy of Current Car Registration
- ➢ Copy of Current Car Insurance Card
- ➢ Signed Parent/Guardian Request Form (Needs to be completed by ALL driving seniors and/or juniors)
- ➢ Signed Parent/Guardian Release Form (Needs to be completed by ALL driving seniors and/or juniors)
- ➢ Signed CPI Form (For Seniors in the CPI Capstone work placements
- ➢ Signed Co-op Work Form (For Seniors in Diversified Occupations Co-op placements or internships)
- ➢ Copy of PSU Student Registration (For Seniors who are enrolled at PSU for classes)
- ➢ Fee of $5.00 (to cover permit cost)

****Priority will be given to seniors, juniors and eligible sophomores in that order when assigning available parking spaces****

Parking/Driving Procedures, Rules and Expectations

Driving to school is a privilege and responsibility to be taken seriously. Student drivers are expected to observe the rules of the Bellefonte Area School District for driving and parking on school property.

Rules / Expectations:

1. Parking at BAHS will be a privilege awarded to students with Senior and Junior status.
2. Seniors will be provided with the first opportunity to apply for a parking permit.
3. Juniors and eligible sophomores will be provided with an opportunity to apply for a parking permit for the remainder of the parking spaces.
4. Any student who is no longer attending BAHS in person, including students who enroll in BeLa, will forfeit their parking pass.
5. All Pennsylvania traffic code and laws apply on school property.
6. All vehicles parked on school property are subject to search. Any property found that is in violation of the student code of conduct will be subject to school disciplinary action as outlined in the student discipline hierarchy (including but not limited to vapes, drugs, alcohol, weapons, etc.)
7. Any vehicle driven to school must be registered at the Student Office. Information about your car such as make, model, color, year, and license plate number will be required.
8. A valid parking permit must be clearly displayed on the rear view mirror without the number being obstructed.
9. Parking permits are not transferable to other students.
10. Parking will be permitted in only your numbered space of the designated area.
11. Parking is not permitted in areas designated as "No Parking" areas. "No Parking" areas are designated with yellow lines or yellow curbs and/or "No Parking" signage.
12. Students are NOT permitted to go to your vehicle during the school day unless:
    a. You are leaving for an officially approved early dismissal.
    b. You have been granted permission from an administrator (Principal or Vice Principal).
13. Students are NOT to have any passengers in their vehicles. Any sibling who needs transportation must have a parental/guardian note and administrative approval.
14. Students may NOT park in areas labeled as "visitor" parking.
15. No weapons (knives, guns, ammunition, etc.) are to be in the vehicle when it is parked on school property
16. There is a $5.00 fee for parking privileges per year (to cover permit cost).
17. Students with outstanding financial obligations shall not be eligible for a permit.

****ONLY PARK IN YOUR ASSIGNED SPACE****

ALL CARS ARE SUBJECT TO BEING TOWED WITHOUT WARNING OR TICKETED. DRIVERS CAN BE FINED AND/OR LOSE DRIVING/PARKING PRIVILEGES FOR NOT FOLLOWING THE ABOVE RULES

Students who drive to school are not permitted to take other students in their vehicles for reasons such as CPI, work release, internships, early dismissals, etc. Students not complying with this rule will lose all driving and parking privileges at the High School.

Students who attend CPI (Central Pennsylvania Institute of Science and Technology) are not permitted to drive or ride with another student to CPI and must take bus transportation provided by the school district (unless permission has been obtained from both the home school Administrator and CPI Administrator). Failure to comply with this policy may result in disciplinary consequences and possible removal from CPI. Refer to the chart of disciplinary guidelines/procedures for

further information.

By parking on school property, students agree to relinquish their expectation of privacy when it comes to their vehicle. If the administration feels it has reasonable cause to believe that the vehicle has a prohibited item inside, the administration may search the vehicle or have cause for it to be searched. Students who refuse to have their vehicle searched give up their privileges to park on school property.

**NEITHER BELLEFONTE AREA SCHOOL DISTRICT NOR BELLEFONTE AREA HIGH SCHOOL IS RESPONSIBLE FOR LOST AND/OR STOLEN ITEMS FROM VEHICLES.

Moving Violations

The following is a list of Moving Violations that lead to tickets, fines, loss of parking privileges and/or referral to Bellefonte Area Police:

- Driving too fast for conditions – speeding
- Reckless driving, including, but not limited to: performing burnouts, spinning tires, loss of control of vehicle, backing out of a parking space without looking, failure to yield right of way, allowing people to hang out of or from your vehicle, allowing people to ride in the back of a pick-up truck, failure to stop at stop sign, entering area marked "Do Not Enter"

Parking/Driving Offenses

The following is a list of common parking offenses that can lead to a ticket or more severe consequences including ***loss of parking permit from 5 days to the remainder of the school year or even towing at owner's expense***:

- Parking in a "No Parking" area, in an area not designated for student parking, or on a curb, lawn or driver's education spot.
- Parking in a designated student area without proper vehicle registration.
- Parking in a HANDICAPPED space without proper identification.
- Double Parking – parking someone in.
- Sloppy parking - outside the lines or taking up two spaces.
- Parking in a designated parking area without displaying your assigned Parking Permit.
- Obscuring the Parking Permit.
- Parking an unregistered vehicle in a designated area with a valid permit.
- Using another person's Parking Permit.
- Using a vehicle to leave school during school hours without official permission.
- Visiting a parking area and /or vehicle during school hours without official permission.

The Bellefonte Area School District reserves the right to apply any of the below consequences at any time, including removal of the privilege of parking and driving on school property.

First Offense	$5.00 ticket and/or loss of parking privileges for 5 days
Second Offense	$10.00 ticket and/or loss of parking privileges for 10 days
Third Offense	$20.00 ticket and/or loss of parking privileges for 30 days
Fourth Offense	$20.00 ticket and/or loss of parking privileges for remainder of year

Parking on school property after losing parking/driving privileges will result in towing at the owner's expense.

All motor vehicles parked on school property can be searched without warning when the school has reasonable suspicion that vehicles contain materials posing threat to health, welfare or safety of students, staff or visitors.

Tickets are to be paid within 5 school days in order to keep driving privileges – delinquent fines automatically revoke driving privileges until fine is paid. Tickets are also subject to disciplinary action if warranted. Students who have parking privileges suspended or revoked will not be eligible for any reimbursement of the permit fee.

Public parking is available starting with the 700 block of East Bishop Street. No permit required. This is public parking and Bellefonte Borough parking laws must be obeyed.

The Bellefonte Area High School does not give permission for you to park across the street at any neighboring businesses or the Faith Church during the school day. If you choose to park there you are subject to being towed.

Bellefonte Area High School
Chart of Disciplinary Guidelines/Procedures

Disciplinary Infraction	DEFINITION	FIRST OCCURRENCE	SECOND OCCURRENCE	SUBSEQUENT OCCURRENCES
"CUTS," LEAVING SCHOOL WITHOUT PERMISSION, NOT ON CPI BUS	Failure to report to school, class, homeroom or a specifically assigned area; not on district provided transportation; leaving school without permission; late to class by 10 minutes or more	Detention(s) assigned one per period cut (double period counts as two cut periods); parents/guardians notified. No work may be assigned or turned in for credit for each class.	Detentions will be doubled for each class cut;	Administrator Review: Suspension up to ten days, and/or Saturday Detention; and/or placement in any AEP option; possible referral to Truancy Officer and/or District Magistrate.
TRUANCY AND OTHER ILLEGAL ABSENCES	Failure to attend school (0.5 day equals 1.0 day of truancy); attending an educational trip that was not approved; accumulation of cuts of eights periods or more (4 double periods are equal to 8 regular periods or one school day); failure to submit an excuse within three (3) days of return from absence	Up to one ISS per day truant; parents/guardians contacted	Up to two ISS per day truant; parent/guardian contacted	Administrator Review: Suspension/up to ten days/Saturday Detention; or placement in any AEP option; referral to Truancy Officer; referral to District Magistrate.
INAPPROPRIATE LANGUAGE TOWARD STAFF / TEACHER AND STAFF DISRESPECT	Swearing; use of foul or abusive words or gestures toward or about any school-district employed personnel	Out of School Suspension of one to three days; parent/guardians conference scheduled; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS	Out of School Suspension up to ten days; conference scheduled with Administrator; informal hearing for 3 or more days OSS; possible referral to School Resource Officer (SRO)	OSS up to ten days and/or placement in any AEP option; informal hearing for 3 or more days OSS; possible referral to School Resource Officer (SRO)

INSUBORDINATION / TEACHER AND STAFF DISRESPECT	Refusal to follow a directive	One detention; parents/guardians notified	Two detentions; parents/guardians contacted	Administrator Review: Suspension up to ten days and/or Saturday Detention and/or placement in any AEP option; informal hearing for 3 or more days OSS; possible referral to School Resource Officer (SRO)
TARDINESS TO SCHOOL/CLASS	Being late (up to 10 minutes) to school/class (Note: Tardies in excess of ten minutes will be considered a cut - see above)	Accumulation of 5 tardies to school/ class; one detention; parents/guardians are notified by mail~~; loss of Driving Privileges for 2 weeks~~	Accumulation of 10 tardies to school/class; two detentions; parents/guardians contacted by phone and mail; loss of Driving Privileges for 1 month	Accumulation of 15 tardies to school /class; one Saturday detention; parents/guardians notified by mail and phone; **Accumulation of 15 tardies to school; referral to district magistrate; possible fines or other consequences as determined by magistrate; students will be re-filed each additional 5 tardies to school. ***For every 5 tardies to school/ class beyond 15, suspension days will be assigned (20 tardies = 1 ISS; 25 tardies = 2 ISS; 30 tardies= 3 ISS; etc.) ~~If tardies reach 35 and beyond, out-of-school suspensions, change of educational placement and/or other consequences will be determined at discretion of principal;~~ loss of Driving Privileges for 9 weeks at 15 tardies to school; loss of Driving Privileges for entire year at 20 tardies to school.
CUTTING OF DETENTION	Failure to report to the designated after school detention	One Saturday Detention; parents/guardians notified; ineligible from all extra-curricular activities until detention(s) have been completed	Three ISS assigned, parents/guardians contacted; informal hearing for 3 or more days OSS; ineligible from all extra-curricular activities until suspension(s) have been completed	Administrator Review: Suspension/up to ten days/Saturday Detention; or placement in any AEP option; informal hearing for 3 or more days OSS; ineligible from all extra-curricular activities until suspension(s) have been completed
CUTTING OF SATURDAY DETENTION	Failure to report to the designated Saturday detention	Up to two ISS; parents/guardians contacted	Up to three OSS; parents/guardians contacted; informal hearing for 3 or more days OSS	Administrator Review: Suspension up to ten days; and/or placement in any AEP option; informal hearing for 3 or more days OSS
CUTTING OF IN-SCHOOL SUSPENSION (ISS)	Failure to report to ISS after homeroom on assigned day; student reports to CPI or regular classes instead of ISS	Up to two OSS; parents/guardians contacted; student ineligible from all extra-curricular activities until suspension has been completed	Up to three OSS; parents/guardians contacted; informal hearing for 3 or more days OSS	Administrator Review: Suspension/up to ten days/; or placement in any AEP option; informal hearing for 3 or more days OSS

INAPPROPRIATE BEHAVIOR	Any form of disruptive or inappropriate behavior resulting in a referral to the office (includes over display of affection, skateboards, etc.)	Up to 1 day Saturday detention; parents/guardians notified	Up to one day ISS; parents/guardians contacted	Administrator Review: Suspension up to ten days and/or Saturday Detention; and/or placement in any AEP option; informal hearing for 3 or more days OSS; possible referral to School Resource Officer (SRO)
INAPPROPRIATE LANGUAGE / GESTURES/ACTS	Swearing; use of foul or abusive language (verbal, written, or electronic) or inappropriate gestures and/or acts in or around the school	Up to Three days ISS; parents/guardians notified; possible referral to School Resource Officer (SRO)	Up to five days OSS; parents/guardians contacted; possible referral to School Resource Officer (SRO)	Administrator Review: Suspension up to ten days and/or Saturday Detention and/or placement in any AEP option; informal hearing for 3 or more days OSS; possible referral to School Resource Officer (SRO)
INAPPROPRIATE/ DISRUPTIVE BEHAVIOR IN ISS INCLUDING ELECTRONIC DEVICES	Any behavior that is not within parameters of ISS guidelines including but not limited to talking, misuse of computers and use of personal electronic devices	OSS for the remainder of the ISS consequence plus one additional day. Parental/guardians notification and possible referral to the School Resource Officer (SRO) informal hearing for 3 or more days OSS	OSS for the remainder of the ISS consequence plus two additional days. Parental/guardians notification and possible referral to the School Resource Officer (SRO) informal hearing for 3 or more days OSS	Administrator Review: Suspension up to ten days and/or placement in any AEP option; informal hearing for 3 or more days OSS; possible referral to School Resource Officer (SRO)
INAPPROPRIATE/ DISRUPTIVE BEHAVIOR DURING SATURDAY DETENTION	Any behavior that is disruptive or inappropriate and not within the parameters of the Saturday Detention guidelines.	Student will be removed from the room, parents/guardians immediately notified and up to three days of OSS will be assigned.	Student will be removed from the room, parents/guardians immediately notified and up to three days of OSS will be assigned.	Administrator Review: Suspension up to ten days and/or placement in any AEP option; informal hearing for 3 or more days OSS; possible referral to School Resource Officer (SRO)
THREATS TOWARDS TEACHER/STAFF	Acts that are a detriment to the safety and well-being of teachers/staff that cause alarm and unrest; could be physical, verbal or written; intimidation; threats containing words like: killing, shooting, murder, wanting to beat up, punch etc.;	Immediately suspended up to 10 days and/or placement in any AEP option; case reported to Superintendent who may recommend expulsion; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS; parental/guardians notification & conference scheduled, SAP referral	Immediately suspended up to 10 days and/or placement in any AEP option; case reported to Superintendent who may recommend expulsion; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS; parental/guardians notification & conference scheduled, SAP referral	Immediately suspended up to 10 days and/or placement in any AEP option; case reported to Superintendent who may recommend expulsion; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS; parental/guardians notification & conference scheduled, SAP referral

HARASSMENT/ BULLYING	Any unwelcome verbal, written, electronic, or physical conduct directed at a student or staff member by another student or students; taunting of others	Suspension up to five days; parent/guardians conference scheduled; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS	Suspension up to ten days; conference scheduled with Administrator ; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS	OSS up to ten days and/or placement in any AEP option; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS
ETHNIC or SEXUAL HARASSMENT	Any form of harassment against another's culture, heritage, or other characteristics or based on gender; may include remarks that use culture, heritage, or other characteristics or based on gender for a negative outcome	Suspension up to ten days; conference scheduled with the principal; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS	Suspension up to ten days and/or placement in any AEP option; conference scheduled with the principal; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS	OSS up to ten days and/or placement in any AEP option; case reported to Superintendent who may recommend expulsion; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS
FIGHTING	Any physical confrontation in or around school property, at a school function or on the bus, that is not deemed self-defense	Suspended up to 10 days; parental/guardians notification & conference scheduled; referral to School Resource Officer (SRO); SAP referral; informal hearing for 3 or more days OSS	Suspended up to 10 days and/or placement in any AEP option; parental/guardians notification & conference scheduled; referral to School Resource Officer (SRO); SAP referral; informal hearing for 3 or more days OSS	OSS of ten days and/or placement in any AEP option and/or recommendation for expulsion; parent/guardians notified and conference scheduled, referral to School Resource Officer (SRO); conference scheduled; informal hearing for 3 or more days OSS
ASSAULT RESULTING IN SERIOUS INJURY	An intentional physical attack causing the victim obvious severe or aggravated bodily injury	Suspension up to ten days and/or placement in any AEP option and/or expulsion; parental/guardians notification & conference scheduled, referral to School Resource Officer (SRO); SAP referral; informal hearing for 3 or more days OSS	Minimum suspension of five days and/or placement in any AEP option and/or expulsion; parental/guardians notification & conference scheduled; referral to School Resource Officer (SRO); SAP referral; informal hearing for 3 or more days OSS	OSS of ten days and/or placement in any AEP option and/or expulsion; parental/guardians notification & conference scheduled; referral to School Resource Officer (SRO); SAP referral; informal hearing for 3 or more days OSS
ASSAULT INVOLVING USE OF A WEAPON	An intentional physical attack by one person against another where the attacker either uses a weapon or displays a weapon in a threatening manner.	Weapon to be confiscated parents/guardians and Superintendent contacted, SAP referral; referral to School Resource Officer (SRO); Administrator Review: Suspension up to ten days and/or placement in any AEP option and/or expulsion; informal hearing for 3 or more days OSS	Weapon to be confiscated parents/guardians and Superintendent contacted, SAP referral; referral to School Resource Officer (SRO); Administrator Review: Suspension up to ten days and/or placement in any AEP option and/or expulsion; informal hearing for 3 or more days OSS	Weapon to be confiscated parents/guardians and Superintendent contacted, SAP referral; referral to School Resource Officer (SRO); Administrator Review: Suspension up to ten days and/or placement in any AEP option and/or expulsion; informal hearing for 3 or more days OSS

WEAPONS, ATTEMPTED ARSON, OR BOMB THREATS	Carrying or harboring weapons, attempting to set a fire, issuing of a bomb threat, or possessing or setting off devices which could be disruptive (Weapons include, but are not limited to knives, clubs and anything that could be used to inflict physical damage)	Weapon to be confiscated; parents/guardians and Superintendent contacted; SAP referral, referral to School Resource Officer (SRO); Administrator Review: Suspension up to ten days and/or placement in any AEP option and/or expulsion; driving privileges will be suspended; informal hearing for 3 or more days OSS	Weapon to be confiscated; parents/guardians and Superintendent contacted; SAP referral, referral to School Resource Officer (SRO); Administrator Review: Suspension up to ten days and/or placement in any AEP option and/or expulsion; driving privileges will be suspended; informal hearing for 3 or more days OSS	Weapon to be confiscated; parents/guardians and Superintendent contacted; SAP referral, referral to School Resource Officer (SRO); Administrator Review: Suspension up to ten days and/or placement in any AEP option and/or expulsion; driving privileges will be suspended; informal hearing for 3 or more days OSS
USE OF WEAPONS, EXPLOSIVE DEVICES, OR ARSON	Possession and/or use of a lethal weapon, igniting a smoke bomb and/or other explosive device as listed in the Gun-Free Schools Act of 1994, starting a fire on school property	Weapon to be confiscated; parents/guardians and Superintendent contacted; SAP referral, referral to School Resource Officer (SRO); Administrator Review: Suspension up to ten days and/or placement in any AEP option and/or expulsion; driving privileges will be suspended; informal hearing for 3 or more days OSS	Weapon to be confiscated; parents/guardians and Superintendent contacted; SAP referral, referral to School Resource Officer (SRO); Administrator Review: Suspension up to ten days and/or placement in any AEP option and/or expulsion; driving privileges will be suspended; informal hearing for 3 or more days OSS	Weapon to be confiscated; parents/guardians and Superintendent contacted; SAP referral, referral to School Resource Officer (SRO); Administrator Review: Suspension up to ten days and/or placement in any AEP option and/or expulsion; driving privileges will be suspended; informal hearing for 3 or more days OSS
TERRORISTIC THREATS / ACTS	Acts that are a detriment to the safety and well-being of students and staff; verbal or written threats containing words like: killing, shooting, murder etc.	Immediately suspended up to 10 days and/or placement in any AEP option; case reported to Superintendent who may recommend expulsion; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS; parental/guardians notification & conference scheduled, SAP referral	Immediately suspended up to 10 days and/or placement in any AEP option; case reported to Superintendent who may recommend expulsion; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS; parental/guardians notification & conference scheduled, SAP referral	Immediately suspended until placement in any AEP option is set; case reported to Superintendent who may recommend expulsion; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS; parental/guardians notification & conference scheduled, SAP referrals

TOBACCO/NICOTINE PRODUCTS	Possession or use of tobacco/nicotine products including, but not limited to vape devices, nicotine pouches, cigarettes and "snuff" on school property, at school functions and/or on school buses. May include look-alike items such as caffeine pouches..	Suspension up to two days; referral to SAP; parents/guardians notified; optional nicotine education program or referral to District Magistrate	Suspension for up to three days; parent/guardians conference scheduled; referral to SAP; parents/guardians notified; referral to District Magistrate; informal hearing for 3 or more days OSS	Suspension up to ten days and/or placement in any AEP option; referral to the District Magistrate; informal hearing for 3 or more days OSS
DRESS CODE VIOLATION	Wearing of clothing or jewelry outlined in Dress guidelines in this handbook	Official Warning and/or detention – student asked to dress in an appropriate manner; will be expected to change clothes	Suspension of one to three days; parent/guardians conference scheduled; informal hearing for 3 or more days OSS	Administrator Review: Suspension up to ten days and/or placement in any AEP option; informal hearing for 3 or more days OSS
WEARING OF HEADWEAR DURING SCHOOL DAY	Upon entering school, students are expected to remove their headwear (including but not limited to bandanas, hats, hoods, and du-rags) and place it in their locker for the duration of the school day	Official warning or detention; student will be asked to remove headwear and place it in their locker/student office	Headwear confiscated; student may pick up at end of school day; up to two detentions	Headwear confiscated; parent/guardians may pick up at end of school day; suspension up to 3 days
CHEATING/ PLAGIARISM	Copying from another source without proper documentation or supplying answers to another student	Up to three ISS; zero grade earned; parents/guardians contacted by the teacher	Up to five ISS; zero grade earned; parents/guardians contacted	Parent/guardians conference scheduled to determine further disciplinary action
FORGERY/LYING	Illegally writing or telephoning in of passes, excuses, or early dismissals OR avoiding the truth or presenting falsehoods	Elimination of hall pass privileges for one month and/or one ISS; parents/guardians notified.	Two ISS; Parent/guardians conference scheduled	Administrator Review: Suspension up to ten days and/or placement in any AEP option for the remainder of the school year; informal hearing for 3 or more days OSS

CELL PHONE / ELECTRONIC DEVICES VIOLATION	Student uses cell phone/ electronic devices during class or instructional situations or in violation of teacher or administrator expectations; violation of BYOD guidelines	Confiscation of device; Student can pick up the device at the end of the day from the Student Office. One after school detention assigned. Loss of BYOD privileges for one month.	Confiscation of device, which is returned only to a parent or guardian. Loss of BYOD privileges for nine weeks. Saturday Detention.	Confiscation of device, which is returned only to a parent or guardian. Permanent loss of BYOD privileges. Up to ten days of OSS and/or placement in AEP.
INAPPROPRIATE USE OF INTERNET AND/OR COMPUTER NETWORK	Refer to the acceptable use of computer network and internet access policy in this handbook; student email; violation of BYOD guidelines	One Saturday detention; parents/guardians notified; possible loss of BASD.net privileges up to one month	One to three days ISS, parents/guardians contacted; loss of BASD.net privileges of one month	Administrator Review: Suspension up to ten days and/ or placement in any AEP option; informal hearing for 3 or more days OSS; loss of BASD.net privileges for the remainder of the school year
DRIVING OR PARKING VIOLATION	Unsafe driving or incorrect parking on school property	Fines; possible detention(s) or suspensions from school may result as well as loss of driving/parking privileges; possible referral to School Resource Officer (SRO)	Fines; possible detention(s) or suspensions from school may result as well as loss of driving/parking privileges; possible referral to School Resource Officer (SRO)	Fines; possible detention(s) or suspensions from school may result as well as loss of driving/parking privileges; possible referral to School Resource Officer (SRO)
DRIVING TO CPI WITHOUT PERMISSION	Driving to CPI without permission. To be permitted to drive to CPI, students are required to arrange for a pass through the student office prior to driving.	1 Saturday detention; parents/guardians notified	1 day ISS; parents/guardians notified; possible loss of driving/parking privileges	Administrator Review: Suspension up to ten days and/or placement in any AEP option for the remainder of the school year; informal hearing for 3 or more days OSS;possible loss of driving/parking privileges
THROWING OF FOOD OR ANY OBJECT	Throwing of food, drink or any object in the cafeteria or any other area of the building	Suspension of up to five days; parent/guardians conference scheduled; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS	Suspension up to ten days and/or placement in any AEP option; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS	OSS up to ten days and/or placement in any AEP option ; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS

BURGLARY OR CRIMINAL TRESPASSING ON SCHOOL PROPERTY	Entering school property unlawfully/without permission; being on school property when not permitted (during suspension, during alternative placement, etc.)	Immediately suspended up to 10 days and/or placement in any AEP option; restitution; case reported to Superintendent who may recommend expulsion; possible referral to School Resource Officer (SRO) and/or local police; informal hearing for 3 or more days OSS; parental/guardians notification & conference scheduled, SAP referral	Immediately suspended up to 10 days and/or placement in any AEP option; restitution; case reported to Superintendent who may recommend expulsion; possible referral to School Resource Officer (SRO) and/or local police; informal hearing for 3 or more days OSS; parental/guardians notification & conference scheduled, SAP referral	Immediately suspended until placement in any AEP option is set; restitution; case reported to Superintendent who may recommend expulsion; possible referral to School Resource Officer (SRO)and/or local police; informal hearing for 3 or more days OSS; parental/guardians notification & conference scheduled, SAP referral
THEFT OR DEFACING SCHOOL AND/OR PERSONAL PROPERTY	Removal of property belonging to the school or another person OR damage and destruction to school or personal property	Suspension of up to five days; referral to School Resource Officer (SRO); restitution; conference scheduled with the principal; informal hearing for 3 or more days OSS	Administrator Review: restitution; referral to School Resource Officer (SRO); suspension up to ten days and/or placement in any AEP option; informal hearing for 3 or more days OSS	OSS up to ten days and/or placement in any AEP option and/or expulsion, restitution; referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS

Administrator Review

All violations of school and/or district policies are subject to administrator review and level of discipline is subject to administrative discretion.

*In given situations where a student has exhausted the disciplinary code, he/she may be referred to the Superintendent for expulsion.

Informal Hearing

When an out-of-school suspension is of three (3) or more school days, the student and parent/guardian will be given the opportunity to meet for (or participate in) an informal hearing with the administration. Initial notification of suspension and possible informal hearing will occur within 24 hours of discussion of such consequences with student. Informal hearings may occur over the phone at the request of a parent/guardian. An informal hearing is a conference/meeting between guardians, student, school officials and any other persons with a legitimate interest in the matter.

BELLEFONTE AREA SCHOOL DISTRICT
Drugs, Alcohol, and Associated Items

The Board recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. As an educational institution, the schools shall strive to prevent abuse of controlled substances. The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, on school property, and at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities.

Bellefonte High School encourages students to immediately report suspected drug overdoses to school officials to ensure medical assistance can be immediately provided.

Definitions - For the purpose of administering this policy, the following definitions shall apply:

1.) **Controlled Substance** - any substance listed as illegal or controlled under current applicable Federal or State laws. The term "controlled substance" includes any substance, which is represented to be, or which is thought to be a controlled substance. This includes but is not limited to: look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants such as glue and aerosol products, substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law such as herbal incense or other products containing synthetic cannabinoids, any device/substance that tests positive for any level of THC (including but not limited to delta-8 and delta-9), prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.

2.) **Non-prescription Drugs** - substances commercially packaged and sold over-the-counter in retail stores or distributed by mail, which either contain drugs of any type or purport to produce drug-like effects. Examples can include, but are not limited to acetaminophen or ibuprofen, cough syrup, Benadryl, decongestants, mentholated eye drops/lip balms/lotions, etc.

3.) **Prescription Drugs** - substances obtainable only by prescription from a physician.

4.) **Paraphernalia** - tools or equipment (including communication devices) whose function is to aid a user in preparing for consumption, consuming or selling or distributing any type of unauthorized substance. Examples include, but are not limited to: pipes, scales, vaporizers, bowls, bongs, rolling papers, syringes, vials, zipper storage bags, roach clips, and/or modified everyday items such as pen/pencil tubes, etc.

5.) **Possession** - keeping or carrying in hands, pockets, wallets, purses, or anywhere about the body. Including within lockers or automobiles; or in books, papers, or any other medium or container, which a student may carry or transport.

6.) **Distribution** - giving, selling, or passing to another person on school property, on school buses, or on the way to or from school.

7.) **Possession with Intent to Distribute** - possession of any quantity of unauthorized substance, which could not reasonably or safely be consumed within the school day. Example: Possession of more than four tablets of a nonprescription drug, for which the recommended dosage is "two tablets every four hours".

8.) **Misrepresentation** - any attempt to distribute a substance which has been inaccurately described or implied to the receiver as a controlled substance, or has been implied to have a value other than its actual value.

9.) **Unauthorized Substance** - this includes, but is not limited to, products containing alcohol, tobacco, anabolic steroids not to include HGH (human growth hormone), controlled substances, paraphernalia, prescription and non-prescription drugs and materials known to cause drug-like effects.

10.) **Use (of an unauthorized substance)** - either the actual use during school, or being under the influence during school, or being under the influence during school hours or at school-sponsored activities after school hours, or use prior to arrival at school, which evidences itself by strong odor or any unusual behavior.

SUMMARIZATION OF DRUG AND ALCOHOL ADMINISTRATIVE GUIDELINES

SITUATIONAL CATEGORY	IMMEDIATE ACTION/ REFERRAL	INVESTIGATION	NOTIFICATION OF PARENT/ GUARDIAN	NOTIFICATION OF POLICE	DISPOSITION OF SUBSTANCE	DISCIPLINE/ TREATMENT
1. A student is suspected of possible drug, alcohol, or controlled substance use. There is no violation or physical evidence.	The student is informed of available help and encouraged to seek assistance. A referral is made to the Student Assistance Team (SAT).	SAT will process the student.	As determined by school-specific SAT process.	At the discretion of the principal.	Not applicable.	None. An intervention conference will be held if the SAT feels it is indicated by the data.
2. A student contacts a staff member in regard to the drug, alcohol, or controlled substance use of another student.	The student who contacts a staff member is encouraged to get the student with a problem to personally seek assistance through SAT.	Staff member refers suspected student to SAT.	Not applicable.	At the discretion of the principal.	Not applicable.	None. SAT will monitor the student.
3. A student volunteers information about personal drug, alcohol, or controlled substance use and asks for help.	The student is informed of services available and encouraged to seek assistance through SAT. Staff member refers student to SAT.	SAT will process the student.	As determined by school-specific SAT process.	At the discretion of the principal.	Not applicable.	None. SAT will monitor the student.
4. Student voluntarily confirms suspected possession or use. No substances found at school.	The student is informed of services available and encouraged to seek assistance through SAT. Staff member refers student to SAT.	SAT will process the student.	As determined by school-specific SAT process.	At the discretion of the principal.	Not applicable.	SAT will monitor the student.
5. The student has a drug, alcohol, or controlled substance related medical emergency.	The principal and nurse will be summoned immediately. Student will be transported to medical facility. Referral to SAT.	The principal will investigate the incident. The student, his/her locker and other possessions will be searched. Confiscation of any found substance. SAT will process the student.	Yes, requested to come to the school as soon as possible.	Yes.	Analysis will be made for possible use in further proceedings.	If there is evidence of further violation, see appropriate situational category.

6. A student possesses, uses or is under the influence of drug, alcohol, drug-related paraphernalia, or controlled substance. First offense. Cooperative behavior.	Principal is summoned. Referral to SAT. Staff member writes an anecdotal report of the incident.	The principal will investigate the incident. The student, his/her locker, and other possessions will be searched. Confiscation of substance. SAT will process the student.	Yes, requested to come to the school as soon as possible.	Yes.	Analysis will be made for possible use in further proceedings.	Informal hearing. Up to 10 day in- or out-of- school suspension. Mandated referral for drug and alcohol assessment. Student must follow treatment recommendations. Possible Placement in Alternative instruction. Possible formal hearing for expulsion from school. A letter from the D/A provider must be provided to building administration to verify the completion or confirmation of continuation of D/A sessions, prior to end of suspension. Lack of this documentation will result in an expulsion hearing if one is not already taking place.
7. A student possesses, uses or is under the influence of drug, alcohol, or controlled substance. First offense. Uncooperative behavior.	Principal is summoned. Referral to SAT. Staff member writes an anecdotal report of the incident.	The principal will investigate the incident. The student, his/her locker and other possessions will be searched. Confiscation of substance. SAT will process the student.	Yes, requested to come to the school as soon as possible.	Yes.	Analysis will be made for possible use in further proceedings.	Informal hearing. Up to 10-day in- or out-of-school suspension. Possible formal hearing for expulsion from school. Mandated referral for drug and alcohol assessment. Student must follow treatment recommendations. Possible placement in alternative instruction. A letter from the D/A provider must be provided to building administration to verify the completion of or confirmation of continuation of D/A sessions, prior to end of suspension. Lack of this documentation will result in an expulsion hearing if one is not already taking place.
8. A student possesses, uses or is under the influence of drug, alcohol, or controlled substance at a school-related or school-sponsored activity on or off school property.	Chaperone will contact the group advisor and principal. Referral to SAT.	The principal will investigate the incident. The student, his/her locker and other possessions will be searched. Confiscation of substance. SAT will process the student.	Yes.	Yes.	Analysis will be made for possible use in further proceedings.	The student will be sent home immediately at parental/guardians expense or detained until a parent/guardians can accompany the student. Further discipline as provided by the appropriate situational category will be administered following the principal's investigation. Mandated referral for drug and alcohol assessment.

						Student must follow treatment recommendations. Possible placement in alternative instruction. A letter from the D/A provider must be provided to building administration to verify the completion of or confirmation of continuation of D/A sessions, prior to end of suspension. Lack of this documentation will result in an expulsion hearing if one is not already taking place.
9. A student is caught again in possession, use or under the influence of drug, alcohol, or controlled substance.	Principal is summoned. Referral to SAT. Staff member writes an anecdotal report of the incident.	The principal will investigate the incident. The student, his/her locker, and other possessions will be searched. Confiscation of substance. SAT remains actively involved with the student.	Yes, requested to come to the school as soon as possible.	Yes.	Analysis will be made for possible use in further proceedings.	Informal hearing. Up to 10-day in- or out-of-school suspension. Formal board hearing for expulsion. Mandated referral for drug and alcohol assessment. Student must follow treatment recommendations. Possible placement in alternative Instruction.
10. A student is distributing a drug, alcohol or controlled substance.	Principal is summoned. Referral to SAT. Staff member writes an anecdotal report of the incident.	The principal will investigate the incident. The student, his/her locker, and other possessions will be searched. Confiscation of substance. SAT remains actively involved with the student.	Yes, requested to come to the school as soon as possible.	Yes.	Analysis will be made for possible use in further proceedings.	Informal hearing. Up to 10-day in or out-of-school suspension. Possible formal board hearing for expulsion. Mandated referral for drug and alcohol assessment. Student must follow treatment recommendations. Possible placement in alternative instruction.

PART VI ~ REGULATIONS, PROCEDURES & FORMS

Student Records

Per School Board Policy 216 - The Board recognizes its responsibility for the collection, retention, disclosure and protection of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records and prohibits the unauthorized access, reproduction, and/or disclosure of student education records and personally identifiable information from such records. Additional information can be found on the School Board Policy Page for Student Records or by contacting the High School Office.

Student Regulations and Disciplinary Procedures

In order to live and work in an orderly democratic school environment, it is necessary to establish rules and regulations which will ensure the rights and welfare of all. When these regulations are violated, the student will be subject to an appropriate form of discipline. In all cases, the administration retains the right to use its discretion in evaluating cases; however, a student's past record, attitude, and willingness to cooperate in correcting behavior problems will be considered. It is understood that an individual's situation must be taken into consideration when circumstances warrant it. Also, when multiple incidents occur for similar infractions students may receive multiple consequences on the same step.

Detention(s)

After School Detention

Working with teachers or independently, the administration may detain students for after school detentions. After school detentions are generally held on Monday, Wednesday, Thursday afternoons and certain Saturdays. Serving detention takes precedence over any and all other activities. *Students who are involved in extracurricular activities may NOT participate in those activities when they are assigned detention. Furthermore, they may not be excused from an assigned detention to participate in extracurricular activities.* Students who work outside of school hours will be expected to make arrangements with their employers to attend detention on the day assigned, or reschedule.
*Please note that only one (1) detention may be rescheduled per semester and the student must reschedule before noon of the detention day. Extracurricular activities and work are NOT a reason to reschedule a detention.
The following are procedures for detentions:

- Detention begins at 3:20 pm and lasts until 4:20 pm – Check ~~wall outside of with~~ with the Student Office for location.
- Students are to bring work to detention. Students will not be allowed to ask for work or to get work once detention has started.
- Computer use is acceptable provided the student is working on an assignment for a high school course. "Surfing the net," "chatting," etc. will not be permitted.
- Students are to work on school assignments while they are in detention.
- When students are released from detention, they are to leave school grounds immediately.
- Late students will not be admitted and will be assigned an additional detention.
- There will be no restroom breaks during after school detentions.
- Seats will be assigned by teacher proctoring detention to all students in attendance.
- *Students who cut a detention will not be permitted to participate in extra-curricular activities until the detention is made-up.*

Saturday Detention

Saturday Detention Policy

- Saturday Detention is held on Saturday mornings from 9 a.m. to 12 p.m. in the library or designated area.
- Parents/guardians will be notified by mail at the time Saturday Detention is assigned and by phone on the Friday prior to Saturday Detention. Parent/guardians Saturday contact information will be requested.
- Parents/guardians and students are responsible for arranging transportation to and from Saturday Detention.
- The penalty for missing/cutting Saturday Detention is up to 2 days of In School Suspension beginning on the

Tuesday and that directly follows Saturday Detention. At the discretion of administration, the student may be required to be accompanied by a parent or guardian at the return of school from this suspension.

- Only emergency excusals will be accepted on the Monday morning that follows the missed/cut Saturday Detention.
- Saturday Detention will be assigned at the discretion of a building administrator.
- Students who are involved in extracurricular activities may NOT participate in those activities when assigned Saturday detention.

Saturday Detention Guidelines

- Students must be present no later than 9 am. Students who arrive late will not be admitted and it will be treated as a cut Saturday Detention. Students are required to stay until noon to get credit for attending.
- Absolute silence will be enforced.
- Students are expected to bring appropriate materials to Saturday Detention. Students will not be permitted to go to their lockers. Students who do not bring their own study materials will be given assignments by the detention supervisor.
- Students will be expected to work the entire three hours; students will not be permitted to sleep. Any student not working or sleeping will be removed from the room, parents/guardians will be called, and the student will receive a three day Out Of School Suspension.
- Students who are uncooperative or disruptive will be removed from the room, parents/guardians will be called, and the student will receive up to a three day Out Of School Suspension.
- Students may bring water with them; students will have no access to the vending machines in the school. All other beverages and snacks are prohibited.
- Cell phones and other personal electronic devices are not permitted.
- Computer use is acceptable provided the student is working on an assignment for a high school course. "Surfing the net," "chatting," etc. will not be permitted.
- Restroom privileges will be at the discretion of the detention supervisor.
- All appropriate school rules and policies apply to Saturday Detention.

In-School Suspension (ISS)

When students are assigned to ISS, they are to report to the Student Office immediately following homeroom on the date they have been assigned. As a courtesy, the Student Office often sends a reminder notice to the student's homeroom, but this is not a requirement of the Student Office staff. Students are to remain in the ISS room for the entire school day. Parents/guardians will be notified when students are assigned ISS.

It is the student's responsibility, with or without the reminder notice, to be in the ISS room at the proper time.

Assignments will be collected for students assigned to the program. All assignments are due by the timeline indicated by the teacher sending work to students in ISS. Failure to complete work in the given time period will result in a zero for the assignment. If a student satisfactorily completes all of the assignments before the end of the day, the ISS teacher may assign students additional work. Students may also be requested to complete a learning module geared at helping students learn from their past mistakes in order to change the behavior that resulted in the In School Suspension.

Once students are assigned an ISS date, that date will not be rescheduled. If a student is absent from school on a day that ISS is scheduled, the student will go to the student office to check for the rescheduled date. It is the student's responsibility to check for the rescheduled date.

- *Students assigned to the ISS placement will not be permitted to attend CPI or participate in <u>any</u> extra-curricular activities on that date.*
- If a student reports to the ISS room late or fails to report on the assigned date, the student will receive up to two days of OSS. If a student has an early dismissal on the assigned date, additional ISS time may be scheduled for the next day.
- Students who are subject to disciplinary ISS Placement or are absent on Friday, may not attend any school function to be held before the following Monday.
- Students will surrender all electronics including but not limited to cell phones, ipods, mp3 players, gaming systems, tablets or anything that would fit this category.

Out of School Suspension (OSS)

Students can be assigned to OSS at the discretion of administration where suspension is listed as one of the disciplinary consequences. Students may not be on school property during OSS; police will be notified and a citation for trespass will result.

Restrictions with School Suspensions and Alternative School Placements

When a student is placed in In-School Suspension, participation in extracurricular, co-curricular or field trip activities will be prohibited. Students may resume participation in extracurricular activities on the day following the completion of the placement. A coach or sponsor may set a more restrictive rule if missing practice has influenced preparation for participation.

When a student is suspended out of school, the student may not visit any school campus throughout the duration of the suspension, nor may the student participate in any extracurricular activities, including athletic practices, competitions, dances, performances, etc. Students may resume participation in extracurricular activities on the day they return to school.

Students who are suspended from CPI may not attend the high school during the period of suspension. Likewise, students suspended from the Bellefonte Area High School may not attend the vocational school during the period of suspension.

Any student who is placed in an out of building placement may not be on school property during his or her placement. Police will be notified and a citation for trespassing will result.

Alternative Education Placement Programs

The high school offers several alternative educational programs for students who meet specific requirements and/or who need a different placement for behavioral and/or academic reasons. These placements include the Alternative Education ~~Opportunities~~ Program (AEP), ~~Alternative High School at Night~~, and Nittany Learning Services (NLS). Placement in these programs requires administrative approval.

Students who are in an out of building placement will be required to ride school transportation to and from their placement site. Students are not permitted to drive themselves or ride with others to and from their placement. Any student who is placed in an out of building placement may not be on school property during his or her placement. Police will be notified and a citation for trespassing will result.

Stop All Nicotine Use at BAHS

~~The high school has a plan to ensure that there will be no smoking in our building (including but not limited to nicotine vapes).~~ The high school has a plan to ensure that there will be no use of nicotine products in our building (cigarettes, electronic vapes, nicotine pouches, smokeless tobacco, nicotine pouches, etc). There will be a restroom sign-out sheet in every classroom. Students will sign out before departing to the restroom. Students will be required to use the restroom closest to his/her class.

If smoke (or vape) is detected in a restroom, the sign-out sheets for that restroom will be collected. Students who have used the restroom around the time the smoke (or vape) was discovered will be questioned and possibly searched for nicotine. The search may include the student's backpack and locker. Refer to Board Policy 222.

Students and the Local Police Department

At times it will be necessary for school officials to call the local police. This may happen when a weapon is involved, a student has an illicit substance on his/her person, or a student is disorderly. A disorderly student is one who acts with intent to create a public inconvenience, annoyance or alarm. The student may also be one who recklessly creates a risk by engaging in a fight or a threat of violent or tumultuous behavior. Finally, one who makes unreasonable noise, uses obscene language, makes obscene gestures, or who creates a hazardous or physically offensive condition by any act which serves no legitimate purpose (Crimes Code of PA §5503 Disorderly Conduct).

There may be other times when the local police may be called. An example of this is when a student has been asked by the administration to search his personal belongings and the student refuses. Such a refusal is viewed as a provocation to call the local policing authority. When a student is accused of committing an act that requires that they talk with the local policing authority, all attempts will be made to contact parents/guardians. Should the school be unable to contact the parent/guardians before the student talks with the local police and the school administrators deem the interview with the student an emergency situation they will, acting in loco de parentis, represent the interests of the parent/guardians. The

school may not contact parents/guardians if directed not to do so by the representatives of Children and Youth services of Centre County.

School Resource Officer

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

Email addresses for our SRO's: Officer Mike Lyons: mylons@basd.net
Officer Shawn Luse: sluse@basd.net
Officer Frank Gaus: fgaus@basd.net

Student Searches

Per School Board Policy 226, where administration has reasonable suspicion that a student has on his/her person or in his/her possession an item or items that are prohibited and/or illegal, an administrator will perform a search of the student and their belongings with another school employee present to serve as a witness.

This search may include, but is not limited to a search of a personal vehicle if parked on school property, a locker, a backpack/book bag/gym bag, purse, coats, electronic devices, containers, or any other object where the contents may be kept. The student will be asked to empty his/her pockets and show the linings, tops of socks and belt line. A metal detecting wand may be used. The search will be conducted in a private office with an administrator and one other adult present. Every attempt will be made to notify the parent/guardians in the event of a search. Should the student refuse to allow the search, the local police will be called. Any contraband, prohibited, unauthorized or illegal items or materials discovered can be seized and may be the subject of disciplinary action and/or referral to local authorities. Disciplinary consequences shall follow our handbook based upon all individual items.

*Students will be subject to a search when they leave school property without permission—including those going to the parking lot without permission or returning to school property to ride school transportation home.

** Any locker is subject to being opened, examined, inspected or searched at any time under proper supervision of school officials. These searches may include random, periodic or sweeping searches without regard to any individualized suspicion.

If a school district administrator is not present, School Resource Officers are authorized to conduct searches of students and/or their property using reasonable suspicion as a School District Administrator would. This includes circumstances that occur both during and outside of the school day at any school affiliated event.

***Students who participate in school sponsored trips (field trips, athletic trips, etc.) may be subject to a search prior to leaving and anytime during the trip. This includes the participant's luggage and/or room.

The Bellefonte Area School District will take all steps to ensure a safe and drug free school for all students and staff; therefore, we reserve the right to conduct periodic searches on school property. This includes the right to use K-9 dogs.

Lockers/Locks – Just Lock It!

Students will be assigned a locker for storage space for books, coats, and other belongings. At the onset of the school year, students will be assigned a locker with a combination lock built in. Students are permitted to use their lockers between classes at any time during the day. *However, going to one's locker is not an acceptable excuse for being late to a class.*

All students are expected to treat their lockers with great care. Students who damage lockers and/or lock dials will be subject to disciplinary consequences as well as restitution. Examples of damage that a student will receive consequences for are: glue on the lock dial, pen/marker on locker, stickers/tape that are unable to be removed, dents, litter and/or garbage, as well as others. Locker clean outs will be held periodically.

Keep your locker locked. Locker doors are to be kept closed at all times. *Personal locks are not permitted on student lockers.* Such locks will be removed from the lockers without warning.
* Students who have damaged the lock dial on new lockers will be subject to a replacement fee that will be determined by the company who supplies the lockers.

All students have the opportunity to be issued a PE lock. Locks can be signed out at the beginning of each school year and must be returned at the end of the year. If the lock is not returned, a fine for a replacement will be turned into the main office. Because the locks are loaned out at no cost, only school issued locks may be used.

Be sure to lock your lockers during gym classes or give valuables to the teacher for safekeeping.
The school cannot be responsible for articles or money stolen from lockers.

* It is recommended that the students do not bring large sums of money or valuables to school. Since the school cannot be responsible for lost or stolen valuables, students are strongly urged to always use only their assigned lockers. Lockers should always be locked when not in use. Students should never give out their combinations.

* All school lockers are the property of Bellefonte Area High School and are under the supervision and regulation of the school at all times. Students should <u>not</u> consider a locker as private property. *Any locker is subject to being opened, examined, inspected or searched at any time under proper supervision of school officials. These searches may include random, periodic or sweeping searches without regard to any individualized suspicion.* When school officials deem it necessary, the student will be asked to be present when his/her locker is examined.

* Students are <u>not</u> permitted to share lockers or change the location of their locker, unless assigned by the Student Office.

Phone Calls/Drop-Offs

*Office personnel will make every effort to deliver student emergency messages received from parents, guardians, or employers only.

*Please check the Student Office between classes if you are expecting something to be dropped off.

Hallways and Hall Passes

Bellefonte Area High School students shall conduct themselves in a responsible, respectful manner that will reflect positively on themselves and our school. Appropriate hallway behavior includes: talking in quiet voices, using appropriate language, walking (not running), and respecting the rights of <u>all</u> students and staff. Public displays of affection are socially unacceptable, and are prohibited. Violations of school rules that occur in the hallways will result in disciplinary referrals.

Hall Pass Procedures

- ➢ A student should carry his/her pass so that faculty monitoring the hallways can see it. Information on the pass must include the student's name, destination, date, time leaving the room, and a school official's signature.
- ➢ Students should expect teachers, principals, and other school officials to ask for a hall pass at any time they are in the hallways during class time. Students without passes will be escorted to their classes or taken to the Student Office.
- ➢ Students are <u>not</u> permitted to leave a regularly scheduled class without a written pass from the requesting teacher and *prior* approval from the regularly scheduled teacher and/or an administrator.
- ➢ Students are required to use the restroom closest to their classroom.
- ➢ Those students who consistently violate school rules may be placed on a hall pass restriction list for an indefinite period of time.

Student Complaint/Incident Report Procedures

When a student feels the need to voice concerns about issues surrounding the operation of the school, he/she may pursue the following procedural guidelines: Complete the Student Incident Form found in the Student Office.

- ➢ Make an appointment with the appropriate administrator to discuss the issues.

- ➢ The Student Incident Form is also located on the district webpage; it can be completed and submitted online.

Flag Salute and the Pledge of Allegiance

It is the responsibility of every citizen to show proper respect for his/her country and its flag. Students may decline to recite the Pledge of Allegiance and refrain from saluting the Flag on the basis of personal belief or religious convictions.

- ➢ Students who choose to refrain from such participation shall respect the rights and interest of classmates who do wish to participate.

Lost and Found

Valuable personal possessions, especially money, should not be brought to school and/or should not be kept in lockers or unattended places. If an item is lost or misplaced, the student should report to the Student Office where he/she will be directed to the lost and found area. The loss of a valuable item should be reported immediately to the office if it is not located in the lost and found. The school will attempt to help students find lost items, but the school cannot be held responsible for personal losses.

Students are to report all missing items, either personal or school property, to the office. If books are missing from student lockers during the school year, students must report this loss to the Vice Principal's office so that a record can be made. However, *please understand that students will be held responsible for missing books*.

Raider Period

Raider Period takes place at the end of each day 5 and 6. Raider period will be used to promote a variety of academic, social, and school community activities. Raider Period may include, but is not limited to being used as a part of School-Wide Positive Behavior Support, mentoring, career awareness exploration, class meetings, and/or tutorial.

Raider Period is counted as a period of attendance. Students are expected to be in attendance for Raider Period and be active participants in the activities each day 5 and day 6.

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 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.

Remember student’s time is limited and they need this time to finish their work. Students not working only disrupt those who are.

Cafeteria Procedures / Services

The Bellefonte Area High School has a computerized lunch system that allows students to deposit money into a declining balance account to be used for all purchases in the cafeteria. All deposits should be made in the cafeteria before homeroom.

Checks should be made payable to "Bellefonte High School Cafeteria" and will be deposited in full to the student's account. Students will be issued PIN(Personal Identification Numbers) for meal purchases. Meal tickets are not issued.

Note: Students are permitted to charge only two lunches to their account. Students won't have the privilege of charging lunches one week prior to the end of the school year.

FREE/REDUCED LUNCH/BREAKFAST:
BASD offers a free/reduced lunch/breakfast program. Please contact Mrs. Laura Frye (lfrye@basd.net or 355-4833 ext. 3010) at Central Office for qualification information.

BREAKFAST PROGRAM

The High School offers a breakfast program, enabling students to purchase breakfast or a la carte items in the cafeteria beginning at 7:40 AM. Students who receive free or reduced lunch are also entitled to free or reduced breakfast.

If you choose to go to the cafeteria in the morning before 7:55 AM, the following guidelines apply:

- Once you are in the cafeteria, you must stay there. No wandering back and forth between the gym hallway and the cafeteria will be permitted.
- You must remain seated except when purchasing breakfast or emptying your tray.
- For dismissal: the teacher on duty will inspect each table for cleanliness and then dismiss students.
- Misbehavior may result in an assigned seat, morning office detention, or other disciplinary measures.

CAFETERIA

Cooperation on the part of the students allows for a smoother process in getting a large number of students through the cafeteria during each 30-minute lunch period; therefore, the following cafeteria rules have been enacted:

- The high school has a *closed* lunch period; therefore, students are not permitted to leave school during their assigned lunch period. The food court has many options available for students. The main menu option is advertised on circulated menus, while daily options such as pizza and deli sandwiches are available as well.
- Students are expected to cooperate with the cafeteria monitors who are on duty. Pushing and shoving, butting in line, loud or out of control behavior, throwing and making a mess of food, and leaving trays on tables and littering are obviously considered inappropriate behaviors.
- In an effort to provide a clean dining room for each lunch period, students are expected to assist in the cleaning up of any spills or littering for which they are responsible.
- High School students are expected to demonstrate self-control in the cafeteria setting; therefore, deliberate acts to disrupt the lunch routine, infringe on the rights of others, or engage in immature lunchroom behaviors will result in disciplinary action.
- Once you are seated, you should stay seated.
- Students will not be permitted to go to any other classrooms during lunch without a signed pass from the teacher. No locker passes will be given.
- Failure to comply with cafeteria regulations and to show consideration for others will result in an immediate referral and corrective action. This may include being assigned to eat in an alternate location, detention or suspension by the administration. *Mature behavior is expected and anticipated.*

Building Security

A video surveillance system is in use throughout the building, both inside and outside, to provide for the safety of students and staff. This system is intended to assist the administration and staff in observing and monitoring behavior throughout the building. Student behavior may be recorded and disciplinary action may be taken based on the behavior recorded.
* Anyone entering the building after 8:01 a.m. must enter through the entrance and proceed to the office. All students leaving the building during the day must sign out in the Student Office.

Visitors

Student visitors can cause disruption to the normal routine of the school day and are therefore discouraged. There should be an educational reason for a student to visit. Students who wish to bring visitors to school must obtain permission from a building administrator at least one day in advance of the visit. A visitor's form must be obtained from the Student Office

and filled out before permission is granted. Visitors must have a valid driver's license or state issued ID card.

School Bus Surveillance

For the safety of students and to maintain proper standards of conduct, a video surveillance system is in use on district school buses. This system is intended to assist the administration, bus contractors, and drivers in observing behavior and preventing violation of bus rules and regulations. Student behavior may be recorded and disciplinary action may be taken.

Pursuant to Section 5704 (18) of Title 18 of the Pennsylvania Consolidated Statutes, The Bellefonte Area School District reserves the right to and may incorporate the use of audio recording equipment on school buses and district owned vehicles to help ensure the safety of our students. These recordings may be used to provide evidence when disciplinary actions are imposed by the district. This shall only apply when a school bus or school vehicle is used for a school related purpose.

Emergency Procedures for Students

The most important emergency procedure for students is to stay with their assigned teachers, stay quiet, and follow all directions. All students should be aware of the emergency escape routes from assigned classrooms and know where the teacher will stand outside so that, if the student is separated, he/she can rejoin the assigned class once outside.

Fire, Lock Down, Earthquake and Tornado Drills

For several years we have participated in various emergency preparedness drills. Throughout the school year a variety of emergency drills take place. Fire drills or lockdown drills are held each month. Severe weather drills are also practiced periodically. The drills are designed to instruct students and staff in procedures that are specific to the drill. The purpose of the drills is to ensure the safety of all students and staff.

School security drills are designed to practice procedures to respond to other emergency situations such as an act of terrorism, armed intruder situation or other violent threat. School security drills are conducted in accordance with Policy 805 and 24 P.S. §15-1517 with one (1) drill being held within ninety (90) days of the start of the school year.

If you have any questions, please feel free to call the school.

These drills are required periodically to meet school, state and/or federal regulations or guidelines.

- Fire drills are required to be completed monthly. If, during a class, students hear the fire alarm bell, wait for the teacher's instructions regarding the fire exit door and the direction, and then proceed to the nearest exit and leave the building quickly and quietly. Fire exit signs are found above the doors or on the bulletin boards in each room. Students should remain with their class at all times. When the announcement is made, proceed back inside to class quietly and quickly. If an alarm goes off and a student is away from the teacher assigned area, exit the building by the nearest emergency exit and inform the nearest teacher/administrator of his/her location.

- Lockdown drills will be held in accordance with school and state suggested frequency. The district utilizes the ALICE model for armed intruder/active shooter training and will work to help all students feel comfortable in its use and implementation.

- Tornado and earthquake drills are held at least once per year. Specific instructions will be issued by teachers.

Threat Assessment

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.

Collection of Financial Obligations

It is important to learn to respect property and develop feelings of pride in community institutions. The school issues books needed for particular courses of study, a locker for books, extra articles of clothing (sports), a locker for physical

education attire, and locks for school lockers. It is the student's duty to take care of all of these loaned items. Any destruction, accidental or intentional, must be paid for. Students will pay for any lost or damaged items in the high school office. The secretary will give the student a receipt when payment is made. All financial obligations must be satisfied before a student may participate in graduation activities.

Textbooks in Pennsylvania public schools are purchased for use at the taxpayer's expense. Textbooks are *LOANED* to students at the beginning of the course. Teachers record student names, the book numbers and their condition. Until books are returned to teachers, students are responsible for them. At the end of the course, the numbers and condition of books are checked with the teacher's record. Books are purchased with the intention of using them for several years. If the books are lost, damaged, or unduly worn, the students must assume the cost of replacement or damages. Student report cards will be withheld until all book fines and other financial obligations are paid. Parents/guardians will be informed by the school of any obligations incurred by their students. If after written notification the obligation has not been satisfied, charges may be filed with the local District Magistrate to recover the costs. Students owing money may be barred from school activities.

Student Information Releases

Under the Family Educational Rights and Privacy Act (FERPA), schools have the right to release directory information without prior written consent unless written notification is received within thirty days from a parent/guardians or a student who has reached the age of 18. Directory information is that which would not generally be considered harmful or an invasion of privacy. These releases would typically be made to various sources of the news media to highlight the successes of our students, but may also include information to organizations supporting our school system.

Directory information may include a student's name, address, phone number, birth date, e-mail address, class schedule, height, weight, dates of attendance, honors and awards, clubs and teams to which the student belongs, major field of study, and pictures.

Any parent/guardians or student who has reached the age of 18 who would not like any part of the above directory information to be released should send this request in writing to the High School Principal listing the specific types of information that are to be withheld. Additional information about other Family Educational and Privacy Rights is available on the school's website at www.basd.net.

Assemblies and Pep Rallies

Students will be dismissed to go to assemblies and pep rallies via the public address system. At the appropriate time, students should move quickly and quietly to assigned areas in the auditorium or gym with their teacher. All students must sit in their assigned area with their teacher. Failure to comply with these requests will be treated as insubordination or a class cut.

Students are expected to show respect and courtesy at all times during assemblies and pep rallies. Assemblies and pep rallies are not only entertaining, but are also an important part of the educational process of our school. For this reason, appropriate behavior is expected at all times. Appropriate behaviors include, but are not limited to:

- Demonstrating respect for the speakers or presenters.
- Listening attentively while the performers are addressing the audience.
- Sitting in an appropriate manner, keeping feet off chairs and out of the aisles.

Disruptive students will be removed by administrators or teachers and may receive further disciplinary consequences.
* Normally, CPI students will not return for assemblies and pep rallies.

Parent Involvement in Schools

BASD invites all parents/guardians to become active participants in our school community through volunteering, joining Parent/Guardians Advisory Council, and/or attending and supporting school events. We believe that communication is the key to a successful educational experience. Together, we will continue to improve the quality of our school community. Education is a partnership between the school, student, parents/guardians, and community. All children are more successful when we work as a team to achieve educational goals.

Review of Instructional Materials by Parents/Guardians and Students

Parents/guardians and students have an opportunity to review instructional materials and have access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.

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

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

1. To assist the school district in providing the correct records to meet the needs of the requesting party, the request must be in writing, setting forth the specific material being sought for review.
2. The written request will be sent to the building principal.
3. The district will respond to the parent/guardian or student within ten (10) school days by designating the time and location for the review.
4. The district may take necessary action to protect its materials from loss, damage or alteration and to ensure the integrity of the files, including the provision of a designated employee to monitor the review of the materials.

No parent/guardian or student shall be permitted to remove the material provided for review or photocopy the contents of such file. The taking of notes by parents/guardians and students is permitted.

Student Rights and Responsibilities

Per School Board Policy 235, all surveys and instruments used to collect information from students shall relate to the district's educational objectives.

The parent/guardian shall be informed of the nature and scope of individual surveys and their relationship to the educational program of their child and the parent's/ guardian's right to inspect, upon request, a survey created by a third party prior to administration or distribution to a student. Such requests shall be in writing and submitted to the building principal.

No student shall be required, without written parental consent for students under eighteen (18) years of age or written consent of emancipated students or those over eighteen (18) years, to submit to a survey, analysis, or evaluation that reveals information concerning to topics outlined in the Board Policy which can be found on BoardDocs or by contacting the high school office.

PART VII ~ FORMS

Notification Letter for Parents or Guardians

The Bellefonte School District uses an Integrated Pest Management (IPM) approach for managing 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 the 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. 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 or 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. If you would like to be placed on this registry, please complete the enclosed form.

If a chemical application must be made to control a pest problem, notice will be provided by telephone through School Messenger to any parent or 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.

Sincerely,

Thomas Lannen

Bellefonte Area School District

Pesticide Notification Registry Form

If you want to be notified, please fill out this form and return to your child's teacher.
No response is necessary if you do not want to be notified. (Please make sure that the phone number is correct.)

Student Name_____

Parents / Guardians
Name_____

*Notify me via School Messenger at telephone # ( )-_____

Please fill in the appropriate school(s) that your child/children attend to receive notification about a pesticide application:

_____ School

***Notifications will be sent by the school messenger system.**

If you would like to be notified via email, please email a request to: tlannen@basd.net
In the subject line type "Pesticide Notification"

We need your name, your child's/children's name and the school(s) they attend.

BASD ACCEPTABLE USE OF NETWORK AND INTERNET ACCESS

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

Users can be held legally responsible for all use of and content stored or accessed on resources provided by BASD including but not limited to: Servers, Cloud storage, Computer hardware, Electronic Devices.

TERMS AND CONDITIONS FOR USE OF THE BASD NETWORK & INTERNET ACCESS

Access to the BASD network and the Internet is a privilege, not a right. All BASD students are provided with BASD network user accounts. Inappropriate use may result in a cancellation of those privileges. Each user of the BASD network is responsible for any and all activity initiated by his/her account. Users are responsible for selecting a secure password for their account and for keeping the password secret at all times. Passwords must never be given out. Authorized BASD employees have full access privileges.

The purpose of providing access to the BASD network and the Internet is to support education within the schools of the Bellefonte Area School District by providing the opportunity to develop 21st Century skills such as:

- collaboration, communication, creativity, critical thinking, research and digital citizenship.

Activities that are not considered legitimate educational applications include, but are not limited to:

- illegal activity, for-profit activities (unless school-sponsored), distribution of hate mail, discriminating remarks, cyber-bullying, possession or distribution of material in violation of copyright laws, the possession or distribution of obscene or pornographic material

The same standards of intellectual and academic honesty and plagiarism that apply to other forms of published work also apply to electronic information. Failure to properly document material that is copied and pasted from an online resource is plagiarism.

Students are not permitted to:

- Download, install, copy or use unauthorized software, hardware or copyrighted material.
- Download, copy or play games.

Teachers may permit the above activities, under their direct supervision, as long as the activities are in support of education, academic research, or district administrative operations and are consistent with this acceptable use policy.

Use of Email

Email accounts shall be provided for all BASD employees and shall be used to support education, district administrative operations and to improve communication between staff members and parents/guardians. Electronic mail and files are not guaranteed to be private. Antivirus software will be used to reduce the spread of unwanted and/or malicious files. Each user must take steps (verify that antivirus software is installed, do not

open attachments from unknown senders) to reduce the spread of viruses and malicious files throughout the BASD network.

At the discretion of the district, student email accounts will be used for educational purposes only.

Safety

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications including cyber-bullying. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network, including chat rooms, email, social networking websites, etc.

The school district will educate all students about appropriate online behavior, including interacting with others on social networking websites and in chat rooms and cyber-bullying awareness and response.

Internet safety measures shall effectively address the following:

- Control of access to inappropriate content
- Safety and security when using electronic mail, chat rooms, or other forms of direct electronic communications
- Prevention of unauthorized online access to include hacking or other unlawful activities
- Unauthorized disclosure, use, and disseminations of personal information
- Restriction of access to harmful material

Internet Filtering Policy

In order to provide a safeguard to help prevent the accidental access of inappropriate material, and to comply with the Children's Internet Protection Act, Internet access will be filtered using filtering software. The filtering will be in place for all Internet access provided by BASD. Use of a filtering program does not remove the responsibility of network users to restrict their online activities to activities that comply with the guidelines and standards of the acceptable use policy.

Bellefonte Area School District students are provided with Google Workspace for Education accounts. In addition to providing secure access to Google Classroom and other Google tools, Google logins are used to access educational apps including but not limited to Canva, Clever, ExploreLearning, FigJam, and ST Math. Student Google Workspace accounts are configured to prevent file sharing outside of the BASD domain.

Parental Consent

Google requires parental consent for use of apps that are not considered core services. Apps that are not included core services are considered additional services. Additional services include YouTube, Google Earth, Maps, My Maps, Translate, Applied Digital Skills, Chrome Canvas, Chrome Web Store, Google Play, CS First, Arts & Culture, and Google Bookmarks. These additional services have been available to students for many years and have been valuable educational resources.

Please submit this form if you do *not* give consent for your child to access additional services. Additional information regarding content filtering, Google Classroom, and online safety can be found on our Technology Resources for Parents page at https://sites.google.com/basd.net/technology-resources/home.

System Security And Integrity

The use and operation of BASD network is subject to the following advisory:

BASD employees or the Bellefonte Area School District cannot be held liable for any loss of data arising directly or indirectly from the failure of hardware, software or from human error. It is a good practice to keep at least one backup copy of any file or document that would be missed if it were deleted.

Vandalism in an electronic form is any intent to harm or destroy data of another user or any agencies or networks that are connected to BASD network. This includes,but is not limited to, the transfer or creation of computer viruses. It must also be understood that intentionally damaging the integrity of data is in violation of this policy. Any user that can identify a security problem (or the possibility of a security problem) has the responsibility to notify a staff member immediately.

Storage of Files

File storage is provided for individuals with BASD network user accounts. Users are encouraged to use the network drive as one method of backing up files (backups should also be made on removable storage media, if available).

As with all other areas of computer use, use of the resources provided by BASD must be in support of education and/or academic research and must be consistent with this acceptable use policy. Electronic files are not private. The network administrator may periodically conduct searches of network files in order to identify files that require large amounts of storage space or are in violation of this policy. Files that violate this acceptable use policy may be deleted without warning under the direction of the network administrator.

Account Termination

Authorized BASD employees may disable or terminate an account at any time if it is deemed necessary based on any violation of this acceptable use policy, students who have withdrawn from the district or have graduated, faculty, staff members and guests who have left the district. Authorized BASD employees will notify the user, in writing, within two (2) weeks with a reason for the rejection, suspension or termination.

Users whose accounts have been disabled or terminated have the following rights:

1. To be notified, in writing, of the reason for the disablement or termination.

2. To submit a written appeal to arrange for a meeting with authorized BASD employees. Students must have a parent/guardian present at this meeting.

BASD Policy 815 can be found on the district website under the School Board section.

Electronic Devices

The Board recognizes the importance of technology in our everyday lives. This is an educational policy to ensure that use of personal access electronic devices within our school is safe, secure, and equitable; creating richer, cost effective learning opportunities for all students. The Board adopts this policy in order to support an

educational environment that promotes 21st Century Skills for district students and employees. This policy applies specifically to non-district owned equipment.

Personal access electronic devices shall include all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless connection to the internet. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about his/her responsibilities and to establish expectations when using technology.

The district shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student.

Students using a personally owned device using a wireless connection are only permitted to connect to the BASD BYOD Wi-Fi network. Use of unfiltered connections, including cellular services, is prohibited. Use of electronic devices is a privilege and must be in compliance with the Acceptable Use Of Network And Internet Access. Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device. The building administrator has the right to approve and/or limit the possession and use of electronic devices as deemed appropriate.

Electronic device searches must be justified at their inception by reasonable suspicion that policy or law has been violated, or is being violated, and that evidence of the violation will be disclosed by the search, and the search actually conducted.

School district administrators are authorized, under circumstances justifying such a search as described above, to require students or other persons under the administrator's jurisdiction to submit to a thorough search of their electronic device as defined in this policy.

Any individual/student who refuses to comply or cooperate with these expectations will result in parent/guardian and local law enforcement contact, as well as possible suspension from school and subject to other disciplinary action. If a more extensive search is required, it will be conducted by local law enforcement.

The Board recognizes that there may be situations where disciplinary actions/consequences may require administrative discretion.

Bullying / Harassment Reporting Form

Student Name (optional):_____
Grade (optional):_____ **Date of Completion of Form:**_____
Description of Bullying Incident(s) (be specific with names, dates, grades and events):

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Student Witness(es):
Name: **Grade:**

_____
_____
_____
_____

Faculty/Staff Witness(es):
Name: **Role:**

_____
_____
_____
_____

Have you reported this before to the school?	Yes / No
If yes, when?	Date:_____
Have you discussed this with your parent(s) / guardian(s)?	Yes / No
Would you be interested in talking with your guidance counselor?	Yes / No
Would you be interested in talking with your principal?	Yes / No
Would you be comfortable with us calling home to talk to your parent(s) / guardian(s)?	Yes / No
Are you comfortable with us talking to the student and/or faculty/staff witnesses listed?	Yes / No

Student Signature:_____
Action Taken (Guidance or Principal Completes)

_____
_____
_____

Guidance or Principal Signature:_____
UPDATED 7/2015
BELLEFONTE AREA HIGH SCHOOL

Equal Opportunity

Bellefonte Area School District is an equal opportunity education institution and will not discriminate on the basis of race,

color, national origin, sex and handicap in its activities, programs or employment practices as required by Title IV, Title IX, and Section 504.

For information regarding civil rights or grievance procedures, services, activities and facilities accessible to and useable by handicapped persons, contact the district's:
Title IX District Compliance Officer:
Mr. Ken Bean, Director of Fiscal Affairs
318 North Allegheny Street, Bellefonte, PA 16823-1679
(814) 355-4814
or
Civil Rights District Compliance Officer:
Mrs. Tracy Long, Director of Human Resources
318 North Allegheny Street, Bellefonte, PA 16823-1679
(814) 355-4814

Acceptable Use of Network and Internet Agreement

The purpose of providing access to BASD.net network and the Internet is to support education within the schools of the Bellefonte Area School District by providing access to unique, up-to-date resources and the opportunity for collaborative work. The use of a BASD account must be in support of education, academic research, or district administrative operations and must be consistent with this acceptable use policy. The Bellefonte Area School District offers but does not require training in this area.

The Bellefonte Area School District assures parents and guardians that there is technical and physical oversight in place to minimize potential risks to students. Should a student be exposed to inappropriate material, parents will be made aware as soon as possible.

Students who are identified as having violated Acceptable Use Policy 815 (2/1/05) may lose the use of district network resources for a period of time or permanently.

Students and Parent/Guardian(s) must complete Acceptable use of Network and Internet Agreement form located in this handbook.

815-G (Rev. 8/2014)

PLEASE RETURN THIS ENTIRE PAGE/FORM TO HOMEROOM TEACHERS BY 9/11/26

*****RETURN THE ENTIRE PAGE*****

Student Handbook Review and Agreement

By signing this form I indicate that I do understand the Student Handbook / Discipline Code. I agree to follow the rules contained in the handbook. I understand that if I violate these rules I will face disciplinary action.

Parent or Guardian Section

By signing this form I indicate that I understand the Student Handbook / Discipline Code in regards to my student, and I further agree that my student will abide by the regulations set forth.

Passive Consent

Students will need to have a Chromebook issued during the 1st week of school. Parent or guardian consent will be considered passive if the student fails to return the form in a timely manner.

Acceptable Use of Network and Internet Agreement Student Review and Agreement

I have read the District's Acceptable Use of Computer Network and Internet Access, and agree to follow the rules contained in this document. I understand that if I violate this agreement that my account may be terminated and that I may be accountable to the respective building disciplinary code that is published to students.

Acceptable Use of Network and Internet Agreement Parent/Guardian Review and Agreement

As the parent or legal guardian of the student signing, I have read the BASD's Acceptable Use of Computer Network and Internet Access and grant permission for my child to access the district's network and Internet. I understand that the District's network resources are designed for educational purposes. I also understand that it is impossible for the Bellefonte Area School District to restrict access to all controversial materials and I will not hold them responsible for such materials acquired on the network. I hereby give permission for my child to be issued an account and accept the liabilities for my child for violations to this agreement.

I understand that if I agree to allow my student to use their own device that 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. I understand that Bellefonte Area School District Staff will be unable to store, support or troubleshoot student owned devices. The student named above will take full responsibility for the device and will appropriately secure all devices when not in use.

I understand that the purpose of allowing my student to use their own device is to participate in teacher approved activities in support of the Bellefonte Area School District curriculum. Use of these devices for unrelated activities beyond or outside the Bellefonte Area School District educational program are prohibited. I understand that the use of my student's personal device as part of the BYOD program falls under and follows all district policies of the acceptable use and internet agreement. I acknowledge that allowing my student to bring a personal device to school accepts the school policies and the same guidelines apply for a personal device as would for a district device.

Signature for Student Handbook, Acceptable Use, and Internet Agreement for 2026-2027 school year:

I have read and understand the Student-Parent Handbook, Acceptable Use and Internet Agreement for 2026-2027.

Student Name (please print) _____ Grade_____

Student Signature _____ Date_____

Parent/Guardian Name _____ Date_____

Parent/Guardian Signature _____

If you would like a hard copy of the Student-Parent Handbook for use, please contact Mrs Vicky Confer, Student Office Secretary via email (vconfer@basd.net), phone (814-355-4833 ext. 8504) or send a note with your child requesting this document.

Media Restriction Form

Dear Parents/Guardians:

Periodically, we have television stations and newspaper reporters who come to our schools for different events. They almost always ask to take photographs of our students, and sometimes they also want to interview students. That means that when we're doing something truly exciting, we want to have our students interviewed and photographed. We also like to include student pictures on the district website (www.basd.net). There are many exciting activities and events that we're proud to share with the community using the Internet. We would like the opportunity to include more students in those exciting news stories on the district website. This allows us to promote the great and exciting happenings in our school.

We also have military recruiters and institutions of higher learning request the names, addresses and contact information of high school students. The district must notify parents of their right and the right of the child to request the district not release such information without consent.

Parents/Guardians who object to having photos or names of their child(ren) published to a website or any other form of media or having names, addresses and/or contact information of their child(ren) shared with military recruiters or institutions of higher learning must notify their student's building administrator in writing via letter and/or email.

If you wish to opt your student out of any of the above mentioned, please send your letter via mail or email to Mrs. Vicky Confer, Student Office Secretary at:

Bellefonte Area High School
Attn: Vicky Confer
830 E. Bishop Street
Bellefonte, PA 16823

Or:

vconfer@basd.net

Please be sure to specifically state what you wish the district to omit your student from and it will be filed appropriately.

Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students

Notice to Parents

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts and intermediate units are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout the school district and intermediate unit of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district and intermediate unit shall publish written information in the handbook and on the website. Children ages three through twenty-one can be eligible for special education programs and services. If parents believe that the child may be eligible for special education, the parent should contact their district of residence. Contact information is listed at the end of this public notice.

Children age three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need Special Education and related services. Developmental delay is defined as a child who is less than the age of beginners and at least three years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas, or (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information contact the intermediate unit. Contact information is listed at the end of this public notice.

Evaluation Process

Each school district and intermediate unit has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school which your child attends. Parents of preschool age children, age three through five, may request an evaluation in writing by addressing a letter to the Early Intervention Program Director, Central Intermediate Unit 10, 345 Link Road, West Decatur, PA 16878.

Consent

School entities cannot proceed with an evaluation or with the initial provision of special education and related services without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website, www.pattan.net. Once written parental consent is obtained, the district will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent educational evaluation at public expense.

Program Development

Once the evaluation process is completed, a team of qualified professionals and the parents determine whether the child is eligible. If the child is eligible, the individualized education program (IEP) team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff or intermediate unit staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Confidentiality of Information

The school districts and to some extent the intermediate unit maintain records concerning children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction states. One

officials at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

In accordance with 34 CFR § 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA).

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child, contact the responsible entity listed below. For preschool age children, information, screenings and evaluations requested, may be obtained by contacting the intermediate unit.

INTERMEDIATE UNIT OFFICE
Central Intermediate Unit # 10
200 Shady Lane
Suite #100
Philipsburg, PA 16866
814-342-0884 or 800-982-3375 (PA Only)

SCHOOL DISTRICT and CHARTER SCHOOL OFFICES		
Bald Eagle Area School District 751 S. Eagle Valley Road Wingate, PA 16823 Ms. Melissa Butterworth, Contact Person 814-355-5731	Bellefonte Area School District 318 N. Allegheny Street Bellefonte, PA 16823 Dr. Jennifer Butterworth, Contact Person 814-353-5307	Clearfield Area School District 2831 Washington Avenue Clearfield, PA 16830 Mr. Mark Bender, Contact Person 814-765-5511 mbender@clearfield.org
Curwensville Area School District 650 Beech Street Curwensville, PA 16833 Ms. Shana Bailor, Contact Person 814-236-2390 sbailor@curwensville.org	Glendale Area School District 1466 Beaver Valley Road Flinton, PA 16640 Mr. Rick Magulick, Contact Person 814-687-3402 rmagulick@gsd1.org	Harmony Area School District 5239 Ridge Road Westover, PA 16692 Mr. Jason Boring, Contact Person 814-845-2300 jboring@harmonyowls.com
Keystone Central School District 86 Administration Dr. Lock Haven, PA 17745 Dr. Elizabeth Barnhart, Contact Person 570-893-4900 ebarnhart@kcsd.k12.pa.us	Penns Valley Area School District 4528 Penns Valley Road Spring Mills, PA 16875 Mr. Kurt Nyquist, Contact Person 814-422-2000 knyquist@pennsvalley.org	Moshannon Valley School District 4934 Green Acre Road Houtzdale, PA 16651 Ms. Wendy Payne, Contact Person 814-378-7683 wpayne@movalley.org

Philipsburg-Osceola Area School District 200 Short Street Philipsburg, PA 16866 Mrs. Elaine Selfridge, Contact Person 814-342-5985 eselfridge@pomounties.org	State College Area School District 240 Villa Crest Dr. State College, PA 16801 Mrs. Heather Pringle, Contact Person 814-231-4172 hrp13@scasd.org	West Branch Area School District 516 Allport Cutoff Morrisdale, PA 16858 Ms. Angela Lucas, Contact Person 814-345-5627 alucas@westbranch.org
Centre Learning Community Charter School 2643 West College Avenue State College, PA 16801 Mr. Brian Rowan, Contact Person 814-861-7980 brian@clccharter.org	Nittany Valley Charter School 1612 Norma Street State College, PA 16801 Ms. Kara Martin, Contact Person 814-867-3842 kara@nvcs.org	Sugar Valley Rural Charter School 236 East Main Street Loganton, PA 17747 Ms. Carrie Nixon, Contact Person 570-725-7822 cnixon@svrcs.org
Young Scholars of Central PA Charter School 1530 Westerly Parkway State College, PA 16801 Mrs. Katie Bish, Contact Person 814-237-9727 kbish@ciu10.org	Clinton County Jail 58 Pine Mountain Road McElhatten, PA 17748 Dr. Elizabeth Barnhart, Contact Person 570-748-4660 ebarnhart@kcsd.k12.pa.us	Clearfield County Jail 115 Twenty First Street Clearfield, PA 16830 Mr. Mark Bender, Contact Person 814-765-5511 mbender@clearfield.org
Centre County Correctional Facility 700 Rishel Hill Road Bellefonte, PA 16823 Dr. Jennifer Butterworth, Contact Person 814-355-4814 jbutterworth@basd.net	Central Counties Youth Detention Center 148 Paradise Road Bellefonte, PA 16823 Dr. Jennifer Butterworth, Contact Person 814-355-4814 jbutterworth@basd.net	Clearfield County Career and Technology Center 1620 River Road Clearfield, PA 16830 Mr. Fred Redden, Contact Person 814-765-5308 fredden@ccctc.edu

The school district or intermediate unit will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, marital status or because a person is a disabled veteran or a veteran of the Vietnam era. No preschool, elementary or secondary school pupil enrolled in a school district or intermediate unit shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status or financial hardship.

Bellefonte Area High School

Extracurricular Activities Handbook

2026-2027

www.basd.net

Rev. 7/2026

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INTRODUCTION TO EXTRACURRICULAR ACTIVITIES HANDBOOK

To the Parent/Guardian:

This material is presented to you because your son or daughter has indicated a desire to participate in extracurricular activities and you have expressed your willingness to permit him/her to participate. We believe that participation in activities provides a wealth of opportunities and experiences which assist students in personal development.

A student who elects to participate in extracurricular activities is voluntarily making a choice of self-discipline and commitment. These are the reasons we place such stress on good training habits. Failure to comply with the rules of training and conduct means exclusion from the activity. This concept of self-discipline and commitment is tempered by our responsibility to recognize the rights of the individual within the objectives of the team/organization. There is no place in high school extracurricular activities for students who will not discipline their minds and bodies for rigorous competition.

It is the role of the Bellefonte Area School District to make rules that govern the spirit of competition for these activities. These rules need a broad basis of community support, which is achieved only through communication to the parent. It is our hope to accomplish this objective through this publication for students and parents.

To the Participant:

Our tradition has been to succeed with honor. We desire to succeed, but only with honor to our participants, our schools and our community. Such a tradition is worthy of the best efforts of all concerned.

It will not be easy to contribute to such a great tradition. When you represent the Bellefonte Area School District, we assume that you not only understand our traditions, but also are willing to assume the responsibilities that go with them. However, the contributions you make should be a satisfying accomplishment to you and your family.

- **Responsibilities to Yourself**: The most important of these responsibilities is to broaden and develop strength of character. You owe it to yourself to derive the greatest benefit from your high school experiences.
- Your academic studies, and your participation in extracurricular activities, prepare you for your life as an adult.
- **Responsibilities to Your School:** Bellefonte Area School District cannot maintain its position as having outstanding schools unless you do your best in the activity in which you engage. By participating to the maximum of your ability, you are contributing to the reputation of your school.
- You assume a leadership role when you are participating in an extracurricular activity. The student body and citizens of the community know you. You are on stage with the spotlight on you. The student body, the community and other communities judge our schools by your conduct and attitude, both on and off the field. Because of this leadership role, you can contribute significantly to school spirit and community pride. Make Bellefonte proud of you and your community proud of your school, by your consistent demonstration of these ideals.
- **Responsibility to Others**: As an extracurricular participant, you also bear a heavy responsibility to your home. If you never give your family, friends and community members anything to be ashamed of, you will have measured up to the ideal. When you know in your heart that you have lived up to all of the training rules, that you have performed to the best of your ability everyday and that you have performed at your highest level, you can keep your self-respect and your family can be justly proud of you.
- The younger students in the Bellefonte Area School District are watching you. They will copy you in many ways. Do not do anything to let them down. Set good examples for them.

In a situation where provisions of the extracurricular activities handbook contradict school board policy, the board policy shall prevail.

BELLEFONTE AREA SCHOOL DISTRICT EXTRACURRICULAR POLICIES

District Mission Statement

It is the mission of the Bellefonte Area School District to educate all of our students in a learning environment that inspires and prepares them to embrace tomorrow's challenges. *(BASD Policy 101)*

Extracurricular Activities

The Board believes that the goals and objectives of this district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside of the school. All learning experiences offered by the schools of this district, curricular and co-curricular, should be planned and integrated toward the attainment of the district's objectives. (*BASD Policy 122)*

Participation In Extracurricular Programs

The Board requires equal opportunity for every student of the district. In every way possible this policy must communicate that each student has equal access to every program of the school.

It is understood that elections, tryouts, and auditions are necessary for an organization whose numbers of participants must be limited. It is also understood that criteria for selection must apply to all candidates. (*BASD Policy 232)*

Extracurricular Activities Policy

The Bellefonte Area School District believes that a dynamic extracurricular program is vital to the educational development of the student.

The Bellefonte Area School District Extracurricular Program should provide a variety of experiences to enhance the development of positive student habits and attitudes that will prepare them for adult life in a democratic society.

Extracurricular activities are an important part of the total school program which works in conjunction with the other educational experiences to provide students the environment and opportunity to develop as better citizens. This opportunity is a privilege that carries with it responsibilities to the school, to the activity, to other students, to the community and to the participants themselves. These experiences contribute to the development of learning skills and emotional patterns that enable the student to achieve maximum benefit from his or her education.

The Board recognizes the value of a comprehensive program of extracurricular activities as an integral part of the total experience to all students of the district and to the community. Therefore, the Board of Education shall provide as comprehensive an extracurricular program as is financially and practically possible. (*BASD Policy 122)*

Extracurricular Goals and Objectives

Our goal is that the student-participant shall become a more effective citizen.

The student shall learn:

1. To work with others – In a democratic society a person must develop self discipline, respect for authority, and the spirit of hard work and sacrifice.
2. The activity and its objectives must be placed higher than personal desires.
3. To be successful – Our society is very competitive. We do not always prevail, but we succeed when we continually strive to do so. You can learn to accept defeat only by striving to succeed with earnest dedication.

Academic Eligibility

1. To be eligible for extracurricular activities, a student must be enrolled as a full-time student pursuing a minimum four-year program as outlined in the Bellefonte Area High School Program of Studies or a full-time middle school student pursuing minimal standards for promotion.
2. Eligibility shall be cumulative from the beginning of a grading period and shall be reported on a weekly basis as outlined by the Bellefonte Code of Conduct and the Pennsylvania Interscholastic Athletic Association (PIAA).
3. A student is ineligible to participate if any of the following categories apply:
    a. He/She has failed two or more courses (high school, middle school)
    b. He/She is not passing a minimum of five (5) credit or credit equivalent*.
    c. A student carrying less than five (5) total credits must be passing all classes.
    d. He/She is not eligible to be promoted to the next grade.

4. The weekly ineligibility begins on the Monday of each week and lasts for seven days. The ineligible student will report to academic tutorial after school Monday through Thursday with materials to study and prepare for class(es) based on the grid of expectations below.
5. Weeks "reset" at the beginning of each athletic season.
6. Any student who is not meeting the academic eligibility requirements at the end of a marking period, semester, or school year, or who is 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.
7. The academic eligibility requirements apply to all students in the extracurricular programs and clubs in grades 6 through 12 in the Bellefonte Area School District.

*Credit Equivalent of one is given if the course meets for the equivalent of 1 full period during that marking period. Example: PE meets 1 period/day for one marking period and yields .25 credits. For eligibility purposes, this course would have a credit equivalent of 1 because it meets 1 pd/day all marking period.

For a course that meets every other day for one period, its credit equivalent would be .5 credits where applicable.

Students who are Home Schooled, attend a Cyber/Charter school, or attend a Non-boundary school will adhere to these guidelines and all parameters of school board policy for eligibility.
Grade reports must be submitted by Noon on the last school day of the week.

~~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.~~

~~Eligibility shall be cumulative from the beginning of a grading period and shall be reported on a weekly basis as outlined by the Bellefonte Code of Conduct.~~

~~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. A student carrying less than five (5) total credits must be passing all classes.~~
~~3. He/She is not eligible to be promoted to the next grade.~~

The weekly ineligibility begins on the Monday of each week and lasts for seven days. The ineligible student will report to academic tutorial after school Monday through Thursday with materials to study and prepare for class(es) based on the grid of expectations below. Students participating in athletics should refer to the Athletics Handbook for detailed information.

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 event is defined to include, but not limited to the following: practices, meetings, rehearsals, trips, parades, activities, fundraisers, activities, and/or community service	1st ineligible occurrence - Warning week (student does not have to attend tutorial; can go to all club events as normal) 2nd week+ ineligible occurrence -The student is required to attend academic tutorial for the week(s) identified as ineligible; the student may not attend events 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 event within that week. - If a tutorial is missed for a non-approved reason, the student	Marching Band, Indoor Groups, Theatre, FFA, FBLA, NHS, IM Sports, Student Council and the like

		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.	

~~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.~~

~~The academic eligibility requirements are applicable 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 meets one pd/day all marking period.~~

~~Students in BeLA, Home School and the like will adhere to these guidelines and all parameters of school board policy for eligibility.~~

School Attendance

Experience and research provide evidence that regular school attendance and sound academic achievement are related. The importance of time on task in reaching the district's educational goals can hardly be overestimated. Student attendance and tardy patterns are very important indicators of potential student success. Students who fail to attend class usually are unable to perform satisfactorily in their classes and are unable to benefit from class interactions and activities. Potential employers carefully review high school records, and students with records of excessive absence and tardiness are usually considered undependable and poor prospects for employment.

Bellefonte Area High School requires that all students enrolled in the district schools attend school regularly in accordance with the laws of the state. The educational program offered by this district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. The regular contact of students with one another in the classroom and participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

The attendance of students involved in extracurricular activities is mandatory. If a student is tardy beyond homeroom he/she will not be permitted to participate in the competition, practice, or activity that day. Students are expected to be present ALL DAY in order to be eligible to participate in an event or practice on any given day. An exception will be made if the student has an approved educational, medical, or legal appointment in which case the student must present documentation such as a dated receipt, appointment card, return to school form or fax indicating the date and time from the place of the appointment. A parental note is NOT acceptable.

If a student is absent the last school day before a competition or event on a non-school day, the student must have administrative permission from a building Principal to participate. Acceptable reasons for not being in attendance the last school day before a competition or event on a non-school day include: approved dental, legal or medical appointment, field trip, educational trip, death in the immediate family. Every effort should be made to make prior notification of intended absence well in advance of the actual absence date. The advisor will call the parent/guardian.

EXTRACURRICULAR CODES OF CONDUCT

Conduct of Participants

A firm and fair policy of enforcement is necessary to uphold the regulations and standards of the Bellefonte Area School District. The community, school administrators, activity advisors and the coaching staff feel strongly that high standards of conduct and citizenship are essential in maintaining a sound program of extracurricular activities. The welfare of the student is our major consideration and transcends any other consideration. Participants must realize that they are representing not only the school, but also our community and need to represent both parties with dignity.

All participants shall abide by a code of ethics which will earn them the honor and respect that participation and competition in the extracurricular program affords. Any conduct that results in dishonor to the participant, the team/organization or the school will not be tolerated. Acts of unacceptable conduct, such as, but not limited to theft, vandalism, disrespect, immorality, drugs, alcohol or violations of law, tarnish the reputation of everyone associated with the program and will not be tolerated. (BASD Policy 122)

Penalties for Violation of Extracurricular Code of Conduct

Due to the serious nature of this rule, the coach/advisor involved and a building administrator shall meet and determine the penalty according to the degree of the infraction. The penalty shall range from a minimum of 20% of the season or succeeding season suspension to a maximum of permanent denial of participation.

If a violation of the Bellefonte Area High School or Middle School Discipline Code requires administrative action and involves an after-school detention assignment or school/community service, in-school suspension (ISS), out-of-school suspension (OSS), or placement in an Alternative Education setting outside of the home school, (e.g. Nittany Learning Services, Partial Program, etc.) the student may not participate in practices or contests that day. This does not include the Alternative Education Opportunities Program (AEOP) at the High School.

Participant and Spectator Courtesy

Our principles:

1. When participating in any activity, students are expected to behave in a way demonstrating fair play, ethics and integrity. Any actions or comments which are intended to taunt, bait, anger, embarrass, ridicule or demean others are not acceptable.
2. Visiting schools are to be honored guests, and should be treated as such.
3. A student participant represents his/her school and community the same, as does the participant and should act accordingly. Any participant who continually exhibits poor sportsmanship should be held to consequences as outlined in the student handbook as well as being requested not to attend future contests. This includes, but is not limited to, the act of "booing" and inappropriate chanting.
4. Good points in others should be appreciated and recognized.

Individual Advisor Rules

Advisors may establish additional rules and regulations with the approval of a building administrator for their respective activities. These additional rules for a particular activity must be stipulated in writing to all team/organization members and parents and explained fully at the start of the activity.

Penalties for violation of team/activity rules will also be in writing and shall be administered by the advisor. Copies of all additional team/organization rules by advisors are on file in the Principal's Office.

Bellefonte Area School District Disqualification Policy

The Bellefonte Area School District requires that a disqualified participant, advisor, and/or team/activity personnel shall not be permitted to participate in the next events at the same level. All violations of school and/or district policies are subject to administrator review and level of discipline is subject to administrative discretion.

Rules and Regulations

Medical research clearly substantiates the fact that use of tobacco, alcohol and any type of mood altering substances produces harmful effects on the human organism.

You cannot compromise extracurricular participation with substance abuses. The participant who wishes to experiment with such substances should remove himself/herself from the team/organization before he/she jeopardizes team/organization morale, reputation and success and does physical harm to himself/herself.

The community of Bellefonte is concerned with the health habits of student-participants and is convinced that extracurricular activities and the use of these substances are not compatible.

A student has to decide if he/she wants to be a participant. If he/she does wish to be a participant, he/she must make the commitment in order to be a competitor.

A big part of this commitment is following a simple set of training and practice rules, which the Bellefonte Area School District believes to be fair.

Use of Tobacco/Nicotine – Research emphasizes that use of tobacco is physically harmful to young adults. The harm done by this is not only a health problem. The community follows the progress of young adults, and any deviation from accepted training rules marks one as unwilling to pay the price. If one participant breaks the rules, the whole group is branded. This rule means no use of tobacco all year, in or out of season, on or off of school property. (Board Policy 222)

No Alcoholic Beverages – There is no way to justify students using alcoholic beverages, even though social pressure may be hard to resist. The people who would like to draw the student into their drinking sessions will be the first to criticize the student if he/she does not come through in a competition/event. Again, this rule means no drinking all year, not just during the season, and is in effect on and off of school property. (Board Policy 227)

Drugs – Simply stated, drug abuse is the consumption of any chemical substance or the smoking of some plant derivatives for the purpose of mood modification and includes K2,all other synthetic cannabinoid products, or any device/substance that tests positive for any level of THC (including but not limited to delta-8 and delta-9). The use or misuse of drugs is a social problem. Students with a strong sense of purpose have no need for mood modifiers. The rule against substance abuse is in effect all year, on and off of school property. (Board Policy 227)

The use of legally prescribed medications and over the counter medications is permitted in accordance with BASD Policy 210; Use of medications and BASD Policy 210.1 possession/use of asthma inhalers.

Nutritional Ergogenic Aids – A nutritional ergogenic aid is defined as any foodstuff or dietary procedure that either improves or is thought to improve physical performance. The use of suspected or advertised ergogenic aids, including but not limited to creatine or other nutritional supplements may be detrimental and the use of these products is strictly prohibited.

Because of the serious and potentially fatal effects of anabolic androgenic steroids and their related compounds, the use of these products is strictly prohibited. (BASD Policy 123)

Student Searches

Per Board Policy 226, where administration has reasonable suspicion that a student has on his/her person or in his/her possession an item or items that are prohibited and/or illegal, an administrator will perform a search of the student and their belongings with another school employee present to serve as a witness. A metal detecting wand may be used.

This search may include, but is not limited to a search of a personal vehicle if parked on school property, a locker, a backpack/book bag/gym bag, purse, coats, electronic devices, containers, or any other object where the contents may be kept. The student will empty his/her pockets and show the linings, tops of socks and belt line. The search will be conducted in a private office with an administrator and one other adult present. Every attempt will be made to notify the parent. Should the student refuse to allow the search, the local police will be called. Any contraband, prohibited, unauthorized or illegal items or materials discovered can be seized and may be the subject of disciplinary action and/or referral to local authorities. Disciplinary

consequences shall follow our handbook based upon all individual items.

*Students may be subject to a search when they leave school property without permission—including those going to the parking lot without permission.

** Any locker is subject to being opened, examined, inspected or searched at any time under proper supervision of school officials. These searches may include random, periodic or sweeping searches without regard to any individualized suspicion.

If a school district administrator is not present, School Resource Officers are authorized to conduct searches of students and/or their property using reasonable suspicion as a School District Administrator would. This includes circumstances that occur both during and outside of the school day at any school affiliated event.

***Students who participate on school sponsored trips (field trips, athletic trips, etc.) may be subject to a search prior to leaving and anytime during the trip. This includes the participant's luggage and/or room.

Penalties for Violations of Training and Practice Rules

The following consequences are in addition to those outlined in the Bellefonte Area School District Chart of Disciplinary Guidelines/Procedures.

Disciplinary Infraction	First Occurence	Second Occurrence	Third Occurrence
Inappropriate Gestures/Language	Suspension for a minimum of 20% of the scheduled contests, competitions, or events.	Suspension for a minimum of 50% of the scheduled contests, competitions, or events.*	Suspended from participation in extracurricular activities for the remainder of his/her high school career.
Nutritional Ergogenic Aids/Steroids	Suspension for a minimum of 20% of the scheduled contests, competitions, or events.	Suspension for a minimum of 50% of the scheduled contests, competitions, or events.*	Suspended from participation in extracurricular activities for the remainder of his/her high school career
Tobacco	Suspension for a minimum of 20% of the scheduled contests, competitions, or events.	Suspension for a minimum of 50% of the scheduled contests, competitions, or events.*	Suspended from participation in extracurricular activities for the remainder of his/her high school career.
Assault	Suspension for a minimum of 50% of the scheduled contests, competitions, or events.	Suspended from participation in extracurricular activities for one full school year.	Suspended from participation in extracurricular activities for the remainder of his/her high school career.
Drugs and Alcohol	Suspension for a minimum of 50% of the scheduled contests, competitions, or events.	Suspended from participation in extracurricular activities for one full school year.	Suspended from participation in extracurricular activities for the remainder of his/her high school career
Non-Compliance of rules established (curfew, etc.)	Suspension for a minimum of 50% of the scheduled contests, competitions, or events	Suspended from participation in extracurricular activities for one full school year.	Suspended from participation in extracurricular activities for the remainder of his/her high school career.

The 50% suspension will consist of: The first half of the suspension will result in complete removal of the participant from being involved in any extracurricular activity including practice, competitions, or any activity sponsored events. For the remainder of the suspension, the participant must complete as many practice sessions as were missed for the initial removal, before being allowed to compete in a contest/event, or challenge for a position.

EXTRACURRICULAR APPEALS PROCESS (NON-DENIAL OF PARTICIPATION)

Introduction

Each student-participant shall have the right to an appeal and hearing of a decision made by the advisor and administrative staff. It is preferable that problems be solved by the persons involved in the appeal and that the Extracurricular Appeals Board not be asked to rule on such problems until all efforts by the parties involved have been exhausted.

Initiation of an Appeal

Declaration of Appeal
The student-participant must submit in writing to a building administrator and advisor a request for appeal no later than 14 days after the day on which the incident occurred. Failure to comply with the time limit will result in automatic denial of the appeal.

Informal Discussion
After the written request has been submitted to a building administrator and advisor, there shall be an informal discussion by the person appealing a decision and the person who made the decision that is being appealed in an attempt to resolve the problem.

Informal Meeting
If the appeal is between a student-participant and an advisor and/or administrative staff member, the parties involved shall meet informally with the building administrator in an attempt to reach an agreement.

Formal Appeal
If a settlement cannot be reached informally, the appeal shall be filed with the chairperson of the Extracurricular Appeals Board.

Formal Hearing

1. When possible, a hearing shall be conducted within 14 days of the receipt of the request. If the 14-day schedule cannot be met, the hearing shall be held at the earliest possible date thereafter.

2. Both individuals involved in the appeal shall be present at the hearing to present their cases and to refute invalid information, which might be presented by the other party.

3. After each party involved in the appeal has presented his/her case, members of the Appeals Board shall meet in private to render a decision.

4. The parties involved shall receive, in writing, the decision of the Appeals Board within ten (10) days of the completion of the review.

BASIC EXTRACURRICULAR POLICIES

Participation

It shall be the philosophy of the Bellefonte Area School District that participants shall enjoy as many extracurricular opportunities as the student-participants and their parents/guardians wish them to participate in without influence from

any advisor to specialize in one activity. All advisors should encourage participation in other activities.

Multiple Extracurricular Participation

Students are encouraged to participate in as many extracurriculars as they can during their educational careers. However, for a student to participate in more than one extracurricular is extraordinarily difficult and most often not in the best interest of the student or the extracurricular groups.

Dropping or Transferring Extracurricular Activities

On occasion, a participant may find it necessary to drop an activity for a good reason. If this is the case, the following procedure must be followed:

1. Consult with the immediate advisor and then the head advisor.
2. Report situation to the building administrator and advisor.
3. Check in all equipment/supplies in a timely fashion.

Equipment

School equipment/supplies checked out by the student-participant are his/her responsibility. He/she is expected to keep it clean and in good condition. Loss of any equipment/supplies is the student-participant's financial obligation.

Equipment/supplies issued are to be used only during scheduled activities or by permission from the Advisor.

Any equipment/supplies purchased by the student are the property of the student and may be worn or used at his/her discretion.

Missing Practice

A student-participant should always consult his/her advisor before missing practice.

Participation Attire

In addition to the individual advisors participation attire requirements, all student-participants must adhere to the "Appropriate Dress Expectations" as outlined in the student handbook.

Travel

All student-participants must travel to and from out-of-town competitions/events in transportation provided by the school district unless previous arrangements are made by the parents for an exceptional situation. Travel release forms are available in the Student Office. The parent must make prior arrangements with the Advisor for approval in advance of the trip. The student will be released to the parent by the Advisor upon receiving the signed travel release form. At no time will the student be permitted to ride home with another student or non-parent.

Travel Guidelines

All District bus riding guidelines are to be observed with the addition of the following:

1. Advisor in conjunction with the bus driver, who is ultimately in charge, will assume all responsibility for conduct and discipline on the bus.
2. All students are to be at the point of departure on time.
3. Students who miss the bus and travel to the competition/event late shall not be permitted to participate unless there were extenuating circumstances approved by the advisor.
4. No food or drink is allowed on the bus unless the driver has granted permission. Advisors are responsible for inspecting and ensuring that the bus is left in broom clean condition.
5. All students are expected to dress appropriately and neatly on extracurricular trips.
6. All participants are expected to conduct themselves in an appropriate manner at all times on away trips. Foul language or obscene gestures will not be tolerated.
7. Gambling in any form will not be permitted.
8. Only authorized persons may ride the bus.
9. No spectators are permitted.
10. Spikes or cleats are not to be worn on the bus.

11. Personal listening devices are permissible at the discretion of the Advisor.
12. The emergency door shall be used only in the case of an emergency unless authorized by the driver.
13. All students shall return home on the same vehicle in which they traveled to the competition/event. The only exception is if they have secured a travel release form and that has been approved by an administrator and advisor.
14. As indicated on page 8, student searches may be required on school sponsored trips.

Overnight Trips

Accommodation for overnight stays may be arranged in two ways, home stays or hotel/motel rooms. Schools agreeing to house extracurricular groups should be contacted one week in advance and provided a list of names. Participants are reminded that they are guests and are expected to be polite and courteous at all times. Our students will be expected to write thank you notes to their host families, expressing gratitude for their hospitality.

Hotel/Motel stays are to be pre-arranged so families will know the location in case of emergency or in the event they wish to stay at the same facility. Arrangements will be made through the advisors.

When registering, introduce yourself to the management and ask them to report to the advisors any problems that occur with the students. Make certain individuals in the group understand what is expected of them and that they abide by those rules. Check all rooms prior to occupancy for damage, and just prior to check-out to be sure rooms are left in acceptable condition. Make one final check with management to see if there were any problems with your students. Express your appreciation to the management for their cooperation.

Direct supervision is extremely important when students are on overnight activities. Coaches must be visible and accessible to the students at all times.

Hazing

In accordance with policy 247, The Board prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours.

Hazing is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or membership in or affiliation with any extracurricular organization. Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

The Bellefonte Area School District does not condone any form of initiation or harassment, known as hazing, as part of any school sponsored activity. No student, coach/advisor, volunteer or district employee shall plan, direct, encourage, assist or engage in any hazing activity.

Suspected acts of hazing should be reported to the advisor, principal, or other school administrator.

Unlawful Harassment

Harassment in any form will not be tolerated. The term harassment includes but is not limited to slurs, jokes, or other verbal, graphic or physical conduct relating to an individual's race, color, religion, ancestry, sex, national origin, age or handicap/disability.

1. Ethnic harassment includes the use of any derogatory word, phrase or action characterizing a given racial or ethnic group that creates an offensive education environment.
2. Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when:
    a. Submission to such conduct is made explicitly or implicitly a term or condition of a student's extracurricular status.
    b. Submission to or rejection of such conduct is used as the basis for extracurricular decisions affecting the individual.
    c. Such conduct deprives a student of educational aid, benefits, services or treatment.
    d. Such conduct has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.
3. Students may not make statements that verbally intimidate, are hurtful, threaten, lead to feelings of discomfort, or are racist or sexist in nature. If one student-participant verbally intimidates or harasses a second, the second student-participant is to tell an advisor, teacher, counselor, nurse, or administrator.

Under no conditions is retaliation permitted.

4. Complaints of harassment shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. Neither reprisals nor retaliation shall occur as a result of good faith charges of harassment.
5. Each student-participant shall be responsible to maintain an educational environment free from all forms of unlawful harassment. Each student- participant shall be responsible to respect the rights of their fellow students and to ensure an atmosphere free from all forms of unlawful harassment.
6. Students may choose to report harassment complaints orally or in writing to:
    a. Building Principals
    b. Counselors
    c. Teachers
    d. Nurses
    e. Coaches/Advisors
    f. Parents/Guardians
7. Reports of Harassment can be done online and submitted through our school's website.
8. All employees who receive harassment complaints from student-participants should report such complaints to 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.

Bullying

The Bellefonte Area School District strives to provide a safe, positive learning climate for students and recognizes that bullying of students has a negative effect on the educational environment of its schools. Students who are bullied, intimidated or fearful of other students may not be able to take full advantage of the educational opportunities offered by the school district. Every student has the right to an education and to be safe in and around the school and at school activities. Therefore, the Bellefonte Area High School strives to offer all students an educational environment free from bullying.

Bullying shall be defined as when a student is exposed, repeatedly and overtime, to negative actions on the part of one or more other students. This could include unwelcome verbal, written, electronic, or physical conduct directed at a student by another student or students, or by an adult.

Negative actions are defined as actions that are sufficiently severe or pervasive to create an intimidating, hostile or abusive environment that substantially interferes with a student's educational opportunities such as:

1. Physical intimidation or assault
2. Oral or written threats
3. Teasing, putdowns, or name calling
4. Threatening looks, actions or gestures
5. Spreading false rumors or shunning the individual

Cyber Bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating,

threatening, or terrorizing another student or staff member by sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or web site postings. All forms of cyberbullying are unacceptable and, to the extent that such actions are disruptive of the educational process of the school, offenders shall be subject to appropriate discipline.

The school district will not tolerate known acts of bullying occurring on school district property, at school-sponsored activities scheduled on or off school grounds or during the time students necessarily spend traveling to and from school or school-sponsored activities.

Complaints of bullying or cyberbullying shall be investigated promptly, and corrective action shall be taken when a complaint is verified. Neither reprisals nor retaliations shall occur as a result of the submission of a complaint.

To help eliminate bullying:

1. When you see or hear a person being bullied let the bully know that his/her behavior is not appropriate.
2. Fill out an Incident Report form. These are located in the Student Office. Incident Reporting forms are also available online.
3. Report bullying behavior that you see or hear to a teacher, guidance counselor, or vice principal

Depending upon the severity of a particular situation, the building principal may also take appropriate steps to ensure student safety. Such steps may include the implementation of a safety plan; separating and supervising students involved; providing employee support for students as needed; reporting incidents to law enforcements, if appropriate; and developing a supervision plan with parents.

Students are encouraged to fill out an incident report form, as well as a *Bullying/Harassment Reporting Form* located in the back of this handbook. This may be turned in at the student office, guidance, a teacher, through our online forms located on our website or via email. If harassment or bullying occurs outside of the school, we encourage parents to contact local authorities.

Students are encouraged to fill out an incident report form, as well as a Bullying/Harassment Reporting Form, located in the back of this handbook. This may be turned into the student of ice, guidance, a teacher, through our online forms located on our website or via email.

Bullying/Cyber Bullying Guide for Parents

Tips for Parents/Guardians: What to Do If Your Child Is Being Bullied
If your child is being bullied at school, this can be a very painful experience for your child and your family. Here are some things you can do to support your child if s/he is being bullied:

1. Never tell your child to ignore the bullying.
2. Don't blame your child for the bullying. Don't assume your child did something to provoke the bullying.
3. Allow your child to talk about his/her bullying experiences. Write down what is shared.
4. Empathize with your child. Tell him/her that bullying is wrong; that it is not his/her fault; and that you are glad s/he had the courage to tell you about it.
5. If you disagree with how your child handled the bullying situation, don't criticize him/her. It is often very difficult for children to know how best to respond.
6. Do not encourage physical retaliation.
7. Check your emotions. A parent's/guardian's protective instincts stir strong emotions. Although it is difficult, step back and consider the next steps carefully.
8. Contact a teacher, school counselor, or principal at your school immediately and share your concerns about the bullying that your child has experienced.
9. Work closely with school personnel to help solve the problem.
10. Encourage your child to develop interests and hobbies that will help build resiliency in difficult situations like bullying.
11. Encourage your child to make contact with friendly students in his/her class, or help your child meet new friends outside of school.
12. Teach your child safety strategies, such as how to seek help from an adult.
13. Make sure your child has a safe and loving home environment.
14. If you or your child needs additional help, seek help from a school counselor and/or mental health professional.

Tips for Parents/Guardians: What to Do If Your Child Bullies Others
If your child bullies other children at school, it will need to be stopped. Here are some things you can do at home to address the issue with your child:

1. Make it clear to your child that you take bullying seriously and that it is not okay.
2. Make rules within your family for your child's behavior. Praise your child for following the rules and use non-physical and logical consequences when rules are broken. A logical consequence for bullying could be losing rights to use the phone to call friends, using email to talk with friends, or other activities your child enjoys.
3. Spend lots of time with your child and keep close track of his/her activities. Find out who your child's friends are and how and where they spend their free time.
4. Build on your child's talents by encouraging him/her to get involved in positive activities, such as clubs, music lessons, or nonviolent sports.
5. Share your concerns with your child's teacher, counselor, and/or principal. Work together to send a clear message to your child that his/her bullying must stop.
6. If you and your child need more help, talk with a school counselor and/or mental health professional.

Tips for Parents/Guardians: What to Do If Your Child Witnesses Bullying
Many children are observers or bystanders in cases of bullying at school. It is important that even students who are bystanders in a bullying situation take action to get help so the bullying stops. If your child talks to you about the bullying that s/he witnesses at school, you are encouraged to do the following:

1. Teach your child how to get help without getting hurt.
2. Encourage your child to verbally intervene, if it is safe to do so, by saying such things as: "Cool it! This isn't going to solve anything."
3. Tell your child not to cheer on or even quietly watch bullying. This only encourages a child who bullies, who wants to be the center of attention.
4. Encourage your child to tell a trusted adult about the bullying. Talking to an adult is not tattling; it is an act of courage and safety. Suggest going to an adult with a friend if that will make it easier.
5. Help your child support others who tend to be bullied.
6. Teach your child to include these children in activities.
7. Praise and reward quiet acts of courage where your child tried to do the right thing to stop bullying, even if s/he was not successful.
8. Work with your child to practice specific ways s/he can help stop bullying. For example, role-play with him/her what s/he could say or do to help someone who is being bullied.

What Can Parents/Guardians Do To Prevent And Address Cyber Bullying?
Adults seldom are present in the online environments frequented by children and youth. Therefore, it is extremely important that adults pay close attention to cyber bullying and the activities of children and youth when using these new technologies. cyber bullying occurs when children and youth use cyber technologies, such as text messaging, internet sites, and cell phones, to bully others. Indirect forms of bullying like this can include spreading of false rumors, gossip, and verbal taunts or attacks. Like bullying that happens in person, cyber bullying can have serious, and sometimes legal, consequences for the ones doing the bullying. Here are some ideas of ways to protect your child from cyber bullying or address the issue if you find your child is cyber bullying others.

Suggestions for Parents/Guardians: Tips to Help Prevent Cyberbullying
1. Keep your home computer(s) in easily viewable places, such as a family room or kitchen.
2. Talk regularly with your child about online activities s/he is involved in.
3. Talk specifically about cyber bullying and encourage your child to tell you immediately if s/he is the victim of cyber bullying, cyber stalking or other illegal or troublesome online behaviors.
4. Encourage your child to tell you if s/he is aware of others who may be the victims of such behavior.
5. Explain that cyber bullying is harmful and unacceptable behavior. Outline your expectations for responsible online behavior and make it clear that there will be consequences for inappropriate behavior.

Although adults must respect the privacy of children and youth, concerns for your child's safety may sometimes override these privacy concerns. Tell your child that you may review his/her online communications if you think there is reason for concern. Consider installing parental control filtering software and/or tracking programs, but don't rely solely on these tools.

Tips For Dealing With Cyberbullying That Your Child Has Experienced
Because cyberbullying can range from rude comments to lies, impersonations and threats, your responses may depend on the nature and severity of the cyber bullying. Here are some actions that you may want to take after the fact:

1. Strongly encourage your child not to respond to cyberbullying.
2. Do not erase the messages or pictures; save these as evidence.
3. Try to identify the individual doing the cyber bullying. Even if the cyber-bully is anonymous (for example, is using a fake name or someone else's identity), there may be a way to track him/her through your Internet service provider. If the cyber bullying is criminal or if you suspect that it may be, contact the police and ask them to do the tracking. Sending inappropriate language may violate the terms and conditions of e-mail services, internet service providers, Web sites, and cell phone companies. Consider contacting these providers and filing a complaint. If the cyber bullying is coming through e-mail or a cell phone, it may be possible to block future contact from the individual who cyberbullied. Of course, s/he may assume a different identity and continue the bullying.
4. Contact your school if the cyber bullying is occurring through your school district's Internet system or during the school day. Even if cyberbullying is occurring off campus, make your school administrators aware of the problem. They may be able to help you by being watchful for face-to-face bullying occurring in school.
5. Consider contacting the cyber-bully's parents/guardians. These parents/guardians may be very concerned to learn that their child has been cyber bullying others, and they may effectively put a stop to the bullying. On the other hand, these parents/guardians may react very badly to your contacting them, so proceed cautiously. If you decide to contact a cyber bully's parents/guardians, communicate with them in writing, not face-to-face. Present proof of the cyber bullying (for example, copies of an e-mail message) and ask them to make sure the cyber bullying stops.
6. Contact the police if cyber bullying involves acts such as threats of violence; extortion; obscene or harassing phone calls or text messages; harassment; stalking; or hate crimes; or child pornography. If you are uncertain if cyber bullying violates criminal laws, contact your local police who will advise you.

http://www.olweus.org/public/bullied_child. page (6/2015)
This list has been adapted from a publication originally created for "Take a Stand. Lend a Hand. Stop Bullying Now!", a campaign of the Health Resources and Services Administration, U.S. Department of Health and Human Services. www.StopBullyingNow.hrsa.gov. Used with permission. The names "Olweus" and "Olweus Bullying Prevention Program" are protected as trademarks, and may not be used in any way that involves self-promotion or the sale of products without the written permission of Hazelden as the publisher. All rights reserved. Duplicating this material for personal or group use is permissible.

HARASSMENT/ BULLYING	Any unwelcome verbal, written, electronic, or physical conduct directed at a student or staff member by another student or students; taunting of others	Suspension up to five days; parent conference scheduled; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS	Suspension up to ten days; conference scheduled with Administrator ; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS	OSS up to ten days and/or placement in either of the AEP options; possible referral to School Resource Officer (SRO); informal hearing for 3 or more days OSS

Vacation Policy

Vacations by extracurricular participants during the specified activity season are discouraged. In the event of an unavoidable absence due to a vacation, a participant must:

1. Be accompanied by his/her parents while on vacation.
2. Contact the advisor prior to the vacation.
3. Practice one day for each practice or contest/activity missed prior to resuming competition. (Contest day will count as a practice day.)
4. Be willing to assume the consequences related to their status within the organization.

Student-Participant Selection

In accordance with our philosophy of extracurricular activities and our desire to see as many students participate in school-sponsored programs as possible while in the Bellefonte Area School District, we encourage advisors to keep as many students as they can without unbalancing the integrity of their activity. Time, space, facilities, equipment, personal preferences and other factors will place limitations on the most effective group size for any particular activity.

Student-Participant Reduction Policies

Choosing the members of extracurricular activities is the sole responsibility of the advisors of those organizations. Prior to trying out, the advisor shall provide the following information to all candidates for the organization:

1. Extent of try-out period
2. Criteria used to select the participants
3. Number to be selected
4. Practice commitment if chosen to participate
5. Competition/event commitments

When a candidate cut becomes a necessity, the process will include four important elements. Each candidate shall have:

1. Competed in a minimum of three practice sessions
2. Performed in at least one intra-organizational competition/event
3. Been personally informed of the cut by the advisor, including the reason for the action ***4.*** Advisors will discuss alternative possibilities for participation in the organization, or other areas in the extracurricular program with the student.

EXTRACURRICULAR SPONSORSHIP

ACADEMIC	*SERVICE/SOCIAL*	*MUSIC*
Academic Decathlon	Athletic Trainers	Choir
Ananda	~~Barbell Club~~	Concert Band
Art Club	B the Change	Instrumental Ensembles
Chinese Club	Class Cabinet	Indoor Color Guard
Drama Club	Gay-Straight Alliance (GSA)	Indoor Majorettes
Engineering	Key Club	Indoor Percussion
French Honor Society	Ski Club	Jazz Band
FBLA	Student Council	Marching Band
The National FFA Organization	Students Against Destructive Decisions (SADD)	Orchestra
Mock Trial Team	Student Newspaper (Red and White)	Select Choir
Model United Nations	SWPBS (Raider Revolution)	Tri M Music Honor Society
National Honor Society	Turning Point USA	Women's Chorale
Spanish Honor Society		Yearbook–LaBelle

Any extracurricular activity may involve fundraising.

PROGRAM CONFLICTS

Academic/Extracurricular Conflicts

Every effort will be made to schedule extracurricular events in a manner to avoid disturbances to the academic program. Release time will be reasonable to limit the amount of class time missed.

Students are responsible for academic material missed. It is the responsibility of the participant to see his/her teacher the day before the classes he/she will miss. All work shall be made up at the convenience of the teacher.

Extracurricular Conflicts

The extracurricular program recognizes student needs for a wide range of experiences in their education. It is virtually impossible for students to avoid conflict of obligation.

Students need to recognize, however, that absences from practices will hinder their skill development and physical conditioning, as well as jeopardize team unity. Time missed from practice will influence a student's performance, and therefore, his/her position with the organization. The extracurricular program will do its part to schedule events to minimize conflicts.

Where conflicts arise, the sponsors, and advisors must cooperate to devise a solution that will be in the best interest of the student. The student's decision as to which event or activity he/she will participate in should be based on the following:

1. The related importance of each event
2. The individual importance of each event to the student
3. The contribution the student can make to each event
4. The time at which the events were scheduled
5. Discussion with the parent
6. Discussion with the student

Students have a responsibility to do everything possible to avoid continuing conflicts. Positive efforts might include being cautious about joining too many activities where conflicts are unavoidable. It also means notifying the coach/advisor involved when a conflict arises.

ADMINISTRATION OF EXTRACURRICULAR ACTIVITIES

Bellefonte Area Board of Education

1. Makes policies.
2. Approves all programs.
3. Approves appointment of all personnel.

Extracurricular Appeals Board

1. Consists of the Principal, and three teachers.
2. Committee members serve as an extracurricular appeals board.

High School Principal

1. Determines the certification of students' extracurricular eligibility.
2. Delegates authority and responsibility.
3. Reports to the Superintendent.

SCHEDULING EVENTS

Scheduling

Practices, meetings, etc. are not permitted on the following days: Thanksgiving, Christmas, New Year's Day, Good Friday and Easter. Practices held on any other holiday when school is closed are permitted under the following exceptions:

1. When a tournament or play-off contest falls on the following day

2. These practices must be voluntary

Sunday practices and meetings are permitted after 2 p.m. when:

1. A competition is scheduled the following day

2. Gym/Theatre/Other practice space is not available for practice time during the week

School Cancellation and Early Dismissal

When school is canceled due to weather all regularly scheduled league contests and practices are canceled. When one or two day tournaments are scheduled the Superintendent, Coordinator of Transportation, Principal and Activity Advisor will be responsible for making the decision regarding participation based on current or forecasted situational conditions. All extracurricular programs must abide by this decision.

When school is dismissed early due to weather there shall be no after school extracurricular activities. This includes practices and scheduled contests/events.

When school has a delayed starting time this in itself should not interfere with extracurricular activities.

Denial of Participation in Extracurricular Activities

Suspension/Appeals Procedure

The following regulations shall be observed in the administration of the extracurricular program:

General

General rules shall be developed that are consistent for all extracurricular organizations. In addition to these general rules, each advisor may develop additional rules for his/her organization. These rules must be on file in the Student Office. Students and parents must be notified in writing of both general rules and the specific rules of the organization by the advisor.

The advisor in consultation with the Principal is responsible to administer reasonable disciplinary action for violation of all specified rules including suspension from the activity for a temporary period or removal from the organization altogether.

Violation of extracurricular general rules may result in notice of intended temporary denial of participation, immediate suspension or removal from the organization by the advisor. In response to violations of general rules, the advisor must follow the procedures outlined below.

Violation of the advisor's specific rules may result in suspension from the organization only; before denying participation in the activity, the advisor should communicate with the parents, discuss the situation with the student and administer lesser forms of disciplinary action.

All violations of school and/or District policies are subject to administrative review and level of discipline is subject to administrative discretion.

Temporary Denial of Participation

Temporary denial is defined as any suspension less than a permanent denial of participation.

When an advisor denies participation for a student member of an organization, the student must be informed of the intended action by completing form 1-EDP. It is the responsibility of the coach/advisor to discuss the situation with the student and then determine whether to deny the student participation. If the student is denied participation, the coach/advisor must complete form 2-EDP.

The student may appeal the denial of participation within 72 hours of the action to the Bellefonte Area School District Extracurricular Committee. Such appeal deliberation must be conducted within 24 hours after the appeal is received, unless an extension in the time is granted by mutual agreement.

Procedures for conducting the appeal hearing are as follows:

- The principal shall serve as chairperson of the appeals committee.
- The advisor who is denying participation will present reasons for the denial.
- The student and/or parents may then present evidence or reasons why the student should not be denied participation. The student has the option of being represented at the appeal hearing; however, the hearing is not a legal process.
- The appeal committee shall make its decision within 24 hours of the hearing to uphold, modify or repeal the denial of participation.

During the appeal process the student shall not participate with the organization.

The decision of the appeal committee will be based upon generally accepted parliamentary procedures with a majority vote of the members of the appeal board necessary to uphold disciplinary action.

The appeal committee is responsible for notifying the student in writing of its decision and the reasons for the decisions by using form 3-EDP. A copy of the report shall go to the principal, the advisor and the superintendent.

There is no school-based provision for appeal beyond the committee in the case of temporary denial of participation in extracurricular activities.

Permanent Denial of Participation
If a student is to be permanently denied participation in extracurricular activities, the advisor shall notify the student in writing on form 4-EDP.

If the student or parent requests a hearing concerning the possible permanent denial, the extracurricular committee will conduct a hearing with the advisor and student. If the student attends such hearing, the steps outlined above shall be observed in conducting the appeal. However, at the conclusion of the hearing, the committee shall prepare a written recommendation to a building-level principal regarding the matter. It is then the responsibility of a building-level principal to uphold denial, modify or reinstate the student to the organization. If the building level principal modifies or reinstates the student, a written rationale shall be presented.

A building-level principal is responsible for evaluating the report of the committee and rendering a decision within 24 hours after receipt of the report.

The building principal shall then notify the student, the student's advisor, the committee and the superintendent of his/her decision in writing by using form 5-EDP.

During this appeal process, the student is denied participation in the activity until the appeal process is completed. The decision of a building-level principal represents the conclusion of the appeal process.

EXTRACURRICULAR AWARDS

Extracurricular Awards

This school district will recognize students who participate in extracurricular activities by awarding achievement letters. The type of award and criteria for receiving an award will be established prior to the commencement of the activity. Each advisor will inform student participants of the requirements and standards for earning an award in the activity.

Fine Arts Achievement Letters

In order for students to be considered to receive a Fine Arts Achievement Letter, they must meet the following, minimum criteria below. Fine Arts Achievement Letters are presented to: Marching Band/Indoor Groups, Drama, Honors Music Ensembles. Unit Pins are earned the first year that a student participates in each performing group. The star pin is earned for each year that the student participates.

1. Marching Band/Indoor Guard students must participate in at least eighty-five percent (85%) of the activities for the year.
2. Drama students must participate in some aspect of (cast, crew, orchestra, etc.) a minimum of two (2) drama productions per year
3. Honors Music students must participate in a minimum number of concerts as specified by instructor/adviser outside of the school day.
4. Advisors have the option of requiring additional criteria to earn a letter.

Bullying / Harassment Reporting Form

Student Name (optional):_____Grade (optional):_____

Date of Completion of Form:_____

Description of Bullying Incident(s) (be specific with names, dates, grades and events):

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Student Witness(es):
Name: _____ Grade:_____
Name: _____ Grade: _____

Faculty/Staff Witness(es):
Name: _____ Role:_____

Have you reported this before to the school? Yes / No If yes, when? Date:_____
Have you discussed this with your parent(s) / guardian(s)? Yes / No Would you be interested in talking with your guidance counselor? Yes / No Would you be interested in talking with your principal? Yes / No Would you be comfortable with us calling home to talk to your parent(s) / guardian(s)? Yes / No
Are you comfortable with us talking to the student and/or faculty/staff witnesses listed? Yes/No

Student Signature:_____

Action Taken (Guidance or Principal Completes)

_____
_____
_____

Guidance or Principal Signature:_____

STUDENT NOTICE OF INTENDED TEMPORARY DENIAL OF PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

_____
(Name of Student)

_____
(Date)

You are hereby advised that you will be denied temporary participation in _____ for the following reasons:

_____
(Nature of misconduct, date and time of occurrence and code section(s) violated.)

You will have an opportunity to meet with me to discuss this denial and to challenge the reason(s) for the action or otherwise explain your actions on _____, at _____ (date)
(time and place)

Pending the severity and level of the infraction, your participation in practices and contests of the organization will be determined as outlined in the Extracurricular Code of Conduct.

_____
Signature of Advisor

I have read, understand and hereby acknowledge receipt of this notice of denial of participation. I understand my acknowledgement does not constitute an admission of the alleged misconduct.

_____
Signature of Student

cc: Advisor
Principal
Superintendent

PARENT/GUARDIAN NOTICE OF TEMPORARY DENIAL OF PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

_____
(Student)

_____ _____

(Name of Parent/Guardian) *(Date)*

_____ _____

(City) *(State)*

You are hereby notified that your son/daughter has been denied temporary participation in _____for _____.
(Activity) *(Length of Denial)*

The denial begins on _____, ending _____.
(Date) *(Date)*

The incident which caused this action has been discussed with your son/daughter. This action was taken for the following reasons:

_____
_____
(The nature of misconduct, date and time of its occurrence and conduct code violated.)

Pending the severity and level of the infraction, your son's/daughter's participation in practices and contests of the organization will be determined as outlined in the Extracurricular Code of Conduct.

You and your son/daughter have the right to appeal this action to the Extracurricular Appeals Board. Notification of your decision to appeal must be made within 72 hours of the date the denial is to begin. If you wish to appeal this matter, please contact me so that arrangements can be made.

If you have any questions about this situation, please contact me.

Sincerely,

_____
Signature of Advisor

I have read, understand and hereby acknowledge receipt of this notice of denial of participation. I understand my acknowledgement does not constitute an admission of the alleged misconduct.

_____
Signature of Parent/Guardian

cc: Advisor
Principal
Superintendent

NOTICE OF DECISION OF EXTRACURRICULAR APPEALS COMMITTEE/TEMPORARY DENIAL OF PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

_____ _____

(Student) *(Date)*

_____

(Name of Parent/Guardian)

_____

(Address)

_____ _____

(City) *(State)*

The Extracurricular Appeals Board held a hearing to review the denial of participation of _____ in _____.

(Student) *(Activity)*

Following the hearing, the group took action to _____.

(affirm, reverse, or modify)

Nature of the modification or action:

_____
_____
_____
_____

*Signature of Chairman of Extracurricular Appeals Committee*_____

cc: Student's file
Members of Extracurricular Appeals Committee
Principal
Advisor
Superintendent

NOTICE OF INTENDED PERMANENT DENIAL OF PARTICIPATION IN AN EXTRACURRICULAR PROGRAM

_____ _____

(Student) *(Date)*

_____
(Name of Parent/Guardian)

_____
(Street)

_____ _____
(City) *(State)*

You are hereby advised that you will be denied permanent participation in _____ *as outlined in the Extracurricular Code of Conduct.*
(Activity)

The reason(s) for this determination are as follows:

_____
_____
_____
(Nature of misconduct, date and time of occurrence and code violated.)

You have a right to an appeal hearing with the Extracurricular Appeals Committee to challenge the reason for this possible action. Please contact me to arrange a time for the hearing. The Extracurricular Appeals Committee will then make a recommendation to the Building Principal, who will then render a decision on the matter. You may request a time extension for the hearing if you are unable to attend. Please notify me by phone immediately if you wish to reschedule the hearing at _____.

Also, if you do not wish to appear at the hearing, please notify me.

_____
Signature of Advisor

cc: Advisor
Principal
Superintendent

NOTICE OF PERMANENT DENIAL OF PARTICIPATION IN AN EXTRACURRICULAR PROGRAM

_____ _____

(Student) *(Date)*

_____

(Name of Parent/Guardian)

_____

(Street)

_____ _____

(City) *(State)*

You are hereby advised that _____ *has been*

(Name of Student)

permanently denied participation in _____*for the remainder*

(Activity)

of the _____.

(Year of Activity Season)

The reason(s) for this determination are as follows:

_____

_____

_____

(Nature of misconduct, approximate date and time of occurrence and violation)

_____

Signature of Advisor

cc: Student's file
Members of Extracurricular Appeals Committee
Principal
Advisor
Superintendent

BELLEFONTE AREA EXTRACURRICULAR TRAVEL RELEASE FORM

In consideration of the Bellefonte Area School District granting permission for our child, _____, pursuant to our request for permission of the School District to permit _____ to ride home from _____ on _____ with the undersigned parents. We the undersigned parents of said minor child do hereby agree for ourselves and our minor child to assume full responsibility for all risks to which our minor child may be placed while riding in our vehicle, or injuries or damages he/she may suffer, or injury or damages caused to a third person, and further we do hereby release and forever discharge the Bellefonte Area School District, its directors, agents, officers and employees from any and all suits or claims or damages or expenses the School District may suffer, or that our minor child may make upon attaining majority.

IN WITNESS WHEREOF, the undersigned parents intending to be legally bound have executed this consent and release this _____ day of _____, 20___.

_____

Signature of Parent

_____

Signature of Parent

_____

Print Name of Child

_____

Home Address

_____

Home Telephone Number

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 District Compliance Officer:
Mrs. Tracy Long, Director of Human Resources
318 North Allegheny Street, Bellefonte, PA 16823-1679
(814) 355-4814
or
Civil Rights District Compliance Officer:
Mrs. Tracy Long, Director of Human Resources
318 North Allegheny Street, Bellefonte, PA 16823-1679
(814) 355-4814

ACKNOWLEDGEMENT OF RECEIPT OF EXTRACURRICULAR CODE OF CONDUCT

PLEASE DETACH THIS PAGE AND RETURN TO YOUR ADVISOR

I have read the Bellefonte Area School District Extracurricular Code of Conduct including the rules, regulations and policies. I fully understand its meaning and consequences and support its enforcement by persons responsible.

Please sign and return to your advisor. This needs to be done only once during your career at Bellefonte. This form will be kept on file in the Student Office. Thank you for your cooperation and support. You may not participate in extracurricular activities until this form is signed and returned to your advisor.

_____

(SIGNATURE OF PARTICIPANT)

_____

(SIGNATURE OF PARENT/GUARDIAN)

_____

(SIGNATURE OF ADVISOR)

_____

(SIGNATURE OF A BUILDING PRINCIPAL)

Received by the Student Office

_____

(Date)

BELLEFONTE AREA SCHOOL DISTRICT

STUDENT ACTIVITY HANDBOOK

HIGH SCHOOL EDITION

2026-2027

Revised July 2026

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PRINCIPLES AND PROCEDURES FOR STUDENT ACTIVITY PARTICIPANTS

Mission Statement

It is the mission of the Bellefonte Area School District to educate all of our students in a learning environment that prepares them to meet life's challenges. (BASD Policy 101).

Purpose

Student activities shall be regarded as an integral part of the total educational process and shall augment the learning activities of the classroom. These activities shall provide opportunities for both educational and personal growth by:

- Supporting the academic mission of the school
- Providing inherently educational programs with practical applications
- Promoting participation in activities which foster success in later life

In a situation where provisions of the student activity handbook contradict school board policy, the board policy shall prevail.

Student Activity Accounts

The following accounts are maintained at Bellefonte Area High School.

Academic Decathlon
ANANDA
Art
B the Change
Band
Chinese Club
Choir
Drama
Engineering
French National Honor Society
Future Business Leader of America (FBLA)
Future Farmers of America (FFA)
Gay Straight Alliance (GSA)
Key
LaBelle Yearbook
Mock Trial
Model United Nations
National Honor Society
Newspaper (Red & White)
Orchestra
Ski
Spanish Honor Society
Students Against Destructive Decisions (SADD)
Student Council
Student Store
Turning Point USA
Tri-M Music
Freshman Class
Sophomore Class
Junior Class
Senior Class

Guidelines for Participation

- **Advisors' Responsibilities**

  Advisors are expected to model appropriate behaviors and have both the moral and legal obligation to protect the students in their charge. Therefore, the following reminders apply:

  1. Provide a safe environment including facilities and equipment.
  2. Develop an Emergency Action Plan in the event of student illness or injury.
  3. Supervise students at all times (field, gym, locker room, training room, performance areas, classroom, etc.)

4. Keep records of practice plans, dates, times, and attendance and injuries.
5. Consider the age, skill level, maturity, size and experience so as to reduce risk in participation.
6. Be sure all eligibility and attendance criteria have been met.
7. Protect students from discrimination due to sex, race, color, creed or unfair practices. Hazing is prohibited. Harassment of any kind will not be tolerated.
8. Set a good example for students; profanity is inappropriate and unacceptable.
9. Follow the District policies regarding tobacco, alcohol and other drugs.
10. Maintain security of building and lockers. Do not give school keys to students.
11. Encourage students regarding academics and attendance.
12. Promote positive interaction and good sportsmanship.
13. Enforce school rules and the school discipline policy.
14. Follow District policy and procedures and in the case of athletics, the PIAA Handbook.
15. Follow Student Handbook guidelines in regard to transportation. Students must follow all rules of conduct. Bus should be checked before and after the trip for cleanliness. Advisor/coach should intervene if the driver is proceeding in an unsafe manner, stop the bus, and contact the school or bus official and then follow up with a written report. (See Board Policy #810 and #810.1).
16. Act in a professional manner whether at a meeting, practice, event, performance or contest. Be discrete when reprimanding a student, being careful not to embarrass them in front of their peers or spectators. Include parents in discipline matters. If the discipline results in the student's removal from the activity or event, the parent should be notified as soon as possible.
17. Dress appropriately whether at a school/classroom meeting, practice, performance, outing or event. This may reflect on you, your student participants, your school, and your community.
18. Provide information to parents as appropriate. This can be done through meetings, sending home information, demonstrations, volunteering, etc.
19. Monitor chaperones on field trips.
20. Teach students responsibility, respect, safety, cleanliness, good health habits, punctuality and other good citizen characteristics.
21. Responsible for collecting funds for their members' fundraisers, dues, fees, etc. that are required for your individual club. These fees may no longer be turned into the high school secretary at the end of the year. If a member owes funds to the club, it is your discretion if they can stay an eligible member.
22. Maintain each member's class schedule on file. This will allow you to email their individual teacher if you would need to meet with them during the school day.

Additionally, advisors are to complete the following specific tasks:

- **Membership Rosters**

  Complete the Membership Roster no later than September 30th of the current school year. Keeping one copy in the student secretary's notebook; one copy is to be is to be sent to the Business Office and one copy is to be returned to the Main Office. It is the responsibility of the advisor to make sure the Membership Roster is distributed accordingly. (Failure to submit this information may result in termination of your club/organization by the School

Board.) A current statement of purpose (Bylaws) are to be on file in the main office (See Appendix A)

- **Fundraiser Forms**

  There are three (3) forms to be completed when conducting a school fundraiser. **(See Appendix A)**

  - **Fundraiser Request Form**:
    Complete a fundraiser request form and return it to the High School main office approximately two (2) weeks before the event is scheduled to begin. This will avoid conflict with other scheduled fundraisers. This form must be used to begin the process of a fundraising activity. A copy will be returned as soon as it is approved or denied, which should be filed in the treasurer's notebook. ~~A copy will be sent to the Superintendent's office and~~ A copy will be kept on file in the High School main office. (**EACH CLUB/ CLASS IS LIMITED TO TWO FUNDRAISERS PER YEAR ACCORDING TO DISTRICT POLICY**.)
  - **Fundraising Distribution Report**:
    This form is to be completed by the advisor/treasurer. It is a detailed record of what has been given to each student, the student's homeroom, the units distributed to each student, the units returned from each student (unsold), and amount collected. When this form is complete, it is required to be filed in the treasurer's notebook as well as a copy for the high school main office.
  - **Fundraising Summary Report**:
    This form is to be completed by the Advisor/student treasurer or parent group president/treasurer. This report summarizes the outcome of each fundraiser (Profit/Loss). A copy of this report is to be filed in the treasurer's book as well as a copy for the High School main office.

ATHLETIC AND NON-ATHLETIC PARENT GROUPS ARE TO TURN IN FUNDRAISER REQUEST FORMS FOR APPROVAL AND SUMMARY REPORTS TO THE HIGH SCHOOL MAIN OFFICE SECRETARY IN CHARGE OF THE STUDENT ACTIVITY ACCOUNTS.

THE USE OF ALCOHOL, TOBACCO OR MIND ALTERING DRUGS AT BOOSTER CLUB SPONSORED FUNDRAISING EVENTS IS STRICTLY PROHIBITED.

- **Request for Use of School Facilities**

  To request the use of facilities any time your club wishes to use any part of the District properties, complete the appropriate Facilities Usage Form and submit to facilityuse@basd.net. To accommodate the school calendar, please complete this request as soon as an event has been determined or at least 10 business days in advance of need for facilities.

- **Supervision of Student Secretary**

  Monitor and supervise the student secretary in meeting the student secretary guidelines, completing the attendance sheet, and recording the official minutes. It is very important for the advisors and student secretary to follow procedures because of yearly audits. The guidelines and forms have been created to interact with the BASD Student Activity Accounting Manual,

BASD policies, and PASBO Accounting Committee and their guidelines. The advisor should initially go over the guidelines and forms with the student secretary to help familiarize the secretary with the proper procedure. All forms are supplied in the secretary's notebook at the beginning of each year. Additional copies of the attendance sheet and the official minutes form may be obtained in the Main Office(see Appendix B).

A copy of the minutes from every club/organization meeting must be submitted to the Business Office no later than five days after the meeting date. (Failure to submit this information to the Business Office may result in termination of your club/organization by the School Board).

- **Supervision of Student Treasurer**

  Monitor and supervise the student treasurer in meeting the treasurer guidelines and in completing vouchers, deposits and the accurate recording in the club's ledger. The guidelines and forms have been created to interact with the BASD Student Activity Accounting Manual, BASD policies and the PASBO Accounting Committee and their guidelines. The advisor needs to go over the guidelines and forms to help familiarize the student treasurer with the proper procedures. All forms are supplied in the treasurer's notebook at the beginning of the school year. Additional copies of each form may be obtained in the Main Office (see **Appendix B**). In addition, at the end of each month the faculty advisor and student treasurer must review and approve their ledger and certify their ending balance with the Central Office report through the high school Main Office.

- **Mailing Procedures**

  Coordinate with student secretary and student treasurer to develop a return mailing address label appropriate to the activity/class. Pay for mailings from the activity/club budget. Follow mailing guidelines listed in **Appendix B**.

- **Student Attendance Requirements**

  Make all student participants aware of overall student attendance requirements for participation in activities. In particular: the attendance of students involved in extracurricular activities is mandatory. Students are expected to be present by the end of homeroom in order to be eligible to participate in an event or practice on any given day. An excuse from the doctor's office for a doctor's appointment that day is the only one that will be accepted if attendance is after homeroom.

- **End of Year Activity Report**

  Complete End of Year Activity Report. This form must be completed and submitted to the main office along with your secretary and treasurer's books before you check out. (**See Appendix A**)

- **Parent Group Responsibilities (See responsibilities listed under Supplement for Class Advisors – Page 16)**

Booster Clubs: See Board Policy #915

- **Chaperones' Responsibilities (must be 21 years of age)**

    - Chaperones are expected to set an example of proper behavior. In addition, chaperones are expected to supervise and be available to students at all times during travel. Chaperones will remain physically present with students during the entire trip and have a buddy system for student safety. The chaperone will keep and assume responsibility for all travel documents for each member of the group and aid the airline/bus company whenever possible with things such as luggage handling and weight distribution. The chaperone must carry a copy of the parent/guardian permission slip(s) at all times. It is the chaperone's responsibility to notify the site administrator of any changes in travel arrangements. Chaperones are expected to enforce all BASD activity travel procedures and related behavior procedures and report all violations of rules to the advisor and/or the appropriate Principal(s) as soon as possible after a violation.

    - The use and/or possession of alcohol and/or illegal drugs by chaperones are prohibited.

    - Chaperones should be aware of the new law on dispensing of medication to students. ALL MEDICATIONS given during the school day will now require a physicians/dentist order. This includes all over-the-counter medications. The nurse will not dispense aspirin or Tylenol, cold medications, antihistamines or any other non-prescription medications. ALL medications brought to school must include the name of the student, the name of the medication, the dosage to be given, the times to be given and a signed order from the physician/dentist.

    - Chaperones will explain all rules to students prior to leaving on a trip. The chaperone has the right to turn a student over to the police or juvenile authorities when, in their judgment, they are unable to control the student or the student presents a danger to self or others. It is the responsibility of the chaperone to immediately notify the advisor and/or the site administrator if the student is having medical problems, being held by the police, or involved in an accident. The site administrator will then notify the parents or guardians.

    - If, in the judgment of the chaperone, after consultation with the site administrator or District Office administrator in the absence of the site Principal, if it is determined the student should not continue with the group, arrangements will be made for the student to return home. The parent or guardian should be made aware before the trip that additional cost for the return of a student due to unacceptable behavior may be their responsibility. The Principal(s) should notify the District office as soon as possible.

    - It shall be the responsibility of the chaperone to determine if a student has violated the substance abuse policy. The decision of the chaperone in these matters shall be final. The site administrator will be notified immediately. Chaperones will be responsible for knowing the exact whereabouts of students on a trip at all times. If a student leaves the group

without authorization and cannot be located immediately or will not return to the group, the chaperone will contact the site administrator who will make arrangements to send the student home immediately.

- Curfew will be set and enforced by the chaperones. When staying in hotel rooms with in-room movies, the chaperone shall request non-rated as well as "R" and "X" rated movies to be turned off for all rooms housing students and telephone constraints be initiated.

- The chaperone needs to exercise caution in permitting any student to participate in an activity that may be questionable or high risk.
  are expected to enforce all BASD activity travel procedures and related behavior procedures and report all violations of rules to the advisor and/or the appropriate Principal(s) as soon as possible after a violation.
- The use and/or possession of alcohol and/or illegal drugs by chaperones are prohibited.
- The chaperone needs to exercise caution in permitting any student to participate in an activity that may be questionable or high risk.

STUDENT ACTIVITIES FUND POLICIES AND PROCEDURES

Purpose

The Board recognizes that citizens, students, staff, other persons and organizations may wish to express support for a particular school or the school system by conducting fundraisers. The Board respects such expressions of concern and support. It also requires that such fundraising projects be conducted so that they are consistent with educational objectives, community standards and the Superintendent's administrative rules.

For the purposes of this policy, "fundraising" is defined as any event conducted by a school organization or school authorized group for the purpose of collection of money or gifts by means of sales, contributions, or donations, and with the specific purpose of benefiting the students of the district or other charitable organization as approved by the administration. (See Board Policy #229)

Administration of Student Activities

- Bellefonte Area Board of Education is responsible for making policies and adopting rules and regulations for student activity funds as required by Section 511 of the Commonwealth of Pennsylvania Public School Code.
- Superintendent, as chief school administrator, is responsible for implementing policies and establishing administrative guidelines for student activity funds.
- Principal is responsible for working with students and the professional staff in implementing policies and guidelines and administering fiscal procedures. The Principal should prepare annual budgets for the student activity funds with the input of representatives from the student body.
- Business Administrator is responsible for specifying appropriate accounting procedures and for internal auditing of student activities funds.
- The Main Office is responsible for maintaining appropriate fiscal records. Entries are also logged into the Student Activity Fund.

- Faculty advisors are responsible for working with students in specific activities and for carrying out administrative regulations.
- Students who choose to participate in various activities should be involved in the fiscal management of those activities and other appropriate administrative activities.

Administrative Procedures

The Principal, who will request the business office to establish new accounts for the new activities initiated, will approve each activity. Each new activity must submit by-laws including a statement of purpose, a list of officers, a class cabinet list, and a membership roster. Advisors of new activities need to familiarize themselves with all the procedures outlined herein.

- Funds generated by approved events and activities conducted mostly by students or mostly involving students shall be credited to the co-curricular or extra-curricular organization and/or activity in a special account with checks drawn through the office of the Director of Fiscal Affairs.
- Each sponsor of a club or organization that is school sponsored will be limited to a maximum of **two fundraisers per year (July 1 to June 30)** that involve student participation.
- The sponsor of the fundraiser must make application to the appropriate building Principal on the designated forms.
- When a product is being sold as a fundraiser and requires a signed contract, to a company or vendor, it must first be reviewed by Director of Fiscal Affairs before being signed by both the Principal and the sponsor, with copies to be retained by the Principal, advisor, and student treasurer of the organization.
- All bills should be sent to the school in care of the advisor of the organization.
- The advisor of the organization will sign the vouchers and submit bills to be paid. The Principal will approve the expenditure and submit the bill to the office of the Director of Fiscal Affairs for payment. **(All expenditures must be approved by your club/class. All vouchers submitted for payment must include the following information:**
  Date of meeting in which expenditure approved _____
  #Ayes _____ #Nays _____ # Abstentions _____
  NO VOUCHER WILL BE PROCESSED WITHOUT THIS INFORMATION.
- All funds received from students are to be deposited in the account of the organization for which it was collected.
- Delivery of the product being sold will be verified by the sponsor of that organization.
- The advisor will distribute the items to the students, using forms provided to record student name, quantity received, amount of money received from the student and the date it was turned into the office..
- A summary report is to be filed with the Principal with a copy to be kept in the student treasurer's notebook, listing cost of merchandise, total amount of monies received and profit made.

General Operating Procedures

Use of Activity Funds

Student Activity Funds are generally earned by the students and used for student activities. The monies should be designated for student purposes and restricted to use for those students currently in school. Student Activity Funds should not be used for the following:

- Small cash and check needs of other funds and organizations, such as an athletic fund or parent organization (PTO, PTA or Booster groups). Funds not derived from the students must be recorded elsewhere and not commingled with the Student Activity Funds.
- School district charges, such as library book fines and charges for student examinations. These receipts should be deposited directly into the General Fund.
- Donations from students or parent groups, such as scholarships and commissions for administering sales, such as school pictures.
- Expenditures for refreshments served at school district sponsored parent events, receptions for community members and/or staff or other expenditures not made to benefit the students.

  Generally, Student Activity Funds should be used to finance a program of activities not part of the regular curriculum. They should not be used to circumvent management or purchasing decisions made for the school district by the board for administration.

- **Initiating Accounts/Terminating Accounts**
  As new programs, clubs, or organizations are formed, the Principal may request the business office to establish new accounts. New accounts should not be established solely for charitable drives. Requests from the Principal shall be in writing and occur only after a need for new financial accounts is determined. All student activity clubs or organizations must be approved by the board of school directors. The board of school directors should also approve the faculty club advisors and student officers on an annual basis.

  The Principal may request the business office to terminate at any time any inactive account. The appropriate faculty advisor may request the Principal to terminate an account. This written request should also state the planned disposition of any remaining money or materials in the account. All requests from the Principal to the business office must be in writing as well. It is recommended that the board of school directors approve the termination and related disposition of inactive student activity accounts.

- **Cash Payments**
  All payments for Activity Fund purchases should be made by check. **No expense should be paid in cash directly from ticket sales, gate receipts, dues collections or other sales or cash receipts.**

- **Signatures on Checks**
  For Student Activity Fund payments checks will be signed by the Board President, Board Treasurer and Board Secretary.

- **Checks**
  The Business Office should issue checks within 10 days of receiving invoices. Advisors should submit vouchers in a timely manner for their invoices to be paid. Vouchers, accompanied by a bill and a description of the purchase must be turned into the main office of the High School. Once the Principal's signature is obtained, vouchers will be forwarded for processing.
  (Checks may be delayed if a voucher is not filled out completely or correctly.)

- **Non-Sufficient Fund Checks (NSF)**
  Checks with non-sufficient funds or closed accounts are returned from the bank to the Business Office. The Business office will collect on all NSF checks. The treasure will be notified of the $ amount to deduct from their ledger. Once the Business office collects on the NSF check the treasurer will be notified to credit their account. (See Appendix B).

- **Interest Income**
  Activity Fund balances shall be deposited in interest-bearing accounts or otherwise invested in interest-earning investments permitted by the School Code.

- **Internal Revenue Controls**
  The greatest protection of funds comes from effective internal controls; however, the following guidelines shall be used to protect cash:
  - Receipts should be written for the faculty advisor or student treasurer when money is received in the school office so its arrival is established for accounting purposes. This should be done without delay and without concern for reconciling the cash account later. A duplicate receipt book, machine or cash register should be used so the office retains copies of the receipts.
  - Cash receipts should be deposited daily in a bank.
  - Safes may be used for protecting money during the day. Amounts kept in safes overnight should be minimal. Large amounts in safes overnight can encourage attempted robberies, which may do damage that is more costly to repair than the money being safeguarded.
  - Large receipts from night or weekend activities, such as those from plays, should be deposited in an overnight depository rather than placed in the school safe.

- **Purchase Orders**
  Purchase orders will be completed by the school secretary following the submission of a Requisition Form.

- **Bidding**
  Act 88 of 2002 changed the provisions of 24 PS § 5-511 (e) requiring all purchases of materials or supplies by any organization, clubs, class or group be made in accordance with the requirements of 24 P.S. § 8-807.1. At the time of this publication materials and supplies costing $10,000 or more are subject to the competitive bidding and advertising requirements. Advertisements once a week for three weeks in not less than two newspapers of general circulation is generally required for public notice. Written or telephonic price quotations from at least three qualified and responsible vendors shall be requested for all purchases of supplies exceeding $4,000 but less than the amount requiring advertisement and competitive bidding. All such purchases shall be made from the lowest responsible bidder on the basis of price, quality and service.

  Any purchase of materials and supplies not for the purchase of fundraising that go through the Student Activity Fund are subject to the bidding/quotation requirements. Services such as those of prom hotels, music groups and fundraising companies are not subject to the bidding/quotation requirements.

If purchases of such materials as rings, yearbooks and pictures are made directly by the students and no transactions are recorded in the Student Activity Fund, then bidding/quotation is not required. If rings, yearbooks and pictures are purchased through the Student Activity Fund, bidding/quotation is required. However, long-term contracts may be desirable and service should certainly be considered when reviewing the bids/quotations.

- **Contracts**
  Student groups may obligate themselves by contracts for materials, equipment, or services with the approval of the Principal, provided that legal requirements for bidding and district policies are followed. Contracts presented by vendors such as musical groups or yearbook publishers, should be reviewed by the district's Business Office and/or legal counsel, as well as, by the Principal.

- **Unused Funds**
  - Procedures are needed to deal with balances in inactive accounts or accounts of graduated classes. When the interest or membership in a student club or organization declines to the point where organizational activities cease or a senior or similar class nears graduation and a balance is maintained in an account of the Student Activity Fund by the organization or class from revenues of fundraising activities, a decision must be made about the disposition of these funds.

    The graduating class or disbanding organization must use for or commit to a proper school-related purpose the unexpended balance of its account prior to graduation or dissolution or as soon as reasonably possible. Funds may not be disbursed or set aside for future obligations, such as class reunions. If a decision has not been made by September 1st for the previous year's graduating class, the Director of Fiscal Affairs will transfer any remaining balance to the Student Body Activities Account by October 1 of that year unless prior arrangements have been made with the Director of Fiscal Affairs. (See Board Policy #618)
  - The Principal may request the business office, in writing, to terminate at any time an inactive account. The appropriate faculty advisor may request the Principal to terminate an account. This request, in writing, should also state the planned disposition of any money or materials that remain in the closed account.

- **Admission Charges and Tickets**
  The use of pre-numbered tickets for admissions to certain activities is recommended. Pre-numbered tickets help control the revenue, but it requires some planning and approval. Keep in mind the use of multiple admission charges often lead to sales at the incorrect price or errors in making change. In other words keeping it simple will reduce the chances for error and simplify the reconciliation process. The use of pre-numbered tickets without a system for control is useless. The numbers must be used to control tickets distributed without charge, sold at reduced prices and sold at full price. A person independent of the ticket sellers must control ticket numbers and restrict access to the ticket stock. The principles applicable to pre-numbered tickets are applicable to all pre-numbered documents. Independent control of numbers is required.

Appropriate supervision or separation of duties, as described above, adds to the reliability of the process.

- **Fundraising**
  Fundraising will be in accordance with District Policy #229, #246, #915.

- **Sales Tax**
  The purchase of property or services for use by school organizations in connection with their activities is tax exempt under the school's tax exemption number.

  - **Fundraising Sales –** When public schools purchase taxable property such as seat cushions, greeting cards, candles, etc. for resale to raise funds, the public school must pay the applicable sales tax at the time of the purchase. If sales tax is paid to the vendor when purchasing the taxable item, the school can reimburse itself by adding the amount of tax paid to the charge to customers when the item is resold. Paying the vendor and building the sales tax into the purchase price is the most advantageous alternative. If your school chooses not to pay the tax to the vendor or, as in the case of the out-of-state purchases, may not be able to pay the tax to the unlicensed vendor, the school has the following two options:

1. The school may obtain a sales tax license number from the Pennsylvania Department of Revenue, if it does not already have one, require the students to collect the appropriate sales tax from the customers and remit the tax to the Department of Revenue.
2. The school may accrue and remit the appropriate rate of use tax to the Department directly under its sales tax license, rather than requiring the students to collect sales tax on fundraising sales. As explained above, the school can reimburse itself by adding the amount of use tax it accrued and remitted to the price charged to customers on resale of the item.

EQUAL OPPORTUNITY

Bellefonte Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, religion, national origin, sex or handling in its activities, programs, or employment practices as required by Title VI, Title IX, and Section 504.

For information regarding civil rights or grievance procedures, services, activities, and facilities accessible to and useable by handicapped persons, please contact the following:

Title 9 District Compliance Officer:
Civil Rights District Compliance Officer:

Mrs. Tracy Long
Director of Human Resources

BASD
318 North Allegheny Street
Bellefonte, PA 16823-1679
(814) 355-4814

SUPPLEMENT
FOR
CLASS ADVISORS

Class Advisor Supplement to Student Activities Handbook to be shared with the Class Officers, Class Cabinet and Parent Group

Responsibilities of Class Advisors

- Motivate and organize students, parents, staff and community.
- Solicit parent involvement. (Work closely with your Parent Group
- Mentor officers including suggesting that one take care of parliamentary procedures and minutes and another take care of treasury.
- *See "Formal Dances" for procedure for scheduling dances.

Responsibilities of Class Officers

- Work closely with advisors
- Organize and delegate duties
- Help with various committees

Responsibilities of Class Cabinet

- Work closely with advisors and officers
- Form committees within homerooms to help at various activities (sign up sheets).

Responsibilities of Parent Group

- Work closely with the Class Advisors
- Supplement funds to help offset the cost of Class functions. Examples but not limited to:

  Class Cabinet may vote to assist financially if funds are available. The Parent Group must provide adequate chaperones for this event. The number of high school teachers chaperoning will depend on the building staff level for the day.
  1. Class Dances / Proms
  2. Senior Ball
  3. Senior All-Night Party
  4. Senior Class Trip
  5. Senior Picnic - Full responsibility of the Parent Group

Traditional Annual Events

- Homecoming floats (guidelines provided by Student Council)
- **Formal dances:** Advisor completes a Procedure for Scheduling Dances form with the high school secretary to be submitted to the Principal 10 days before the scheduled dance. (**SEE APPENDIX A: SAMPLE OF REQUIRED FORMS)**
  1. Underclassmen Prom – formal. Appropriate dress includes long/short formal dress, tux or suit (Includes Miss Bellefonte ceremony).
  2. Senior Ball – formal. Appropriate dress includes long/short formal dress, tux, or suit.
- Charity Fundraiser
- Class Meetings
- Senior Events
  1. Bloodmobile Senior Class Sponsors – one full day

2. Senior Ball –preparations after school hours with class officers.
3. Senior Class Picnic
4. Senior Class Trip – one to three full days
5. Senior All Night Party – evening meetings with parents to look over organization of evening and to form and work with committees
6. Awards Assembly – practice availability
7. Commencement – practice availability

Some of the above activities require time off your regular workday. Please make arrangements for substitutes and/or coverage ahead of time and make sure you have taken care of things pertaining to your job to make it an easy transition and not to cause overloading of other staff members.

Expenses to Consider

Please keep the following obligations in mind when managing the class budget. This is by no means an exhaustive list of all expenses.

- La Belle Yearbook: must be paid from the class account in the following amounts:
  - $750 for 9th grade year
  - $1500 for 10th grade year
  - $1500 for 11th grade year
  - $750 for 12th grade year
- Senior Class t-shirts
- Thanks you cards and stamps for Senior Awards night
- Lanyards and labels for senior walk
- Flowers, sashes, and tiara for Miss Bellefonte for the underclassmen prom

Summary of Events by Year

Freshman Year Tasks	**Details**	**Timeframe**
Your main goal during the freshman year is to build a solid class cabinet by establishing bylaws, meeting norms, good communication, etc.		
Submit bylaws to Principal	Develop bylaws to establish club rules and procedures	October
Fundraiser #1	1st of two maximum fundraisers	September/October
Homecoming	Assist class with their homecoming float	September/October
Fundraiser #2	2nd of two maximum fundraisers	Winter or Spring
Sophomore Year Tasks	**Details**	**Timeframe**
Submit bylaws to Principal	Revise and resubmit class bylaws from previous year	October

Fundraiser #1	1st of two maximum fundraisers	September/October
Homecoming	Assist class with their homecoming float	September/October
Fundraiser #2	2nd of two maximum fundraisers	Winter or Spring
Junior Year Tasks	**Details**	**Timeframe**
Submit bylaws to Principal	Revise and resubmit class bylaws from previous year	October
Fundraiser #1	1st of two maximum fundraisers	September/October
Homecoming	Assist class with their homecoming float	September/October
Bloodmobile	Typically a one day event run by seniors	Winter
Fundraiser #2	2nd of two maximum fundraisers	Winter or Spring
Underclassmen Prom	Plan, decorate for, and run the underclassmen prom	May
Awards Ceremony	Need to be present at the ceremony as advisors. Must also communicate with parent group to provide refreshments for the reception in the cafeteria afterward (plan food, drink, and utensils for # of grads X 2)	Late May/June
Graduation Ceremony	Be present at practices and graduation	June
Senior Year Tasks	**Details**	**Timeframe**
Submit bylaws to Principal	Revise and resubmit class bylaws from previous year	October
Fundraiser #1	1st of two maximum fundraisers	September/October
Homecoming	Assist class with their homecoming float	September/October
Fundraiser #2	2nd of two maximum	Winter

	fundraisers	
Senior Trip	Plan the itinerary, transportation, bus rosters, lodging, etc. Be present as chaperones.	April
Senior Ball	Will need to reserve the space well in advance, plan for decorating and running the dance.	May
Senior Class Picnic	Reserve the space well in advance. Organize transportation. Coordinate with the parent group to provide food.	Late May/June
Senior Sunrise/Sunset	Run by parent group. Will need to be present.	Beginning of Year/End of Year (Sept/May)
Awards Ceremony	Be present at practices and the event.	Late May/June
Graduation Ceremony	Be present at practices and the event.	June

Fundraisers

- Please refer to the Fundraising Policy.
- Remember: only two school sponsored student fundraisers per school year.

Class Dues

Class dues help fund four years of High School activities as well as any financial obligations that occur with them.

- These activities and obligations to include but not limited to:
    1. Homecoming Expenses (float, candy, door decorating)
    2. Class Dances/ Proms (DJ, food, decorations)
    3. LaBelle Yearbook
    4. Senior Ball (building rental, DJ, food, decorations)
    5. Senior All Night Party (games, food, prizes, etc.)
    6. Senior Class Trip (bus, place of destination)
    7. Senior Awards and Appreciation Assembly & Graduation
        a) Includes the purchase of thank you notes and stamps

- Class dues must be paid by April 1st in order to participate in the following class activities:
    1. Underclassmen Prom
    2. Senior Ball
    3. Senior All Night Party

4. Senior Trip
5. *Additional Funds may be required for some activities.

- Class dues are set and voted on by the Class Cabinet.
    1. If Class dues go unpaid before January 1st, the Classes reserve the right to raise their dues
    2. Besides class dues, the Classes are limited to two (2) student fundraisers per year which help to offset some of the cost that dues will not cover.

Collecting of Class Dues (Suggestions)

ALL CHECKS ARE TO BE MADE PAYABLE TO:

Bellefonte Area School District or BASD.

(You may reference your club name in the memo section of the check.)

- Designate one week at the beginning of the year and one week during the second half of the year to collect dues. Give each homeroom representative a homeroom list attached to an envelope, receipt book and envelope with their name, homeroom teacher's name and room number on the front of the envelope.
- Ask them to place the envelope in a designated place in the homeroom so the representative and the teacher will know where to keep it. The representative will collect money for all dues and fundraisers; write a receipt, and cross the person's name off the list.
- At the end of each homeroom period the envelope should be returned to the main office with all the receipts, money collected, names crossed off the homeroom list of who paid, and date and total collected on the envelope. These will be put in a large envelope marked with the appropriate Class.
- The treasurer will have a ledger of class members with columns for freshman dues, sophomore dues, junior dues, senior dues, fundraiser #1, and fundraiser #2 depending on what class they are in charge of.
- A daily entry in the ledger marking "paid" in the appropriate column and count, will be conducted by the treasurer by retrieving the class envelope containing individual homeroom collections, making sure the daily total matches the money in the envelope.
- Write a deposit slip for money collected marked "ready for deposit". All individual receipts for the day will be stapled together and kept in the ledger book.
- When you are finished with the envelope, return it to the representative in the homeroom teacher's mailbox. As soon as a transaction is made a yellow copy of the transaction (deposit or bill paid) will be put in each clubs file ready for the treasurer to pick up.

ATTENTION ADVISORS;

MONTHLY CHECKS OF YOUR LEDGER ARE VITAL! IF WE FIND A MISTAKE IT TAKES LESS TIME TO GO THROUGH IT MONTHLY RATHER THAN YEARLY!! STOP BY THE END OF EACH MONTH AND GET THE CHECK MARK FOR BALANCED BOOKS!!!

APPENDIX A

Sample of Required Forms

Bellefonte Area High School

Procedures for Scheduling Dances

The Advisor will submit this form to the Principal after completing ALL the necessary information. This form must be submitted ten (10) school days before the scheduled dance unless the Principal approves another deadline. The Secretary will contact the Advisor when the form is approved.

Name of Sponsoring Organization _____
Time of Dance: Day _____ ***Month*** _____ ***Date*** _____ ***Year*** _____
Band / DJ for the Dance _____
Dance Committee Chairperson _____ ***Grade*** _____

Chaperone Signatures: (Each chaperone must sign) the Administrator (Principal or Vice-Principal) is not to be considered as a chaperone. There must be 3 faculty members which can include the advisor(s). There must also be 3 parents to chaperone.

Administration Signature(s):

1. **Principal** _____ _____ Date
2. **Vice-Principal** _____ _____ Date
3. **Vice-Principal** _____ _____ Date

Faculty Signatures:

1. _____(Advisor) _____ Date
2. _____(Advisor) _____ Date
3. _____ _____ Date
4. _____ _____ Date

Parent Signatures: (Must be 21 years of age)

1. _____ _____ Date
2. _____ _____ Date
3. _____ _____ Date

Your signature commits you to all of the responsibilities listed on the following pages.

BELLEFONTE AREA HIGH SCHOOL

PROCEDURAL REQUIREMENTS FOR DANCES

Regulations

1. If a student is tardy beyond homeroom or absent from school he/she will not be permitted to attend a dance on that day or if the student is absent on a Friday he/she will not be permitted to attend any school function to be held before the following Monday. The only exception is a written doctor/medical excuse which must be produced prior to the dance.

2. Entrance to all dances will be permitted by pre-sale tickets only. **NO TICKETS WILL BE SOLD AT THE DOOR.**

3. To ensure the safety of all students and guests, the doors will be locked 30 minutes after the dance begins and will remain locked for the entire dance.

4. All functions will end no later than 10:00 p.m. including end of the year class formals to comply with Pennsylvania driving regulations.

5. Inappropriate student or guest behavior will not be tolerated. Violators will be instructed to leave, and may be banned from future dances. Disciplinary consequences may result or legal authorities may be called.

6. No readmission once a student or guest leaves the dance. Students and guests may not remain on campus or the dance site without being in the designated dance area.

7. All guests (non-Bellefonte Area High School students) must pre-register in the Student Office prior to the function. No guests will be signed-in the night of the function. **GUEST MUST PRESENT PHOTO ID at pre-registration and when entering the dance.**

8. All district students who are not otherwise excluded by District Policy, Board or Administrative Action, or other statute, rule, regulation, guideline, or decision, may attend dances and other extracurricular activities suitable for their grade. Such students may bring guests provided the guests are a current high school student (grades 9-12), or if graduated from high school, under the age of 21 on the date of the dance or other extracurricular function. The District reserves the right to exclude students and/or their guests if the presence of the student and/or the guest, in the opinion of Administrative Staff, would constitute a material disruption to the function or a threat to the health, safety, and welfare of others.

9. Students who are in ISS, OSS or Saturday Detention the day of a dance or the Friday before a Saturday dance will not be permitted to attend.

10. All regular school rules and regulations apply to dances and proms, even when they are held off campus. There is **NO** smoking permitted.

11. Students suspected of consuming alcohol or other controlled substances will be denied entry to the dance and will be referred to the legal authorities.

12. Large jackets, purses, and backpacks may be inspected by the faculty chaperones before or during the function and may be asked to be left at the check in table.

13. All school rules are in effect for our students and their guests.

14. All dances MUST be held at the high school, with the exception of the Senior Ball.

15. All dances MUST be chaperoned by at least 3 members of the high school faculty or staff supported by additional parent/guardian chaperones trained by administrative staff.

16. All dance policies must be printed on the ticket. For the Senior Ball, they are to be inserted in the invitation.

Responsibilities of Student Dance Committee Members

1. Dance committee members may set up for the dance immediately after school and will contact the custodial staff with regard to this process. The committee may be asked to assist the custodians with moving cafeteria tables and chairs.

2. The committee members should arrive at least ½ hour before the dance is scheduled to greet all chaperones and school police.

3. Any damage occurring to school property during the dance will be the responsibility of the organization sponsoring the dance.

4. The dance committee chairperson will notify each chaperone on the day before the dance to confirm their attendance.

5. The dance committee chairperson must make arrangements for custodians to be present.

6. The student committee members should remove all decorations prior to leaving for the evening.

Responsibilities for Faculty Chaperones

1. Faculty chaperones will arrive 1/2 hour before the dance is scheduled to begin. The advisor is expected to be present when the dance committee is in the building.

2. Faculty chaperones will assist students sponsoring the dance by maintaining appropriate student behavior at all times as established by school policy in the student handbook.

3. Faculty chaperones will distribute themselves within the building where student activity is taking place.

4. Chaperones will remain in the building until all students have left.

5. Chaperones should check the girl's and boy's restrooms frequently.

6. The Faculty advisor is responsible for making sure all bills and expenses are paid. (Example – DJ, Band, food, decorations, etc.) All funds collected should be turned into office following the next school day for deposit.

Responsibilities of Parent and Non-Faculty Chaperones

1. **Chaperones must be at least 21 years old.**

2. Each parent or non-faculty chaperone should arrive at least 15 minutes before the dance is scheduled to begin.

3. Chaperones should be stationed in the dance area and hallway area.

4. Each chaperone should assist the Faculty chaperones with maintaining appropriate student behavior at all times.

5. Chaperones should remain in the building until the conclusion of the dance when all students have left.

BELLEFONTE AREA HIGH SCHOOL

STUDENT ACTIVITIES

Membership Roster

Attention Advisor(s) and Secretary:

Complete and update this roster. One copy is to remain in your notebook; one copy is to be sent to the Business Office by September 30th of each school year and one copy is to be returned to the Main Office of the High School. (Failure to submit this information to the Business Office may result in termination of your club/organization by the School Board.

All classes must list class cabinet (homeroom representatives and their homerooms) as their membership roster.

All clubs must list members of their club as their membership roster.

Please Print

School Year_____

Club/Class_____

Advisor(s)_____

Officers

President_____

Vice-President_____

Secretary_____

Treasurer_____

Other_____

MEMBERSHIP ROSTER

_____ _____

_____ _____

_____ _____

_____ _____

Over (Membership Continued)

BELLEFONTE AREA HIGH SCHOOL

FUNDRAISER REQUEST

DATE: _____

CLUB / PARENT GROUP: _____

COACH / ADVISOR: _____

CONTACT PERSON FOR THE FUNDRAISER:

NAME: _____

ADDRESS: _____

PHONE # (HOME)_____ (WORK)_____
Authorization to release phone numbers: yes _____ no _____

WILL STUDENTS PARTICIPATE IN THIS FUNDRAISER?
(PLEASE REFER TO YOUR STUDENT ACTIVITY HANDBOOK.)

YES _____ NO _____

ITEMS BEING SOLD:

REASON FOR THE FUNDRAISER:

STARTING DATE: _____

COMPLETION DATE: _____

DELIVERY DATE: _____

APPROVED: _____ DENIED: _____ DATE:_____
(Reason for denial)
_____

ONCE THE FUNDRAISER IS APPROVED PLEASE SUBMIT ANY CHANGES TO THE B.A.H.S. MAIN OFFICE. THANK YOU

FUNDRAISING
DISTRIBUTION

CLUB / PARENT GROUP _____
COACH / ADVISOR _____
ITEM(S) BEING SOLD _____
PRICE / UNIT _____

Student Name	Homeroom	Unit Rec'd	Unit Returned	$ Collected

Student Name	Homeroom	Unit Rec'd	Unit Ret'd	$ Collected

FUNDRAISING SUMMARY REPORT

CLUB / PARENT GROUP: _____

SPONSOR / COACH / ADVISOR: _____

ITEM(S) BEING SOLD: _____

UNITS SOLD: _____

SELLING PRICE PER UNIT: _____

MONEY RECEIVED: _____

EXPENSES: _____

PROFIT: _____

BELLEFONTE AREA HIGH SCHOOL

STUDENT ACTIVITIES

End of Year Activity Report

Attention Advisors:

This report is due at the end of each school year, and must be submitted to the Main Office along with your treasurer and secretary books.

SCHOOL YEAR _____

CLUB / CLASS _____

ADVISOR(S) _____

CLUB/CLASS OFFICERS:

President _____

Vice President_____

Secretary _____

Treasurer _____

Other _____

MAJOR ACTIVITIES THROUGHOUT THE CURRENT SCHOOL YEAR

_____

_____

_____

_____

_____

_____

_____

_____

_____

Over (Accomplishments)

MAJOR ACTIVITIES (continued)

ACCOMPLISHMENTS

APPENDIX B

Guidelines for Student Secretary, Student Treasurer and Mail Services

SECRETARY GUIDELINES

Attendance Sheet

Have attendance sheet available for people to sign in as they arrive at the meeting. Please ask them to print.

You must complete the following:

- Date of Meeting
- Name of Club/Class
- Name of Advisor(s) Present at Meeting
- Officer's Name/Title Present at Meeting
- Attach the attendance sheet to the minutes of every meeting.

Official Minutes

- Record time the meeting was called to order and the name of person who called the meeting to order.
- Make sure you complete your motions (name of person who made the motion, who seconded the motion, and include ayes and nays)
- Make sure you make a motion to approve the Treasurer's Report **AND** payment of all bills (list all bills in space provided). **All vouchers submitted for payment must include the following information:**
    - **Date of meeting in which expenditure was approved.**
    - **# Ayes; # Nays; # Abstentions**
- Record time the meeting was adjourned and the secretary must complete and sign this form.

It is very important that you follow these guidelines. Make sure you file your attendance sheet and official minutes in your notebook. A copy of your minutes are to be submitted to the Business Office no later than 5 days after the meeting date. Failure to submit the above information to the Business Office may result in termination of your club/organization by the School Board. You may bring your minutes to the Main Office of the High School for copying and for forwarding the information to the Business Office. At the end of every year your secretary book will be collected for auditing purposes.

If you should have any questions, please do not hesitate to ask in the Main Office.

Thank you

Date Turned Into Main Office _____

Sent to District Office_____ (Main Office Use Only)

BELLEFONTE AREA HIGH SCHOOL
OFFICIAL MINUTES

ATTENDANCE SHEET

DATE _____ ADVISOR(S) PRESENT_____

CLUB / CLASS_____ _____

OFFICERS PRESENT_____

_____

MEMBERS PRESENT

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

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BELLEFONTE AREA HIGH SCHOOL
OFFICIAL MINUTES

DATE: _____

I. CALL TO ORDER
Time _____ By _____

II. SECRETARY'S REPORT
MOTION TO APPROVE MINUTES OF MEETING LAST HELD

Motion By _____ Seconded By_____ Ayes____Nays____

III. TREASURER'S REPORT

MOTION TO APPROVE TREASURER'S REPORT AND PAYMENT OF ALL BILLS

Company	Description	Amount
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Motion By _____ Seconded By_____ Ayes____Nays____

IV. OLD BUSINESS

V. NEW BUSINESS

(over)

BELLEFONTE AREA HIGH SCHOOL
OFFICIAL MINUTES

MOTION_____

Motion By _____ Seconded By_____ Ayes____Nays____

MOTION_____

Motion By _____ Seconded By_____ Ayes____Nays____

MOTION_____

Motion By _____ Seconded By_____ Ayes____Nays____

MOTION_____

Motion By _____ Seconded By_____ Ayes____Nays____

MOTION_____

Motion By _____ Seconded By_____ Ayes____Nays____

VI. ADJOURNMENT

Motion To Adjourn Meeting

Motion By _____ Seconded By_____ Ayes____Nays____

_____
TIME OF ADJOURNMENT

RESPECTFULLY SUBMITTED

_____
SECRETARY

TREASURER GUIDELINES

You will be provided a copy of the Bellefonte Area School District Student Activity Accounting Manual. Please read and meet with your Advisor concerning what is required of you.

Deposits

Complete a Cash Settlement / Deposit Sheet. Fill out completely. Use a separate sheet for each "Description of Collection", i.e. fundraiser (candles); field trip, class dues, etc. List all cash deposits on a separate Cash Settlement sheet. (Example is provided for you.)

You may use another Cash Settlement/Deposit Sheet to list checks for each individual deposit. (Example is provided for you.) Each check deposit should be put on one sheet. VERIFY ALL CHECKS ARE WRITTEN CORRECTLY AND SIGNED. **Do not sign anything on the back of the checks.**

ALL CHECKS ARE TO BE MADE PAYABLE TO:

Bellefonte Area School District or BASD.

(You may reference your club name in the memo section of the check.)

When your funds are ready to be deposited, turn in the funds to the Main Office for processing. **NEVER LEAVE ANY DEPOSIT ON THE DESKS IN THE MAIN OFFICE.**

Return all deposits in an orderly manner:

All bills facing the same direction

Separate currency in the following increments:

1's	$25
5's	$125
10's	$250
20's	$500

Coins -Wrap only a minimal amount. (Wrappers may be obtained in the Main Office.) (If you have a lot of coins through different coin drive fundraisers, etc., you will need to cash the coins in and deposit the bills for them.)

The yellow copy of your Cash Settlement/Deposit Sheet will be filed in your Student Activity folder in the office. Please check your file each week for any deposits that were made so you can record them in your treasurer book and notify your Advisor with this information.

If your deposit is incorrect, your Advisor will be notified. You may be asked to recount your deposit. Any corrections made to the deposit will be changed with an explanation before being filed.

Do not record the deposit in your ledger until you have picked up the yellow Cash Settlement / Deposit slip in the office. Always use a pencil to record your deposits.

It is important to keep and file all Cash Settlement sheets. I have enclosed in your books envelopes for this purpose.

Vouchers/Invoices (Bills)

Make sure all expenditures have been approved by your club/class. Include the following on all vouchers:

Date of meeting in which expenditure approved _____
#Ayes _____ #Nays _____ # Abstentions _____

No voucher will be processed without this information.

Checks are usually cut every week by Friday. Please plan accordingly to avoid late charges or delays.

Return completed voucher attached with the original copy of the invoice (bill) or receipt to the Main Office to obtain the Principal's signature. It will then be forwarded to the Business Office for processing.

Checks will be mailed out from the Business Office. The yellow copy of the voucher will be filed in your Student Activity folder in the office. Please check your folder weekly to record the information in your ledger and file the voucher (yellow copy) in your envelope provided.

***Do not record the amount of the voucher in your ledger until you pick up the yellow copy in the office. It is important that you file and keep all vouchers and deposit slips. There must be a voucher and deposit slip for every entry in your ledger**.

NSF (Non Sufficient Fund) Checks
Checks returned from the bank must be recorded in your ledger and deducted. If you receive a "NSF" Check notice, please enter the amount as well as any fees in your ledger and deduct from your balance.

The Business Office will collect on the "NSF" Checks as well as any fees that are charged. Once the amount is deposited into your account, the Business Office will send paperwork which will be filed for you to record.

Monthly Audits
You must stop in the Main Office at the end of each month with your ledger to compare balances.

***It is very important that you follow these guidelines. At the end of every school year your ledger will be collected for auditing purposes. Your ledger will be returned and filed in the office at the beginning of the next year.**

If you have any questions, please do not hesitate to ask in the Main Office.

Thank you

BELLEFONTE AREA SCHOOL DISTRICT ACTIVITIES FUND

Forms Can Be Found in SCRIPT

All Student organizations/clubs must complete this form before any activity expenditures will be authorized. A copy of invoice(s) must be attached.

No. 5000H _____ 20 _____

Vendor Name_____

Vendor Address_____

_____

Description Amount

_____ _____

_____ _____

_____ _____

_____ _____

Total _____

Date of meeting in which expenditure approved_____

Ayes_____ #Nays_____ #Abstentions_____

_____
Club/Organization

_____
School

_____
Student Treasurer

_____
Faculty Advisor

_____
Principal

Business Office use only:

_____ ☐ ☐ ☐
Vendor Number New Vendor W-9 Issued Audited

_____
Account Number

White – Business Office Yellow – Student Activity Treasurer Pink - Main Office File

Cash Settlement / Deposit Sheet

Bellefonte Area School District
Student Activity Fund Deposit
Cash Settlement/Deposit Sheet

Receipt Date: _____

Description of Collection*

I.e. name of fund raiser/field trip _____

Club Name _____

Currency:		**Checks:** **Check #:**	**Amount:**
1's			
5's			
10's			
20's			
50's			
100's			
Total Currency:			
Coins:			
Pennies			
Nickels			
Dimes			
Quarters			
Halves			
Total Coins:			
Total Currency:			
Total Coins:			
Total Checks:			
Total Deposit:		**Total Checks:**	

***A separate sheet should be used for each individual description**

_____ _____
Deposit Prepared By: Account #

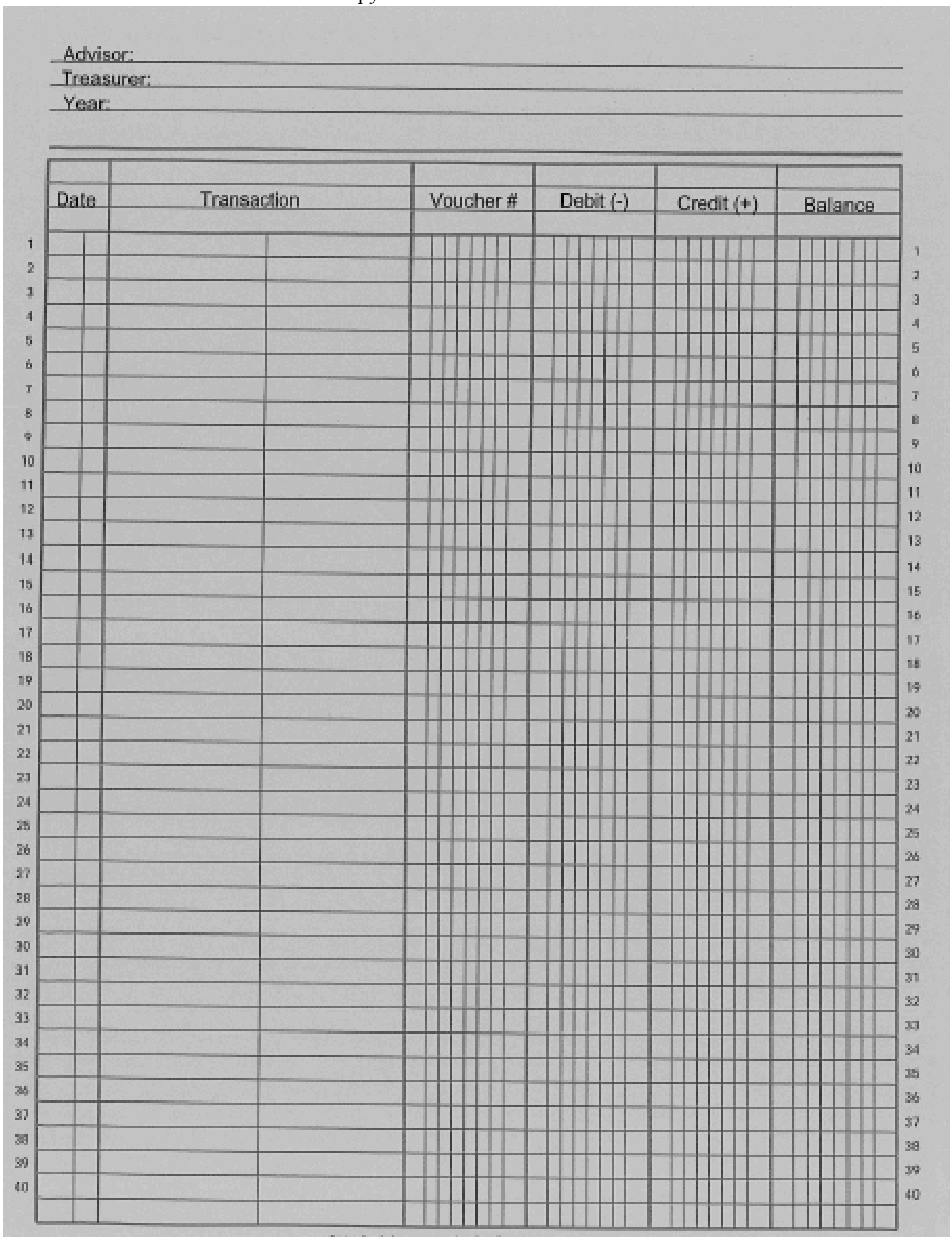
White - Business Office

Yellow - Student Activity Treasurer

Pink - Main Office File

Ledger

Note: See main office for a cardstock copy.



Student Activity Account
NOTIFICATION OF REIMBURSEMENT FOR NSF CHECK(S)

Account _____

The above Class/Club account had a Non-Sufficient Fund (NSF) check paid to the Business Office. The amount below was collected and deposited back into the Club/Class account. Please make sure the treasurer credits the account with this amount.

Date Deposited _____

Check Amount _____ Processing Fees _____ Total Deposit _____

Business Office	White
Student Activity Treasurer	Yellow
Main Office File	Pink

Student Activity Account
NON-SUFFICIENT FUND CHECK(S)

Account _____

The above Class/Club account had a Non-Sufficient Fund (NSF) check returned to the Business Office. The amount listed below will be deducted from the account as well as any fees from the bank. Please make sure the Class/Club Treasurer deducts this amount from the activities ledger.

The Business Office is responsible for the collection of money incurred by the NSF check and will notify the Class/Club when the money has been reimbursed.

Date Check Returned _____

Check Amount _____ Bank Fees _____ Total Deduction _____

Business Office	White
Student Activity Treasurer	Yellow
Main Office File	Pink

MAIL SERVICE GUIDELINES

1. There must be a return address on each piece of mail.

2. The entire mailing should be in one container so the mail service can identify the items to be charged separately.

3. If the material is not in an envelope (i.e. a newsletter folded in half and a label affixed for mailing), it must be stapled or taped closed.

4. If the bill should be sent to someone other than the activity advisor, class advisor, etc., please advise the Accounts Payable office of the person's name and address.

5. Each activity/class is to reimburse the district for processing their mailings through the district system. The number of pieces in each mailing must be noted in order to accurately bill each organization.

APPENDIX C

USE OF SCHOOL OWNED VEHICLE GUIDELINES

BOARD POLICIES REFERENCED

USE OF SCHOOL OWNED VEHICLES

Please follow these guidelines when using a school owned vehicle:

All staff members interested in operating a school owned vehicle must have an MVR Report on file with the Bellefonte Area School District. If the report is not on file, please submit a form to the Transportation Office. For information visit the Transportation website and click on "Motor Vehicle Record (MVR)" (http://www.basd.net/Page/6779) to find the form and instructions. Due to the BASD insurance carrier request, all staff members interested in driving a school owned vehicle must have a Motor Vehicle Record that must be checked on a yearly basis. This will be done automatically for those who have submitted the original request in a prior year(s). Those who wish to be taken off of the driver list should notify the Office of Transportation at the number above.

Vehicles are limited by availability. Vehicles are assigned on a first-come, first-served basis.

Once you have been assigned a vehicle, you will need to pick up the keys and vehicle pre-trip inspection form from the Clerk in the Student Office at the Bellefonte High School. The Student Office is open between the hours of 7:30 a.m. and 3:30 p.m. The operator will be responsible for picking the vehicle up and returning it to the parking area behind the High School. You are required to do a complete pre-trip vehicle inspection prior to the use of the vehicle. Should you find the vehicle unsuitable to operate, please report your findings to the Transportation Office and another vehicle will be assigned if one is available. The vehicle will be fueled by the transportation staff prior to your departure. If your destination suggests the need to re-fuel, you will be assigned a fuel credit card and instructions for its use. Please remember, **YOU MAY NOT FUEL A VEHICLE WHEN STUDENTS ARE ON BOARD.** Upon return, please return the keys and credit card to the Student Office or place them in the gray key box which is located on the outside brick wall at the rear of the high school near the van parking spaces. If you do not have access to the building upon your return and cannot locate the key box, please lock the keys in the vehicle.

Breakdowns and Emergencies

1. Contact the Transportation Office at 355-4814, ext. 3033 or, if you are a member of AAA, you may use your membership for roadside assistance. AAA has informed us that any individual member is covered regardless of whose vehicle they are driving. (They will not issue the school district memberships.)
2. You are required to carry a copy of your roster with you while in transit.
3. Report all incidents or accidents (regardless of how minor) that occur while you are using a school vehicle.
4. You are expected to return the vehicle in top shape. Please be certain no items are left behind, including trash.
5. Report any and all concerns you may have regarding the condition of the vehicle you have used. Because there are several users of the vehicles, instead of one particular driver, it is important for you to call our attention to potential problems with these vehicles.
6. Please feel free to contact the Transportation Office at any time. We want your trip to be safe and comfortable.
7. Remember you must be an approved school district driver to operate a school district vehicle. If you intend to operate a school owned vehicle, your MVR (Motor Vehicle Record) must be on file.

<u>If an emergency should occur after hours, please contact Mr. Kenneth Bean at (814) 280-2339.</u>

Please familiarize yourself with the on-board safety equipment including the fire extinguisher, first aid kit, and body fluid kit.

During school hours you may use the communications system to communicate with school officials during your trip.

It is strongly recommended that staff members refrain from transporting students in their own vehicles. Please see building administration for further discussion in this regard.

If you have any questions please contact the Transportation Office by email at transportation@basd.net

Board Policies Referenced

- BASD Policy #229, Student Fundraising
- BASD Policy #246 – Student Wellness
- BASD Policy #618 – Student Activity Funds
- BASD Policy #810 – Transportation
- BASD Policy # 810.1 – Transportation in School Owned Vehicles
- BASD Policy #810.3 – School Bus Video Surveillance
- BASD Policy #915 – Booster Clubs

BELLEFONTE AREA SCHOOL DISTRICT
Board of Education Regular Meeting
Tuesday, June 30, 2026

Members present: Jennifer Barnhart, Nate Campbell, Jon Guizar, Holly Hopkins, Timothy Kessling, Kristin Lyons, Donna Smith, Kimberly Weaver, and Joseph Yech. **Absent:** None.

Administrators present: Superintendent Dr. Roy Rakszawski, Solicitor Mr. Joseph Beard, Mr. Kenneth Bean, Dr. Jennifer Butterworth, Mr. S. Andrew Caruso, Mr. Michael Fedisson, Dr. Sommer Garman, Dr. Katrina Lee, Ms. Tracy Long, Mr. Dan Park, and Mr. Ethan Runk.

Others present: Leslie Elder, Nate Olson, Matthew Maris, Tammie Burnaford, and a crew from C-Net.

1. OPENING ITEMS

Information: 1.01 Call to Order
Mr. Jon Guziar called the meeting to order at 7 p.m. at the Bellefonte Area Middle School, 100 North School Street, Bellefonte, PA 16823.

Information: 1.02 Pledge of Allegiance to the Flag

Action: 1.03 Roll Call

Action: 1.04 Approval of Agenda
The agenda for the June 30, 2026, Board Meeting was approved as presented.

Motion by Jennifer Barnhart, second by Nate Campbell.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

2. COMMENTS FROM THE PUBLIC

Report: 2.01 Comments from the Public - This is the time during the meeting that the public may address the Board either on agenda items or other concerns.
None.

3. PRESENTATIONS/DISCUSSIONS

Information, Report: 3.01 Recognition of Retiring Board Recording Secretary/Administrative Assistant - Mr. Guizar, Dr. Rakszawski
Mrs. Leslie Elder is retiring after 30 years of service. She was recognized with a plaque. Kind words were said by Mr. Guizar and Dr. Rakszawski.

Information, Report: 3.02 Bellefonte Elementary School History Hall - Mr. Maris
Mr. Maris presented about the History Hall for the new Bellefonte Elementary School. There was a committee formed with Mr. Maris, Mrs. Burnaford, and others in the District and community. It will be a fixed, permanent design. The words "Bellefonte" will be displayed and inside the letters will be historic photos. This will be able to be seen from the learning stairs. Over the trophy case, there will be postcards, a single map of Centre County, and more photos. In the trophy cases, there can be rotating historical exhibits.

4. APPROVAL OF MINUTES

Action, Minutes: 4.01 Approval of Minutes of June 16, 2026, Regular Meeting
The Minutes from the Regular Meeting of June 16, 2026, were approved as presented.

Motion by Nate Campbell, second by Kristin Lyons.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

5. REPORTS

Information, Report: 5.01 Central Intermediate Unit 10 - Mrs. Barnhart
The IU has signed an MOU with the correctional youth facilities. Special education has purchased Welch Allyn Spot Vision Screeners and also auto-acoustic emission screeners. The IT Department has gone through the full auto accessibility process. They now have 100% accessibility. They have again contracted with CPI for all their IT needs. BASD signed two agreements with CIU10--STEM lending and special education services. Their board reorganization meeting will occur in July.

Information, Report: 5.02 Legislation - Ms. Smith
Ms. Smith reported that the budget is supposedly close to being fiinalized. It looks like the cell phone ban for schools is part of the budget. Also, earned income tax credit is a hot issue.

Information: 5.03 Superintendent's Report - Dr. Rakszawski
Dr Rakszawski said that the District is in full summer mode. Administration and staff are busy preparing for the next school year. Both international trips returned home safely. Both had positive reports. The STEM camp was a great success. A special thanks to Brianne McDaniel for organizing it. CPI summer camps start on July 9. The Little Chefs Camp has 28 students registered. He reported that things are moving forward with the Grand Opening of Bellefonte Elementary. He is proposing either August 10 or 12 for the event.

6. TREASURER'S REPORT
Information: 6.01 Treasurer's Reports
With no questions on the Treasurer's Report, it will be filed for audit.

7. AUTHORIZATION TO PAY BILLS
Action: 7.01 Board Bill List
The Board approved the Board Bill Lists associated with the various funds for May 2026.

	Fund	Amount May 2026
a.	General Fund (10)	$ 3,296,121.98
b	Athletic Fund (29)	$ 44,092.80
c.	Construction Fund (30)	$ 130,931.80
d.	Cafeteria Fund (50)	$ 70,027.09
e.	High School Activities Fund (80)	$ 45,505.02
f.	Middle School Activities Fund (81)	$ 1,649.66
		$ 3,588,328.35

8. INVESTMENT REPORT
Action: 8.01 Investment Reports
The Board approved the Investment Reports for May 2026.

9. PERSONNEL (CONSENT)
Action (Consent): 9.01 Retirements/Resignations
The Board approved the following Retirements and Resignations:
https://go.boarddocs.com/pa/bellasd/Board.nsf/files/DVEF7E3DB86A/$file/Resignations_Retirements%206-30-26.pdf

Action (Consent): 9.02 Extra Duty/Extra Pay
The Board approved the following Extra Duty/Extra Pay positions:

https://go.boarddocs.com/pa/bellasd/Board.nsf/files/DVEF8L3DE2E0/$file/Extra%20Duty%20Extra%20Pay%206-30-26%20.docx%20(2).pdf

Action (Consent): 9.03 Leave Requests
The following request is subject to guidelines within Board Policy for Short-Term Uncompensated Leaves. All requested leaves are for personal reasons.

Christopher Warner	Second Shift Custodian	HS 6/11/26, 6/12/26, 6/15/26, 6/16/26	32 hours

Action (Consent): 9.04 Mentor
The Board approved the following mentor:

Mentor	Support Staff
Joshua Fisher	Richard Sauers

Action (Consent): 9.05 Sub Pay Rate Changes
The Board approved the following changes/updates (highlighted) for substitute pay rates for the summer of 2026:

Substitute Pay Rates for Summer 2026- Effective July 1, 2026	
Substitute Paraprofessional	$15/hour
Substitute Paraprofessional- with bachelor's	$15.25/hour
Substitute Clerical	$15/hour
Substitute Food Service	$15/hour
Substitute Custodial	$15/hour
Substitute Van Driver	$15/hour
Substitute Teacher- Teacher Prep	$20/hour
Substitute Teacher- Emergency Permit	$25/hour
Substitute Teacher- Certified	$30/hour
Substitute Nurse	$30/hour

Action (Consent): 9.06 Sub Pay Rate Changes for ESY
The Board approved the following changes/updates (highlighted) for substitutes for the 2026 ESY, their approved number of hours, and at the following compensation rate:

Substitute	Position	Building	Hours	Compensation
Elizabeth Young	Teacher	Bellefonte Elementary	Up to 51 hours	$30/hour
Tara Ripka	Teacher	Bellefonte Elementary	Up to 51 hours	$25/hour
Alana Verbeyst	Teacher	Bellefonte Elementary	Up to 51 hours	$25/hour
Megan Range	Teacher	Bellefonte Elementary	Up to 51 hours	$30/hour
Stacy Port	Paraprofessional	Bellefonte Elementary	Up to 42 hours	$15/hour
Ava Barrickman	Teacher	Middle School	Up to 51 hours	$20/hour
Allison Nicholls	Paraprofessional	Bellefonte Elementary	Up to 42 hours	$15/hour

Action (Consent): 9.07 Volunteers
The Board approved the following Volunteers for the 2026-2027 school year:

Logan	Houser	Football
Seth	Miller	Girls Soccer

10. EDUCATIONAL AND SCHOOL ACTIVITIES
Action (Consent): 10.01 Cross Country Trip
The Board approved the Cross Country team to travel to Cary, NC, to participate in the Great American Cross Country Festival from October 1-4, 2026. There is no charge to the District.

11. FINANCE (CONSENT)
Action (Consent), Report: 11.01 Sports Medicine and Athletic Training Services Agreement
The Board approved the SPORTS MEDICINE AND ATHLETIC TRAINING SERVICES AGREEMENT to provide athletic training services for the next three years. The costs per year are as follows:

26-27 = $74,570
27-28 = $77,232
28-29 = $79,989

Action (Consent), Report: 11.02 Salvage
The Board approved the salvage and disposition of furniture and office equipment from the Benner and former Bellefonte Elementary School buildings. Items determined to be damaged, obsolete, or otherwise unusable will be disposed of in accordance with District procedures. Remaining furniture and office equipment will be made available for sale. Building principals have reviewed the available furniture and equipment, and items suitable for continued use have been redistributed to other District schools to replace lower-quality or aging furnishings.

ALL CONSENT ITEMS
Motion by Nate Campbell, second by Kristin Lyons.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

12. ITEMS REMOVED FROM CONSENT
Action: 12.01 Donations
The Board approved the following donations:

- $100 from the Bellefonte Moose to the Volleyball Booster Club
- red Yeti Roadie Wheeled Cooler valued at $375.00 from Dicks Sporting Goods (to be used at the Dig Pink Raffle) to the Volleyball Booster Club

Motion by Jennifer Barnhart, second by Nate Campbell.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

Action, Report: 12.02 SAEBERS
The Board approved the purchase of SAEBRS as the district's universal behavior screening tool for grades K–12 beginning in the 2026–2027 school year, as outlined in the attached proposal and quote, for a total of $10,621.00.

Motion by Donna Smith, second by Jennifer Barnhart.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

Action: 12.03 Additional Furniture for BE
The Board approved the purchase of furniture for the new Bellefonte Elementary School in the amount of $27,859.20 for extra teacher desks for teachers who did not receive one, mostly as a result of sharing a room. There are also filing cabinets for special education teachers, round tables for the two counselors and Dean of Students, and a main office filing cabinet for student records.

Motion by Nate Campbell, second by Kristin Lyons.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

Action: 12.04 Specialist's Furniture
The Board approved the purchase of furniture for the new Bellefonte Elementary School in the amount of $36,960.36 for storage for the Reading Specialist Rooms, as well as mobile storage units for the interventionists.

Motion by Nate Campbell, second by Joseph Yech.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

Action: 12.05 10-Passenger Van

The Board approved the purchase of a 2025 Chevrolet Express 10-passenger Van (CG23705) RWD 2500 for $60,678.00. Pricing as per the State of Pennsylvania Costars 26 Contract and has been included in the 2026-2027 budget.

Motion by Jennifer Barnhart, second by Nate Campbell.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

Action: 12.06 Two Handicapped-Accessible Vans
The Board approved the purchase of two (2) 2027 Ford Transit-350 passenger RWD Medium Roof Van for $55,812.00 with an additional $28,093.00 for a mobility works wheelchair upfit. Total price of each van is $83,905.00, and each van can accommodate two wheelchair passengers. Pricing as per the State of Pennsylvania Costars Contract and has been included in the 2026-2027 budget. Total price is $167,810.00 for the two handicap-accessible vans.

Motion by Jennifer Barnhart, second by Nate Campbell.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins
Action: 12.07 HRI
The Board approved the payment to HRI, Inc. in the amount of $690,972.99 for services rendered for the roadwork on Airport Road.

Motion by Kristin Lyons, second by Jennifer Barnhart.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

Action: 12.08 HRG Suplement #6
The Board approved the Supplement #6 to HRG Agreement for additional inspection time for road work at a cost of $16,080.00.

Motion by Nate Campbell, second by Joseph Yech.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

Action: 12.09 HRG Supplement #7
The Board approved Supplement #7 to HRG Agreement for storm pipe testing inspections at a cost of $8,400.00 (estimate based on hourly projections).

Motion by Kristin Lyons, second by Nate Campbell.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

Action: 12.10 Adjudication
The Board approved the student hearing recommended sanction as written or modify as deemed appropriate.

Motion by Nate Campbell, second by Kristin Lyons.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

Action: 12.11 The Board approved the Memorandum of Understanding between BASD and BAEA regarding the Speech Language Pathologist services for students.
The Board approved the Memorandum of Understanding between BASD and BAEA regarding the Speech Language Pathologist services for students.

Motion by Nate Campbell, second by Jennifer Barnhart.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

Action: 12.12 Homestead and Farmstead Exclusion Resolution
The Board approved the 2026 Homestead and Farmstead Exclusion Resolution as presented.

Motion by Kristin Lyons, second by Nate Campbell.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

Action: 12.13 Stormwater Improvements Surety Agreement
The Board approved the Stormwater Improvements Surety Agreement with the Bellefonte Borough to provide financial security in the amount of Forty Thousand Seven Hundred Dollars ($40,700.00) to guarantee the completion of all outstanding stormwater management improvements for the new Bellefonte Elementary school. The cost of the letter of credit will be $610.50.

Motion by Donna Smith, second by Kristin Lyons.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

Action: 12.14 Jessica Quinn-Horgan Law Office
The Board approved payment to Jessica Quinn-Horgan Law Office for services rendered for the new Bellefonte Elementary School in the amount of $7,735.00.

Motion by Nate Campbell, second by Joseph Yech.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

Action: 12.15 Bellefonte Elementary School History Hall Order
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

13. ITEMS FOR FUTURE DISCUSSION
Discussion: 13.01 This section of the agenda is related to items Board Members may wish to bring up at a future meeting.

14. ADJOURNMENT
Action: 14.01 Meeting Adjourned
The meeting was adjourned at 7:45 p.m.

Motion by Nate Campbell, second by Jennifer Barnhart.
Final Resolution: Motion Carries
Aye: Donna Smith, Jon Guizar, Kimberly Weaver, Timothy Kessling, Jennifer Barnhart, Nate Campbell, Kristin Lyons, Joseph Yech, Holly Hopkins

15. EXECUTIVE SESSION
Information: 15.0 Personnel

Respectfully submitted,

Kenneth G. Bean, Jr.
Board Secretary

Leslie A. Elder
Recording Secretary

- CPI Culinary Camp.
- ESY through July 23rd.
- New School Grand Opening set for Wednesday, August 12th, 6:00 pm to 7:30 pm. More details to follow.
- The BAHS Volleyball program will be hosting two Skills Camps in August. August 3-5 is for grades 9-12 and August 10 & 11 is for grades 3-5 & 6-8.
- Summer Drama Camp
- Just 49 days until the first day of school for students.

Bellefonte Area School District
Treasurer's Cash Report
as of June 30, 2026

7/6/2026

	General Fund		Athletic Fund		Cafeteria Fund		Construction Fund	
	Beg. Balance	$ 23,254,536.49	Beg. Balance	$ 1,036,396.90	Beg. Balance	$ 395,372.00	Beg. Balance	$ 8,899,287.27
+	Deposits	5,638,048.08	+ Deposits	8,646.04	+ Deposits	102,912.95	Deposits	17,574.63
+/-	Transfers	(147,906.96)	+/- Transfers	525,663.02	+/- Transfers	-377,756.06	Transfers	0.00
-	Checks/Fees	984,426.74	- Checks/Fees	27,016.70	- Checks/Fees	57,371.45	Checks/Fees	159,021.46
-	ACH/Wires	(3,047,789.95)	- ACH/Wires	0.00	- ACH/Wires	0.00	ACH/Wires	0.00
		$ 24,712,460.92		**$ 1,543,689.26**		**$ 63,157.44**		**$ 8,757,840.44**

CONSISTS OF:

	Reliance Bank	$ 15,467,855.31	Reliance Bank	$ 1,543,689.26	Reliance Bank	$ 63,157.44	Reliance Bank 8613	$ 251,367.31
	PLGIT	79,101.78					Reliance Bank 7017	-
	PLGIT Reserve	74,927.89					Reliance Bank 3324	-
	PLGIT Prime	4,636,139.53					PLGIT Go Bond 2024	-
	First National Bank	2,043,939.91					PLGIT Go Bond 2025	8,506,473.13
	PSDLAF	93,568.13						
	Arize Federal Credit Union	2,316,928.37						
		$ 24,712,460.92		**$ 1,543,689.26**		**$ 63,157.44**		**$ 8,757,840.44**

Bellefonte Area School District Total Cash Available **$ 35,077,148.06**

Check	Account Number	Description		Check Amount
21ST CENTURY CYBER CHARTER SCHOOL (1008)				
00106915	10-1110-562-000-30-80-02	RegEd-TuitionCharterHS-Cyber		$1,197.22
00106915	10-1241-562-000-30-80-02	LearnSupport-TuitionCharterHS-Cyber		$2,262.74
			Check Total	**$3,459.96**
			Vendor Total	**$3,459.96**
ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL (1078)				
00106916	10-1241-562-000-30-80-02	LearnSupport-TuitionCharterHS-Cyber		$4,525.48
ACME ELECTRIC MOTOR INC. (10251)				
00106948	10-1350-610-000-20-50-00	Quote Number: 27232689		$139.00
ROBERT AUMAN (7409) AKS SECURITY				
00106859	10-2611-610-000-30-80-55	PhysicalPlant-SuppliesHSHardware		$19.95
ALAN TYE & ASSOCIATES, LC (10558)				
00106860	10-2611-330-000-30-80-00	PhysicalPlant-OtherProfessionalServicesHS		$200.00
00106949	10-2611-432-000-30-80-00	PhysicalPlant-Repairs&MaintEquipHS		$53.93
00106949	10-2611-432-000-30-80-00	PhysicalPlant-Repairs&MaintEquipHS		$350.00
			Check Total	**$403.93**
			Vendor Total	**$603.93**
ALL-IN-ONE BACKFLOW SERVICES (994)				
00106861	10-2611-340-000-10-21-00	PhysicalPlant-TechnicalServicesBE		$168.00
00106861	10-2611-340-000-10-22-00	PhysicalPlant-TechnicalServicesBN		$140.00
00106861	10-2611-340-000-10-23-00	PhysicalPlant-TechnicalServicesMW		$196.00
00106861	10-2611-340-000-10-24-00	PhysicalPlant-TechnicalServicesPG		$112.00
00106861	10-2611-340-000-20-50-00	PhysicalPlant-TechnicalServicesMS		$336.00
00106861	10-2611-340-000-30-80-00	PhysicalPlant-TechnicalServicesHS		$448.00
			Check Total	**$1,400.00**
			Vendor Total	**$1,400.00**
PETER J ANDOLINA (10548) ALPHA SENSORY				
00106847	10-1241-610-000-30-80-01	12.5" Foldable CCTV with distance and full page OCR		$3,243.68
AMAZON CAPITAL SERVICES (9473)				
00106939	10-0153-000-000-00-00-00	HIGH SCHOOL		$-52.48
00106939	10-1110-610-222-10-21-02	HIGH SCHOOL		$-1.44
00106939	10-1110-610-222-10-21-02	HIGH SCHOOL		$3.35
00106939	10-1110-610-222-10-21-02	HIGH SCHOOL		$-0.07
00106939	10-1110-610-222-10-21-02	HIGH SCHOOL		$-0.43
00106939	10-1110-610-222-10-21-02	HIGH SCHOOL		$-0.02

Check	Account Number	Description	Check Amount
AMAZON CAPITAL SERVICES (9473)			
00106939	10-1110-610-222-10-21-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-21-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-21-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-21-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-21-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-21-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-21-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-21-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$2.66
00106939	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$3.36
00106939	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$4.78
00106939	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$4.28
00106939	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$4.47
00106939	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$12.25
00106939	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$6.71
00106939	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$7.84
00106939	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$2.23
00106939	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$-1.86
00106939	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$-1.00
00106939	10-1110-610-222-10-22-02	HIGH SCHOOL	$-1.13
00106939	10-1110-610-222-10-22-02	HIGH SCHOOL	$2.64
00106939	10-1110-610-222-10-22-02	HIGH SCHOOL	$-0.34
00106939	10-1110-610-222-10-22-02	HIGH SCHOOL	$-0.02
00106939	10-1110-610-222-10-22-02	HIGH SCHOOL	$-0.05
00106939	10-1110-610-222-10-22-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-22-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-22-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-22-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-22-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-22-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-22-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-22-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$3.36
00106939	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$3.52
00106939	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.09
00106939	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$5.28
00106939	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.76
00106939	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$9.62
00106939	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$6.16
00106939	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$3.76
00106939	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$-1.46
00106939	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$-0.79
00106939	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.64

Check	Account Number	Description	Check Amount
AMAZON CAPITAL SERVICES (9473)			
00106939	10-1110-610-222-10-23-02	HIGH SCHOOL	$-1.59
00106939	10-1110-610-222-10-23-02	HIGH SCHOOL	$3.71
00106939	10-1110-610-222-10-23-02	HIGH SCHOOL	$-0.47
00106939	10-1110-610-222-10-23-02	HIGH SCHOOL	$-0.03
00106939	10-1110-610-222-10-23-02	HIGH SCHOOL	$-0.07
00106939	10-1110-610-222-10-23-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-23-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-23-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-23-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-23-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-23-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-23-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$-1.11
00106939	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$-2.06
00106939	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$3.71
00106939	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$4.74
00106939	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.47
00106939	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$8.68
00106939	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$4.95
00106939	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.94
00106939	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$5.29
00106939	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$7.43
00106939	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$13.56
00106939	10-1110-610-222-10-24-02	HIGH SCHOOL	$-0.97
00106939	10-1110-610-222-10-24-02	HIGH SCHOOL	$-0.29
00106939	10-1110-610-222-10-24-02	HIGH SCHOOL	$2.28
00106939	10-1110-610-222-10-24-02	HIGH SCHOOL	$-0.02
00106939	10-1110-610-222-10-24-02	HIGH SCHOOL	$-0.05
00106939	10-1110-610-222-10-24-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-24-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-24-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-24-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-24-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-24-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-24-03	BUSINESS OFFICE	$-7.71
00106939	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$-0.68
00106939	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$-1.26
00106939	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$3.24
00106939	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.52
00106939	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$5.41
00106939	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$3.04

Check	Account Number	Description		Check Amount
AMAZON CAPITAL SERVICES (9473)				
00106939	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$5.31
00106939	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$4.56
00106939	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$8.31
00106939	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$2.91
00106939	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$1.80
00106939	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$2.28
00106939	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$-0.91
00106939	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$-1.20
00106939	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$72.44
00106939	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$19.96
00106939	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$66.96
00106939	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$16.84
00106939	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$31.64
00106939	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$19.96
00106939	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$63.28
00106939	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$15.98
00106939	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$-0.92
00106939	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$-1.20
00106939	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$72.44
00106939	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$66.96
00106939	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$16.84
00106939	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$15.99
00106939	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$19.96
00106939	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$19.96
00106939	10-1190-610-421-10-21-00	ASSISTANT SUPERINTENDENT		$132.90
00106939	10-1190-610-421-10-22-00	ASSISTANT SUPERINTENDENT		$197.86
00106939	10-1190-610-421-10-23-00	ASSISTANT SUPERINTENDENT		$95.73
00106939	10-1190-610-421-10-24-00	ASSISTANT SUPERINTENDENT		$30.75
00106939	10-1231-610-000-10-23-01	SPECIAL EDUCATION		$246.79
00106939	10-2511-535-000-00-00-00	NET SHIPPING & PROMOTIONS		$197.23
			Check Total	**$1,290.73**
00106940	10-0153-000-000-00-00-00	MARION WALKER		$43.99
00106940	10-0153-000-000-00-00-00	MARION WALKER		$8.49
00106940	10-1110-610-000-10-23-18	MARION WALKER		$5.48
00106940	10-1110-610-000-10-23-18	MARION WALKER		$95.76
00106940	10-1110-610-000-10-23-18	MARION WALKER		$22.98
00106940	10-1110-610-000-30-26-00	BELA		$617.40
00106940	10-1110-610-000-30-80-06	HIGH SCHOOL		$19.99
00106940	10-1110-610-222-10-00-03	ASSISTANT SUPERINTENDENT		$194.87
00106940	10-1110-610-222-10-21-02	HIGH SCHOOL		$4.32
00106940	10-1110-610-222-10-21-02	HIGH SCHOOL		$1.67
00106940	10-1110-610-222-10-21-03	ASSISTANT SUPERINTENDENT		$71.35

Check	Account Number	Description	Check Amount
AMAZON CAPITAL SERVICES (9473)			
00106940	10-1110-610-222-10-21-03	ASSISTANT SUPERINTENDENT	$3.61
00106940	10-1110-610-222-10-21-03	ASSISTANT SUPERINTENDENT	$259.06
00106940	10-1110-610-222-10-21-03	ASSISTANT SUPERINTENDENT	$10.84
00106940	10-1110-610-222-10-21-03	ASSISTANT SUPERINTENDENT	$14.45
00106940	10-1110-610-222-10-21-03	BUSINESS OFFICE	$25.91
00106940	10-1110-610-222-10-21-03	BUSINESS OFFICE	$233.15
00106940	10-1110-610-222-10-21-06	MTSS/FEDERAL PROGRAMS	$11.40
00106940	10-1110-610-222-10-21-06	MTSS/FEDERAL PROGRAMS	$4.43
00106940	10-1110-610-222-10-22-02	HIGH SCHOOL	$1.31
00106940	10-1110-610-222-10-22-02	HIGH SCHOOL	$3.39
00106940	10-1110-610-222-10-22-03	ASSISTANT SUPERINTENDENT	$2.84
00106940	10-1110-610-222-10-22-03	ASSISTANT SUPERINTENDENT	$27.90
00106940	10-1110-610-222-10-22-03	ASSISTANT SUPERINTENDENT	$11.35
00106940	10-1110-610-222-10-22-03	ASSISTANT SUPERINTENDENT	$56.06
00106940	10-1110-610-222-10-22-03	ASSISTANT SUPERINTENDENT	$8.51
00106940	10-1110-610-222-10-22-03	ASSISTANT SUPERINTENDENT	$203.54
00106940	10-1110-610-222-10-22-03	BUSINESS OFFICE	$20.35
00106940	10-1110-610-222-10-22-03	BUSINESS OFFICE	$183.19
00106940	10-1110-610-222-10-22-06	MTSS/FEDERAL PROGRAMS	$9.50
00106940	10-1110-610-222-10-22-06	MTSS/FEDERAL PROGRAMS	$3.69
00106940	10-1110-610-222-10-23-02	HIGH SCHOOL	$1.84
00106940	10-1110-610-222-10-23-02	HIGH SCHOOL	$4.78
00106940	10-1110-610-222-10-23-03	ASSISTANT SUPERINTENDENT	$4.00
00106940	10-1110-610-222-10-23-03	ASSISTANT SUPERINTENDENT	$16.00
00106940	10-1110-610-222-10-23-03	ASSISTANT SUPERINTENDENT	$286.81
00106940	10-1110-610-222-10-23-03	ASSISTANT SUPERINTENDENT	$27.90
00106940	10-1110-610-222-10-23-03	ASSISTANT SUPERINTENDENT	$79.00
00106940	10-1110-610-222-10-23-03	ASSISTANT SUPERINTENDENT	$12.00
00106940	10-1110-610-222-10-23-03	BUSINESS OFFICE	$258.13
00106940	10-1110-610-222-10-23-03	BUSINESS OFFICE	$28.68
00106940	10-1110-610-222-10-23-06	MTSS/FEDERAL PROGRAMS	$5.17
00106940	10-1110-610-222-10-23-06	MTSS/FEDERAL PROGRAMS	$13.30
00106940	10-1110-610-222-10-24-02	HIGH SCHOOL	$1.13
00106940	10-1110-610-222-10-24-02	HIGH SCHOOL	$2.94
00106940	10-1110-610-222-10-24-03	ASSISTANT SUPERINTENDENT	$2.45
00106940	10-1110-610-222-10-24-03	ASSISTANT SUPERINTENDENT	$175.79
00106940	10-1110-610-222-10-24-03	ASSISTANT SUPERINTENDENT	$48.42
00106940	10-1110-610-222-10-24-03	ASSISTANT SUPERINTENDENT	$9.80
00106940	10-1110-610-222-10-24-03	ASSISTANT SUPERINTENDENT	$7.35
00106940	10-1110-610-222-10-24-03	BUSINESS OFFICE	$17.58
00106940	10-1110-610-222-10-24-03	BUSINESS OFFICE	$158.21
00106940	10-1110-610-222-10-24-06	MTSS/FEDERAL PROGRAMS	$2.96
00106940	10-1110-610-222-10-24-06	MTSS/FEDERAL PROGRAMS	$7.60

Check	Account Number	Description	Check Amount
AMAZON CAPITAL SERVICES (9473)			
00106940	10-1110-610-222-20-50-06	MTSS/FEDERAL PROGRAMS	$8.87
00106940	10-1110-610-222-20-50-06	MTSS/FEDERAL PROGRAMS	$22.80
00106940	10-1110-610-222-30-80-03	ASSISTANT SUPERINTENDENT	$114.00
00106940	10-1110-610-222-30-80-03	ASSISTANT SUPERINTENDENT	$91.20
00106940	10-1110-610-222-30-80-03	ASSISTANT SUPERINTENDENT	$68.40
00106940	10-1110-610-222-30-80-06	MTSS/FEDERAL PROGRAMS	$30.38
00106940	10-1110-610-222-30-80-06	MTSS/FEDERAL PROGRAMS	$11.82
00106940	10-1190-610-411-10-21-00	ASSISTANT SUPERINTENDENT	$46.50
00106940	10-1190-610-411-10-21-00	BUSINESS OFFICE	$8.94
00106940	10-1190-610-411-10-21-00	BUSINESS OFFICE	$20.98
00106940	10-1190-610-411-10-21-00	BUSINESS OFFICE	$11.29
00106940	10-1190-610-411-10-21-00	BUSINESS OFFICE	$11.71
00106940	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS	$48.42
00106940	10-1231-610-000-10-21-01	SPECIAL EDUCATION	$54.14
00106940	10-1231-610-000-10-21-01	SPECIAL EDUCATION	$59.84
00106940	10-1231-610-000-10-21-01	SPECIAL EDUCATION	$19.97
00106940	10-1231-610-000-10-21-01	SPECIAL EDUCATION	$62.59
00106940	10-1231-610-000-10-21-01	SPECIAL EDUCATION	$30.99
00106940	10-1231-610-000-10-21-01	SPECIAL EDUCATION	$69.96
00106940	10-1231-610-000-10-21-01	SPECIAL EDUCATION	$36.94
00106940	10-1231-610-000-10-23-01	SPECIAL EDUCATION	$56.99
00106940	10-1231-610-000-10-23-01	SPECIAL EDUCATION	$8.99
00106940	10-1231-610-000-10-23-01	SPECIAL EDUCATION	$24.33
00106940	10-1231-610-000-10-23-01	SPECIAL EDUCATION	$24.99
00106940	10-1231-610-000-10-23-01	SPECIAL EDUCATION	$29.99
00106940	10-1231-610-000-10-23-01	SPECIAL EDUCATION	$7.98
00106940	10-1241-610-000-10-21-00	SPECIAL EDUCATION	$2.39
00106940	10-1241-610-000-10-22-00	SPECIAL EDUCATION	$1.88
00106940	10-1241-610-000-10-23-00	SPECIAL EDUCATION	$2.65
00106940	10-1241-610-000-10-24-00	SPECIAL EDUCATION	$1.62
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL	$17.28
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL	$33.80
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL	$24.29
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL	$25.99
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL	$8.92
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL	$4.99
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL	$7.90
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL	$10.15
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL	$27.43
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL	$42.50
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL	$25.98
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL	$22.99
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL	$9.92

Check	Account Number	Description		Check Amount
AMAZON CAPITAL SERVICES (9473)				
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL		$26.99
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL		$14.67
00106940	10-1310-610-000-30-80-00	HIGH SCHOOL		$54.99
00106940	10-2220-610-000-30-80-00	HIGH SCHOOL		$24.99
00106940	10-2220-610-000-30-80-00	HIGH SCHOOL		$20.99
00106940	10-2380-610-000-10-21-00	BELLEFONTE ELEMENTARY		$24.59
00106940	10-2380-610-000-10-21-00	BELLEFONTE ELEMENTARY		$19.75
00106940	10-2380-610-000-10-21-00	BELLEFONTE ELEMENTARY		$44.09
00106940	10-2380-610-000-10-21-00	BELLEFONTE ELEMENTARY		$19.75
00106940	10-2380-610-000-10-21-00	BELLEFONTE ELEMENTARY		$23.74
00106940	10-2380-610-000-30-80-00	HIGH SCHOOL		$8.99
00106940	10-2380-610-000-30-80-00	HIGH SCHOOL		$25.36
00106940	10-2380-610-000-30-80-00	HIGH SCHOOL		$11.62
00106940	10-2380-610-000-30-80-00	HIGH SCHOOL		$35.00
00106940	10-2380-610-000-30-80-00	HIGH SCHOOL		$11.77
00106940	10-2420-330-000-10-21-00	BELLEFONTE ELEMENTARY		$9.95
00106940	10-2511-610-000-00-00-00	BUSINESS OFFICE		$89.99
00106940	10-2511-610-000-00-00-00	BUSINESS OFFICE		$39.99
00106940	10-2611-610-000-00-00-70	BUSINESS OFFICE		$21.24
00106940	10-2611-610-000-00-00-70	BUSINESS OFFICE		$48.98
00106940	10-2611-610-000-10-24-71	BUSINESS OFFICE		$194.99
00106940	10-2611-610-000-10-24-71	BUSINESS OFFICE		$9.49
00106940	10-2611-610-000-10-25-54	BUSINESS OFFICE		$10.62
00106940	10-2611-610-000-10-25-54	BUSINESS OFFICE		$10.62
			Check Total	**$5,409.47**
00106941	10-1110-610-000-30-80-13	HIGH SCHOOL		$241.12
00106941	10-1110-610-222-10-21-02	HIGH SCHOOL		$2.51
00106941	10-1110-610-222-10-21-02	HIGH SCHOOL		$1.39
00106941	10-1110-610-222-10-21-02	HIGH SCHOOL		$1.33
00106941	10-1110-610-222-10-21-02	HIGH SCHOOL		$7.98
00106941	10-1110-610-222-10-21-02	HIGH SCHOOL		$8.77
00106941	10-1110-610-222-10-21-02	HIGH SCHOOL		$1.40
00106941	10-1110-610-222-10-21-02	HIGH SCHOOL		$1.07
00106941	10-1110-610-222-10-21-02	HIGH SCHOOL		$3.56
00106941	10-1110-610-222-10-21-02	MIDDLE SCHOOL		$3.13
00106941	10-1110-610-222-10-21-02	MIDDLE SCHOOL		$0.56
00106941	10-1110-610-222-10-21-03	ASSISTANT SUPERINTENDENT		$278.12
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$10.61
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$4.37
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$1.31
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$1.39
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$7.56

Check	Account Number	Description	Check Amount
AMAZON CAPITAL SERVICES (9473)			
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$1.12
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$8.40
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$3.44
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$4.10
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$20.09
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$6.72
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$3.91
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$8.40
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$0.55
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$2.54
00106941	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$3.36
00106941	10-1110-610-222-10-22-02	HIGH SCHOOL	$2.80
00106941	10-1110-610-222-10-22-02	HIGH SCHOOL	$6.27
00106941	10-1110-610-222-10-22-02	HIGH SCHOOL	$0.84
00106941	10-1110-610-222-10-22-02	HIGH SCHOOL	$1.98
00106941	10-1110-610-222-10-22-02	HIGH SCHOOL	$1.05
00106941	10-1110-610-222-10-22-02	HIGH SCHOOL	$1.11
00106941	10-1110-610-222-10-22-02	HIGH SCHOOL	$6.89
00106941	10-1110-610-222-10-22-02	HIGH SCHOOL	$1.09
00106941	10-1110-610-222-10-22-02	MIDDLE SCHOOL	$2.46
00106941	10-1110-610-222-10-22-02	MIDDLE SCHOOL	$0.44
00106941	10-1110-610-222-10-22-03	ASSISTANT SUPERINTENDENT	$218.53
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$5.93
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$5.28
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$0.44
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$0.87
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$15.78
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$3.22
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$3.43
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$6.59
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.00
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.64
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$6.60
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$3.08
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.70
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.10
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$8.34
00106941	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.03
00106941	10-1110-610-222-10-23-02	HIGH SCHOOL	$1.18
00106941	10-1110-610-222-10-23-02	HIGH SCHOOL	$3.95
00106941	10-1110-610-222-10-23-02	HIGH SCHOOL	$1.54
00106941	10-1110-610-222-10-23-02	HIGH SCHOOL	$8.83
00106941	10-1110-610-222-10-23-02	HIGH SCHOOL	$1.55

Check	Account Number	Description	Check Amount
AMAZON CAPITAL SERVICES (9473)			
00106941	10-1110-610-222-10-23-02	HIGH SCHOOL	$2.78
00106941	10-1110-610-222-10-23-02	HIGH SCHOOL	$9.71
00106941	10-1110-610-222-10-23-02	HIGH SCHOOL	$1.47
00106941	10-1110-610-222-10-23-02	MIDDLE SCHOOL	$0.61
00106941	10-1110-610-222-10-23-02	MIDDLE SCHOOL	$3.47
00106941	10-1110-610-222-10-23-03	ASSISTANT SUPERINTENDENT	$307.92
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$4.54
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$22.24
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$7.44
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$0.62
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$3.81
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$9.30
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$8.36
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.81
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$11.75
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$4.83
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$9.29
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$1.24
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$3.71
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$1.55
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$1.45
00106941	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$4.33
00106941	10-1110-610-222-10-24-02	HIGH SCHOOL	$0.95
00106941	10-1110-610-222-10-24-02	HIGH SCHOOL	$0.94
00106941	10-1110-610-222-10-24-02	HIGH SCHOOL	$1.71
00106941	10-1110-610-222-10-24-02	HIGH SCHOOL	$5.41
00106941	10-1110-610-222-10-24-02	HIGH SCHOOL	$0.73
00106941	10-1110-610-222-10-24-02	HIGH SCHOOL	$5.95
00106941	10-1110-610-222-10-24-02	HIGH SCHOOL	$0.90
00106941	10-1110-610-222-10-24-02	HIGH SCHOOL	$2.42
00106941	10-1110-610-222-10-24-02	MIDDLE SCHOOL	$0.38
00106941	10-1110-610-222-10-24-02	MIDDLE SCHOOL	$2.13
00106941	10-1110-610-222-10-24-03	ASSISTANT SUPERINTENDENT	$188.73
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$0.89
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$5.12
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$0.38
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$0.76
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$2.66
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$7.19
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$2.96
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$5.70
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$2.28
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$2.78

Check	Account Number	Description		Check Amount
AMAZON CAPITAL SERVICES (9473)				
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$1.73
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$4.55
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$5.70
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$2.33
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$0.95
00106941	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$13.63
00106941	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$13.31
00106941	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$28.09
00106941	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$16.74
00106941	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$20.99
00106941	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$39.98
00106941	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$13.31
00106941	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$39.98
00106941	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$28.09
00106941	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$16.74
00106941	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$20.99
00106941	10-2611-610-000-10-25-54	BUSINESS OFFICE		$84.99
00106941	10-2611-610-000-10-25-54	BUSINESS OFFICE		$99.99
00106941	10-2611-610-000-10-25-54	BUSINESS OFFICE		$10.62
			Check Total	**$2,095.26**
00106942	10-1110-610-222-10-21-03	ASSISTANT SUPERINTENDENT		$14.45
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$10.36
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$1.51
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$3.07
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$1.86
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$2.32
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$2.24
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$4.28
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$1.68
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$6.16
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$16.80
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$0.87
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$1.86
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$0.43
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$1.67
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$0.61
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$2.24
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$1.40
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$2.78
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$2.80
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$1.68
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$2.23

Check	Account Number	Description	Check Amount
AMAZON CAPITAL SERVICES (9473)			
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$3.08
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$2.52
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$3.36
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$2.12
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$2.66
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$1.23
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$3.05
00106942	10-1110-610-222-10-21-04	MIDDLE SCHOOL	$7.83
00106942	10-1110-610-222-10-22-03	ASSISTANT SUPERINTENDENT	$11.35
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$0.49
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$13.20
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.41
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.46
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.09
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$0.97
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.32
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$8.14
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.10
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.31
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.20
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.39
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.42
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$0.34
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$0.69
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.76
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$4.84
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.19
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$6.16
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.67
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.46
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.76
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.76
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.82
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.19
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.32
00106942	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.98
00106942	10-1110-610-222-10-23-03	ASSISTANT SUPERINTENDENT	$16.00
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$1.55
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$1.67
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$18.59
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$3.41
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.79
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.47

Check	Account Number	Description	Check Amount
AMAZON CAPITAL SERVICES (9473)			
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.47
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.48
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$1.86
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$11.47
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.06
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$3.09
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$3.08
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.57
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$6.82
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.35
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.06
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$1.86
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$3.40
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$0.69
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$0.47
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.94
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$1.86
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$1.36
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$0.96
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$3.38
00106942	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$8.68
00106942	10-1110-610-222-10-24-03	ASSISTANT SUPERINTENDENT	$9.80
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$0.29
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.80
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$0.83
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.14
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.90
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$5.32
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$4.17
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.51
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.02
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.52
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.26
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.26
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$2.09
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.13
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$2.07
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$0.59
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$11.40
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.52
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.70
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$0.94
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$0.42

Check	Account Number	Description		Check Amount
AMAZON CAPITAL SERVICES (9473)				
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$1.14
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$2.09
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$1.89
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$7.03
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$1.44
00106942	10-1110-610-222-10-24-04	MIDDLE SCHOOL		$1.58
00106942	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$28.09
00106942	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$41.97
00106942	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$16.74
00106942	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$13.31
00106942	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$16.74
00106942	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$13.31
00106942	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$41.98
00106942	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$28.09
			Check Total	**$570.41**
00106943	10-1110-610-222-10-21-04	HIGH SCHOOL		$2.80
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$4.79
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$7.97
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$2.54
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$1.86
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$5.60
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$16.79
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$6.99
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$3.86
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$3.72
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$20.60
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$5.04
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$2.52
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$7.18
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$7.03
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$3.36
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$10.35
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$2.79
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$6.88
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$6.30
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$2.78
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$2.61
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$4.92
00106943	10-1110-610-222-10-21-04	MIDDLE SCHOOL		$5.03
00106943	10-1110-610-222-10-22-04	HIGH SCHOOL		$2.19
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL		$3.86
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL		$2.19

Check	Account Number	Description	Check Amount
AMAZON CAPITAL SERVICES (9473)			
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.92
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$5.64
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$13.20
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$5.52
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$3.76
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$3.96
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$4.39
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$3.04
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.64
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$5.40
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.46
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$16.19
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.19
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$5.50
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$8.14
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$1.98
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.00
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$4.95
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$2.05
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$3.95
00106943	10-1110-610-222-10-22-04	MIDDLE SCHOOL	$6.26
00106943	10-1110-610-222-10-23-04	HIGH SCHOOL	$3.10
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$6.20
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$3.10
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$4.27
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$22.80
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$3.08
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$5.44
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$11.46
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$6.97
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.06
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$7.95
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.79
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$18.59
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$5.58
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$4.74
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.89
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$4.12
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$8.83
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$7.74
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$5.30
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$7.61
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$5.58

Check	Account Number	Description	Check Amount
AMAZON CAPITAL SERVICES (9473)			
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$2.81
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$3.72
00106943	10-1110-610-222-10-23-04	MIDDLE SCHOOL	$7.78
00106943	10-1110-610-222-10-24-04	HIGH SCHOOL	$1.90
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$3.24
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.73
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$2.62
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.26
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$3.42
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$3.80
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.70
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$3.34
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$4.67
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$2.91
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$4.75
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$4.77
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$4.27
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$2.53
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$13.98
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$3.42
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$7.03
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$11.40
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$2.27
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.89
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.78
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$4.87
00106943	10-1110-610-222-10-24-04	MIDDLE SCHOOL	$1.89
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$4.89
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$5.69
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$7.19
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$9.99
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$6.54
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$22.52
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$12.29
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$59.94
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$4.39
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$47.97
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$14.52
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$149.90
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$16.99
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$16.89
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$10.87
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL	$15.98

Check	Account Number	Description		Check Amount
AMAZON CAPITAL SERVICES (9473)				
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL		$21.98
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL		$5.97
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL		$5.99
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL		$23.95
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL		$20.97
00106943	10-1110-610-222-20-50-04	MIDDLE SCHOOL		$9.99
00106943	10-1190-610-411-10-21-00	MTSS/FEDERAL PROGRAMS		$13.05
00106943	10-1190-610-411-10-24-00	MTSS/FEDERAL PROGRAMS		$13.06
00106943	10-2380-610-000-30-80-00	HIGH SCHOOL		$58.99
			Check Total	**$1,098.15**
			Vendor Total	**$10,464.02**
APR SUPPLY CO (1446)				
00106922	10-2611-610-000-20-50-58	PhysicalPlant-SuppliesMSPlumbing		$55.33
BAKER TILLY ADVISORY GROUP, LP (1559) BAKER TILLY ADVISORY GROUP				
00106806	10-2310-331-000-10-21-00	BoardSrvs-ProfessionalAuditBE		$252.00
00106806	10-2310-331-000-10-22-00	BoardSrvs-ProfessionalAuditBN		$210.00
00106806	10-2310-331-000-10-23-00	BoardSrvs-ProfessionalAuditMW		$294.00
00106806	10-2310-331-000-10-24-00	BoardSrvs-ProfessionalAuditPG		$168.00
00106806	10-2310-331-000-20-50-00	BoardSrvs-ProfessionalAuditMS		$504.00
00106806	10-2310-331-000-30-80-00	BoardSrvs-ProfessionalAuditHS		$672.00
			Check Total	**$2,100.00**
			Vendor Total	**$2,100.00**
BALFURD INC. (1565)				
00106923	10-2660-610-000-10-21-00	SecurityServices-SuppliesBE		$5.84
00106923	10-2660-610-000-10-21-00	SecurityServices-SuppliesBE		$6.93
00106923	10-2660-610-000-10-21-00	SecurityServices-SuppliesBE		$4.56
00106923	10-2660-610-000-10-22-00	SecurityServices-SuppliesBN		$5.77
00106923	10-2660-610-000-10-22-00	SecurityServices-SuppliesBN		$4.87
00106923	10-2660-610-000-10-22-00	SecurityServices-SuppliesBN		$3.79
00106923	10-2660-610-000-10-23-00	SecurityServices-SuppliesMW		$8.08
00106923	10-2660-610-000-10-23-00	SecurityServices-SuppliesMW		$5.31
00106923	10-2660-610-000-10-23-00	SecurityServices-SuppliesMW		$6.82
00106923	10-2660-610-000-10-24-00	SecurityServices-SuppliesPG		$4.62
00106923	10-2660-610-000-10-24-00	SecurityServices-SuppliesPG		$3.03
00106923	10-2660-610-000-10-24-00	SecurityServices-SuppliesPG		$3.89
00106923	10-2660-610-000-20-50-00	SecurityServices-SuppliesMS		$13.85
00106923	10-2660-610-000-20-50-00	SecurityServices-SuppliesMS		$9.10
00106923	10-2660-610-000-20-50-00	SecurityServices-SuppliesMS		$11.68
00106923	10-2660-610-000-30-80-00	SecurityServices-SuppliesHS		$18.47

Check	Account Number	Description		Check Amount
BALFURD INC. (1565)				
00106923	10-2660-610-000-30-80-00	SecurityServices-SuppliesHS		$15.58
00106923	10-2660-610-000-30-80-00	SecurityServices-SuppliesHS		$12.13
			Check Total	**$144.32**
00106950	10-2660-610-000-20-50-00	SecurityServices-SuppliesMS		$39.12
00106950	10-2660-610-000-30-80-00	SecurityServices-SuppliesHS		$43.94
			Check Total	**$83.06**
			Vendor Total	**$227.38**
BARNES & NOBLE BOOKSELLERS, INC. (1608)				
00106848	10-1110-640-000-20-50-05	Quote #1808224		$251.06
00106848	10-1110-640-000-20-50-05	Quote #1808224		$10.46
			Check Total	**$261.52**
			Vendor Total	**$261.52**
BAYADA HOME HEALTH CARE, INC. (1628)				
00106807	10-2420-330-000-10-21-00	PupilHealth-OtherProfessionalServicesBE		$385.00
00106807	10-2420-330-000-10-23-00	PupilHealth-OtherProfessionalServicesMW		$316.25
00106807	10-2420-330-000-10-23-00	PupilHealth-OtherProfessionalServicesMW		$371.25
00106807	10-2420-330-000-10-23-00	PupilHealth-OtherProfessionalServicesMW		$302.50
00106807	10-2420-330-000-10-24-00	PupilHealth-OtherProfessionalServicesPG		$371.25
00106807	10-2420-330-000-20-50-00	PupilHealth-OtherProfessionalServicesMS		$316.25
00106807	10-2420-330-000-30-80-00	PupilHealth-OtherProfessionalServicesHS		$412.50
00106807	10-2420-330-000-30-80-00	PupilHealth-OtherProfessionalServicesHS		$233.75
			Check Total	**$2,708.75**
			Vendor Total	**$2,708.75**
BEARD LEGAL GROUP, P.C. (1639)				
00106808	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$363.00
00106808	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$643.50
00106808	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$99.00
00106808	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$181.50
00106808	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$1,897.50
00106808	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$379.50
00106808	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$330.00
00106808	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$693.00
			Check Total	**$4,587.00**
00106967	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$165.00
00106967	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$1,221.00
00106967	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$99.00
00106967	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$214.50
00106967	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$874.50

Check	Account Number	Description		Check Amount
BEARD LEGAL GROUP, P.C. (1639)				
00106967	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$313.50
00106967	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$775.50
			Check Total	**$3,663.00**
			Vendor Total	**$8,250.00**
BELLEFONTE BOROUGH (1656)				
00106862	10-2611-411-000-00-01-00	PhysicalPlant-DisposalServicesRental		$37.67
00106862	10-2611-411-000-10-21-00	PhysicalPlant-DisposalServicesBE		$1,033.80
00106862	10-2611-411-000-10-25-00	PhysicalPlant-DisposalServicesNewBE		$264.36
00106862	10-2611-411-000-20-50-00	PhysicalPlant-DisposalServicesMS		$1,033.80
00106862	10-2611-411-000-30-80-00	PhysicalPlant-DisposalServicesHS		$384.72
00106862	10-2611-411-000-30-80-00	PhysicalPlant-DisposalServicesHS		$2,957.40
			Check Total	**$5,711.75**
00106944	10-2611-431-000-00-04-00	PhysicalPlant-Repairs&MaintAthletics		$50.00
			Vendor Total	**$5,761.75**
BELLEFONTE EDUCATION ASSOCIATION (1664)				
88882307	10-0475-013-000-00-00-00	EMPLOYEE - PSEA Dues		$9,761.15
88882308	10-0475-013-000-00-00-00	EMPLOYEE - PSEA Dues		$9,761.15
			Vendor Total	**$19,522.30**
BELLEFONTE EDUCATIONAL SUPPORT STAFF (1666)				
88882305	10-0475-014-000-00-00-00	EMPLOYEE - ESPA Dues		$502.22
88882306	10-0475-014-000-00-00-00	EMPLOYEE - ESPA Dues		$1,192.85
			Vendor Total	**$1,695.07**
BELMONT BEHAVIORAL HOSPITAL (10254)				
00106897	10-1241-329-000-30-80-01	LearnSupport-ConsultantsHS		$2,925.00
00106897	10-1241-329-000-30-80-01	LearnSupport-ConsultantsHS		$1,050.00
			Check Total	**$3,975.00**
			Vendor Total	**$3,975.00**
BERKSHIRE SYSTEMS GROUP, INC. (1721)				
00106924	10-2611-431-000-30-80-00	PhysicalPlant-Repairs&MaintHS		$140.34
BEST LINE LEASING INC. (1727) BEST LINE EQUIPMENT				
00106863	10-2611-610-000-30-80-71	PhysicalPlant-SuppliesHSGroundsGeneral		$17.13
AMY J BINGAMAN (1330)				
88882357	10-1110-580-000-10-23-00	RegEd-TravelMW		$82.65

Check	Account Number	Description		Check Amount
AMY J BINGAMAN (1330)				
88882357	10-1110-580-000-10-24-00	RegEd-TravelPG		$82.65
			Check Total	**$165.30**
			Vendor Total	**$165.30**
BIO-HAZ SOLUTIONS, INC. (1786)				
00106864	10-2611-330-000-30-80-00	PhysicalPlant-OtherProfessionalServicesHS		$35.00
KEITH BOREMAN (5025)				
88882356	10-2611-580-000-10-24-00	PhysicalPlant-TravelPG		$7.25
JESSICA BRADLEY (4611)				
00106809	10-2330-340-000-10-22-00	TaxCollection-TechnicalServices(BN)		$25.50
BREON'S INC. (1911)				
00106951	10-2611-431-000-10-21-00	PhysicalPlant-Repairs&MaintBE		$287.17
00106951	10-2611-431-000-10-22-00	PhysicalPlant-Repairs&MaintBN		$239.31
00106951	10-2611-431-000-10-23-00	PhysicalPlant-Repairs&MaintMW		$335.03
00106951	10-2611-431-000-10-24-00	PhysicalPlant-Repairs&MaintPG		$191.45
00106951	10-2611-431-000-20-50-00	PhysicalPlant-Repairs&MaintMS		$574.34
00106951	10-2611-431-000-30-80-00	PhysicalPlant-Repairs&MaintHS		$765.80
			Check Total	**$2,393.10**
			Vendor Total	**$2,393.10**
BRIGHTSPEED (9468)				
00106810	10-2840-530-000-00-01-00	ComputerServices-Communications		$296.06
ERIC BRINSER (3464)				
88882354	10-1110-610-000-30-80-29	RegEd-SuppliesHSDrama		$62.04
88882355	10-1110-580-100-30-80-29	RegEd-TravelConfHSDrama		$800.00
			Vendor Total	**$862.04**
ROBERT E. BUMBARGER II (2007) BUMBARGER REPAIR GARAGE				
00106865	10-2611-433-000-10-21-00	PhysicalPlant-Repairs&MaintVehiclesBE		$20.27
00106865	10-2611-433-000-10-22-00	PhysicalPlant-Repairs&MaintVehiclesBN		$16.89
00106865	10-2611-433-000-10-23-00	PhysicalPlant-Repairs&MaintVehiclesMW		$23.65
00106865	10-2611-433-000-10-24-00	PhysicalPlant-Repairs&MaintVehiclesPG		$13.51
00106865	10-2611-433-000-20-50-00	PhysicalPlant-Repairs&MaintVehiclesMS		$40.54
00106865	10-2611-433-000-30-80-00	PhysicalPlant-Repairs&MaintVehiclesHS		$54.04
			Check Total	**$168.90**
00106952	10-2611-433-000-10-23-00	PhysicalPlant-Repairs&MaintVehiclesMW		$83.90
00106952	10-2611-433-000-10-24-00	PhysicalPlant-Repairs&MaintVehiclesPG		$50.00

Check	Account Number	Description		Check Amount
ROBERT E. BUMBARGER II (2007) BUMBARGER REPAIR GARAGE				
00106952	10-2611-433-000-20-50-00	PhysicalPlant-Repairs&MaintVehiclesMS		$50.00
00106952	10-2611-433-000-30-80-00	PhysicalPlant-Repairs&MaintVehiclesHS		$83.90
			Check Total	**$267.80**
00106968	10-2611-433-000-10-21-00	PhysicalPlant-Repairs&MaintVehiclesBE		$83.90
			Vendor Total	**$520.60**
JENNIFER BUTTERWORTH (4556)				
88882353	10-1241-580-000-10-21-00	LearnSupport-TravelBE		$10.70
88882353	10-1241-580-000-10-22-00	LearnSupport-TravelBN		$8.92
88882353	10-1241-580-000-10-23-00	LearnSupport-TravelMW		$12.48
88882353	10-1241-580-000-10-24-00	LearnSupport-TravelPG		$7.13
88882353	10-1241-580-000-20-50-00	LearnSupport-TravelMS		$21.40
88882353	10-1241-580-000-30-80-00	LearnSupport-TravelHS		$28.54
			Check Total	**$89.17**
			Vendor Total	**$89.17**
CAPITAL BLUE CROSS (2087)				
99980876	10-0475-016-000-00-00-00	EMPLOYEE - FSA-Sec 125 - 06/18/26		$5,891.03
99980914	10-0475-016-000-00-00-00	EMPLOYEE - FSA-Sec 125 - 06/05/26		$5,891.03
			Vendor Total	**$11,782.06**
CDW LLC (2193)				
00106849	10-2840-432-000-00-00-00	Eaton Replacement Battery Pack		$1,250.00
CENTRAL COUNTIES YOUTH CENTER (2211)				
00106811	10-1190-330-414-30-80-00	TitleID-OtherProfessionalServicesHS		$6,000.00
00106811	10-1190-610-414-30-80-00	TitleID-SuppliesHS		$232.91
			Check Total	**$6,232.91**
			Vendor Total	**$6,232.91**
CENTRAL INTERMEDIATE UNIT #10 (2217)				
00106812	10-1290-322-000-00-00-00	OtherSupport-ProfessionalServicesIU-MultiDistrictBilling		$24,911.01
00106969	10-2270-329-000-10-21-00	StaffDev-ConsultantsBE		$84.00
00106969	10-2270-329-000-10-22-00	StaffDev-ConsultantsBN		$70.00
00106969	10-2270-329-000-10-23-00	StaffDev-ConsultantsMW		$98.00
00106969	10-2270-329-000-10-24-00	StaffDev-ConsultantsPG		$56.00
00106969	10-2270-329-000-20-50-00	StaffDev-ConsultantsMS		$168.00
00106969	10-2270-329-000-30-80-00	StaffDev-ConsultantsHS		$224.00
			Check Total	**$700.00**
			Vendor Total	**$25,611.01**

Check	Account Number	Description		Check Amount
CENTRE COUNTY RECYCLING & REFUSE AUTH (2265)				
00106866	10-2611-411-000-20-50-00	PhysicalPlant-DisposalServicesMS		$14.85
CENTRE LEARNING COMMUNITY (2277)				
00106917	10-1110-562-000-20-50-01	RegEd-TuitionCharterMS-B&M		$4,110.25
00106917	10-1241-562-000-20-50-01	LearnSupport-TuitionCharterMS-B&M		$5,988.46
			Check Total	**$10,098.71**
			Vendor Total	**$10,098.71**
CH CUSTOM DESIGNS (10556)				
00106813	10-1110-610-222-10-21-04	RegEd-SuppliesReadyToLearnSTEM-BE		$212.50
00106813	10-1110-610-222-10-22-04	RegEd-SuppliesReadyToLearnSTEM-BN		$212.50
00106813	10-1110-610-222-10-23-04	RegEd-SuppliesReadyToLearnSTEM-MW		$212.50
00106813	10-1110-610-222-10-24-04	RegEd-SuppliesReadyToLearnSTEM-PG		$212.50
			Check Total	**$850.00**
			Vendor Total	**$850.00**
KIP LILEDAHL (5188) CHAMPION TROPHIES				
00106814	10-1110-330-000-30-80-12	RegEd-OtherProfessionalServicesMusic		$80.00
00106814	10-3210-610-000-30-80-35	StudentAct-SuppliesHSGraduation		$12.00
			Check Total	**$92.00**
			Vendor Total	**$92.00**
CINTAS CORP (2475)				
00106867	10-2611-415-000-10-21-00	05/04/26 CINTAS		$293.83
00106867	10-2611-415-000-10-21-00	05/11/26 CINTAS		$293.83
00106867	10-2611-415-000-10-21-00	05/18/26 CINTAS		$293.83
00106867	10-2611-415-000-10-21-00	05/26/26 CINTAS		$296.56
00106867	10-2611-415-000-10-22-00	05/07/26 CINTAS		$98.48
00106867	10-2611-415-000-10-22-00	05/14/26 CINTAS		$98.48
00106867	10-2611-415-000-10-22-00	05/21/26 CINTAS		$98.48
00106867	10-2611-415-000-10-22-00	05/29/26 CINTAS		$98.48
00106867	10-2611-415-000-10-23-00	05/06/26 CINTAS		$170.93
00106867	10-2611-415-000-10-23-00	05/13/26 CINTAS		$170.93
00106867	10-2611-415-000-10-23-00	05/20/26 CINTAS		$170.93
00106867	10-2611-415-000-10-23-00	05/28/26 CINTAS		$170.93
00106867	10-2611-415-000-10-24-00	05/05/26 CINTAS		$93.00
00106867	10-2611-415-000-10-24-00	05/12/26 CINTAS		$93.00
00106867	10-2611-415-000-10-24-00	05/19/26 CINTAS		$93.00
00106867	10-2611-415-000-10-24-00	05/27/26 CINTAS		$93.00
00106867	10-2611-415-000-20-50-00	05/04/26 CINTAS		$422.25
00106867	10-2611-415-000-20-50-00	05/11/26 CINTAS		$422.25
00106867	10-2611-415-000-20-50-00	05/18/26 CINTAS		$422.25

Check	Account Number	Description		Check Amount
CINTAS CORP (2475)				
00106867	10-2611-415-000-20-50-00	05/26/26 CINTAS		$422.25
00106867	10-2611-415-000-30-80-00	05/04/26 CINTAS		$803.18
00106867	10-2611-415-000-30-80-00	05/11/26 CINTAS		$805.31
00106867	10-2611-415-000-30-80-00	05/18/26 CINTAS		$847.92
00106867	10-2611-415-000-30-80-00	05/26/26 CINTAS		$815.48
			Check Total	**$7,588.58**
			Vendor Total	**$7,588.58**
AMY K. CLARK (1332)				
00106815	10-1500-330-411-10-00-00	NonpublicSchoolPrograms-OtherProfessionalServicesTitleEle		$2,011.37
CLEARFIELD WHOLESALE PAPER CO. (2525)				
00106868	10-2611-610-000-10-21-64	PhysicalPlant-SuppliesBECustGeneral		$70.28
00106868	10-2611-610-000-10-22-64	PhysicalPlant-SuppliesBNCustGeneral		$58.57
00106868	10-2611-610-000-10-23-64	PhysicalPlant-SuppliesMWCustGeneral		$82.00
00106868	10-2611-610-000-10-24-64	PhysicalPlant-SuppliesPGCustGeneral		$46.86
00106868	10-2611-610-000-10-25-64	PhysicalPlant-SuppliesNewBECustGeneral		$2,158.56
00106868	10-2611-610-000-20-50-64	PhysicalPlant-SuppliesMSCustGeneral		$140.57
00106868	10-2611-610-000-30-80-64	PhysicalPlant-SuppliesHSCustGeneral		$187.42
00106868	10-2611-610-000-30-80-64	PhysicalPlant-SuppliesHSCustGeneral		$2,861.34
			Check Total	**$5,605.60**
00106925	10-2611-610-000-10-21-64	PhysicalPlant-SuppliesBECustGeneral		$456.27
00106925	10-2611-610-000-10-22-64	PhysicalPlant-SuppliesBNCustGeneral		$380.23
00106925	10-2611-610-000-10-23-64	PhysicalPlant-SuppliesMWCustGeneral		$532.32
00106925	10-2611-610-000-10-24-64	PhysicalPlant-SuppliesPGCustGeneral		$304.18
00106925	10-2611-610-000-20-50-54	PhysicalPlant-SuppliesMSGeneral		$2,158.56
00106925	10-2611-610-000-20-50-64	PhysicalPlant-SuppliesMSCustGeneral		$912.55
00106925	10-2611-610-000-30-80-54	PhysicalPlant-SuppliesHSGeneral		$2,861.34
00106925	10-2611-610-000-30-80-64	PhysicalPlant-SuppliesHSCustGeneral		$1,216.74
			Check Total	**$8,822.19**
			Vendor Total	**$14,427.79**
CLYDE PEELING'S REPTILAND (9596) PEELING PRODUCTIONS				
00106837	10-3210-390-000-10-23-00	StudentAct-OtherPurchasedServicesMW		$748.00
CM REGENT, LLC (2541)				
00106816	10-0475-213-000-00-00-00	LifeInsurancePayable		$5,114.68
00106816	10-0475-214-000-00-00-00	LTDInsurancePayable		$1,833.92
			Check Total	**$6,948.60**
			Vendor Total	**$6,948.60**

Check	Account Number	Description		Check Amount
COLLEGIATE PRIDE, INC. (2583)				
00106926	10-2660-214-360-10-23-00	SecurityServices-LTDInsurancePCCD-MW		$820.68
COLT PLUMBING COMPANY (2590)				
00106927	10-2611-610-000-20-50-58	PhysicalPlant-SuppliesMSPlumbing		$132.81
00106953	10-2611-610-000-30-80-58	PhysicalPlant-SuppliesHSPlumbing		$246.95
			Vendor Total	**$379.76**
COLUMBIA GAS OF PA, INC. (2593)				
00106869	10-2611-621-000-10-21-00	PhysicalPlant-NaturalGasBE		$4,007.02
00106869	10-2611-621-000-10-24-00	PhysicalPlant-NaturalGasPG		$820.47
00106869	10-2611-621-000-20-50-00	PhysicalPlant-NaturalGasMS		$1,051.33
00106869	10-2611-621-000-30-80-00	PhysicalPlant-NaturalGasHS		$1,142.15
			Check Total	**$7,020.97**
			Vendor Total	**$7,020.97**
COMCAST HOLDINGS CORPORATION (2599)				
00106817	10-2840-530-000-00-01-00	ComputerServices-Communications		$6,822.88
00106818	10-2840-530-000-00-01-00	ComputerServices-Communications		$127.94
00106954	10-2840-530-000-00-01-00	ComputerServices-Communications		$177.94
			Vendor Total	**$7,128.76**
COMMONWEALTH CHARTER ACADEMY (2610)				
00106918	10-1110-562-000-10-21-02	RegEd-TuitionCharterCyber		$1,197.22
00106918	10-1110-562-000-20-50-02	RegEd-TuitionCharterMS-Cyber		$3,591.66
00106918	10-1110-562-000-30-80-02	RegEd-TuitionCharterHS-Cyber		$14,366.64
00106918	10-1241-562-000-10-24-02	LearnSupport-TuitionCharterPG-Cyber		$2,262.74
00106918	10-1241-562-000-20-50-02	LearnSupport-TuitionCharterMS-Cyber		$2,262.74
00106918	10-1241-562-000-30-80-02	LearnSupport-TuitionCharterHS-Cyber		$4,525.40
00106918	10-1241-562-000-30-80-02	LearnSupport-TuitionCharterHS-Cyber		$13,576.44
			Check Total	**$41,782.84**
			Vendor Total	**$41,782.84**
COOPER ELECTRIC CO INC (2656)				
00106870	10-2611-610-000-10-21-52	PhysicalPlant-SuppliesBEElectrical		$76.50
00106870	10-2611-610-000-20-50-52	PhysicalPlant-SuppliesMSElectrical		$230.40
			Check Total	**$306.90**
00106928	10-2611-610-000-10-24-52	PhysicalPlant-SuppliesPGElectrical		$87.60
00106928	10-2611-610-000-10-24-52	PhysicalPlant-SuppliesPGElectrical		$117.44
			Check Total	**$205.04**

Check	Account Number	Description		Check Amount
COOPER ELECTRIC CO INC (2656)				
00106955	10-2611-610-000-00-01-52	PhysicalPlant-SuppliesAdminElectrical		$50.66
00106955	10-2611-610-000-30-80-52	PhysicalPlant-SuppliesHSElectrical		$995.17
			Check Total	**$1,045.83**
			Vendor Total	**$1,557.77**
CENTRAL PENNSYLVANIA INSTITUTE (2232)				
00106819	10-1390-564-000-30-00-00	VocEd-TuitionCPI-HS		$183,614.42
ASHLIE CROSSON (1488)				
00106956	10-1310-580-100-30-80-00	Agriculture-TravelConfHS		$234.00
SUSQUEHANNA WATER CONDITIONING CO. (8210) CULLIGAN OF BELLEFONTE				
00106871	10-2380-610-000-10-21-00	PrincipalOff-SuppliesBE		$153.29
00106871	10-2611-610-000-10-23-58	PhysicalPlant-SupplieMWPlumbing		$245.00
00106871	10-2611-610-000-10-25-58	PhysicalPlant-SuppliesNewBEPlumbing		$125.00
00106871	10-2611-610-000-20-50-58	PhysicalPlant-SuppliesMSPlumbing		$125.00
00106871	10-2611-610-000-30-80-58	PhysicalPlant-SuppliesHSPlumbing		$77.00
			Check Total	**$725.29**
			Vendor Total	**$725.29**
D & D TRANSPORTATION INC. (2789)				
00106820	10-2719-513-121-00-00-00	Transportation-ContractedCarrriersSpecializedVan		$49,665.81
00106929	10-2719-513-121-00-00-00	Transportation-ContractedCarrriersSpecializedVan		$6,650.23
			Vendor Total	**$56,316.04**
TRINA DAVIDSON (8718)				
88882352	10-1211-580-000-10-21-01	LifeSkillsSupport-TravelBE		$37.70
AARON DECKER (1033)				
88882350	10-1110-580-100-30-80-28	RegEd-TravelConfHSOrchestra		$282.72
88882351	10-1110-580-000-10-21-00	RegEd-TravelBE		$55.32
88882351	10-1110-580-000-10-22-00	RegEd-TravelBN		$43.46
88882351	10-1110-580-000-10-23-00	RegEd-TravelMW		$61.24
88882351	10-1110-580-000-10-24-00	RegEd-TravelPG		$37.54
			Check Total	**$197.56**
			Vendor Total	**$480.28**
DOTTERER EQUIPMENT INC. (3184)				
00106872	10-2611-432-000-30-80-00	PhysicalPlant-Repairs&MaintEquipHS		$372.81

Check	Account Number	Description	Check Amount
DYNAMISM, INC. (3253)			
00106850	10-1350-610-000-30-80-00	Bamboo Lab PLA Basic Red	$403.98
EDUSPIRE, LLC (3333)			
00106821	10-2271-240-000-30-80-00	StaffDev(CertifiedStaffOnly)-TuitionReimbursementHS	$1,428.00
00106898	10-2271-240-000-10-21-00	StaffDev(CertifiedStaffOnly)-TuitionReimbursementBE	$1,428.00
		Vendor Total	**$2,856.00**
EFTPS (3351)			
99980845	10-0475-012-000-00-00-00	EMPLOYER - Medicare - 06/26/26	$1,341.67
99980846	10-0475-012-000-00-00-00	EMPLOYEE - Medicare - 06/26/26	$1,341.67
99980847	10-0475-012-000-00-00-00	EMPLOYER - Social Security - 06/26/26	$5,736.78
99980848	10-0475-012-000-00-00-00	EMPLOYEE - Social Security - 06/26/26	$5,736.78
99980850	10-0475-010-000-00-00-00	EMPLOYEE - Federal Income Tax - 06/26/26	$7,033.34
99980860	10-0475-012-000-00-00-00	EMPLOYER - Social Security - 06/18/26	$62,880.82
99980861	10-0475-012-000-00-00-00	EMPLOYEE - Social Security - 06/18/26	$62,880.82
99980866	10-0475-012-000-00-00-00	EMPLOYER - Medicare - 06/18/26	$14,706.04
99980867	10-0475-012-000-00-00-00	EMPLOYEE - Medicare - 06/18/26	$14,706.04
99980868	10-0475-010-000-00-00-00	EMPLOYEE - Federal Income Tax - 06/18/26	$77,628.98
99980898	10-0475-012-000-00-00-00	EMPLOYER - Social Security - 06/05/26	$63,801.40
99980899	10-0475-012-000-00-00-00	EMPLOYEE - Social Security - 06/05/26	$63,801.40
99980904	10-0475-012-000-00-00-00	EMPLOYER - Medicare - 06/05/26	$14,921.33
99980905	10-0475-012-000-00-00-00	EMPLOYEE - Medicare - 06/05/26	$14,921.33
99980906	10-0475-010-000-00-00-00	EMPLOYEE - Federal Income Tax - 06/05/26	$77,204.36
		Vendor Total	**$488,642.76**
RENTOKIL NORTH AMERICA, INC. (4323) JC EHRLICH			
00106876	10-2611-431-000-00-01-00	PhysicalPlant-Repairs&MaintAdmin	$123.48
00106876	10-2611-431-000-00-02-00	PhysicalPlant-Repairs&MaintRental	$105.59
00106876	10-2611-431-000-10-21-00	PhysicalPlant-Repairs&MaintBE	$259.70
00106876	10-2611-431-000-10-21-00	PhysicalPlant-Repairs&MaintBE	$55.00
00106876	10-2611-431-000-10-22-00	PhysicalPlant-Repairs&MaintBN	$130.95
00106876	10-2611-431-000-10-22-00	PhysicalPlant-Repairs&MaintBN	$54.61
00106876	10-2611-431-000-10-23-00	PhysicalPlant-Repairs&MaintMW	$227.03
00106876	10-2611-431-000-10-23-00	PhysicalPlant-Repairs&MaintMW	$93.50
00106876	10-2611-431-000-10-23-00	PhysicalPlant-Repairs&MaintMW	$227.03

Check	Account Number	Description		Check Amount
RENTOKIL NORTH AMERICA, INC. (4323) JC EHRLICH				
00106876	10-2611-431-000-10-23-00	PhysicalPlant-Repairs&MaintMW		$93.50
00106876	10-2611-431-000-10-24-00	PhysicalPlant-Repairs&MaintPG		$207.34
00106876	10-2611-431-000-10-24-00	PhysicalPlant-Repairs&MaintPG		$98.92
			Check Total	**$1,676.65**
00106932	10-2611-431-000-00-02-00	PhysicalPlant-Repairs&MaintRental		$105.59
00106958	10-2611-431-000-00-01-00	PhysicalPlant-Repairs&MaintAdmin		$123.48
00106958	10-2611-431-000-10-21-00	PhysicalPlant-Repairs&MaintBE		$238.87
00106958	10-2611-431-000-10-21-00	PhysicalPlant-Repairs&MaintBE		$93.23
00106958	10-2611-431-000-30-80-00	PhysicalPlant-Repairs&MaintHS		$314.68
00106958	10-2611-431-000-30-80-00	PhysicalPlant-Repairs&MaintHS		$93.50
			Check Total	**$863.76**
			Vendor Total	**$2,646.00**
LESLIE ELDER (5418)				
88882349	10-2360-580-000-10-21-00	SuperintendentOff-TravelBE		$5.41
88882349	10-2360-580-000-10-22-00	SuperintendentOff-TravelBN		$4.51
88882349	10-2360-580-000-10-23-00	SuperintendentOff-TravelMW		$6.31
88882349	10-2360-580-000-10-24-00	SuperintendentOff-TravelPG		$3.61
88882349	10-2360-580-000-20-50-00	SuperintendentOff-TravelMS		$10.82
88882349	10-2360-580-000-30-80-00	SuperintendentOff-TravelHS		$14.43
			Check Total	**$45.09**
			Vendor Total	**$45.09**
EMPOWERED FACILITES MANAGEMENT LLC (10188)				
00106930	10-2611-340-000-10-25-00	PhysicalPlant-TechnicalServicesNewBE		$1,162.50
00106930	10-2611-340-000-10-25-00	PhysicalPlant-TechnicalServicesNewBE		$2,750.00
00106930	10-2611-340-000-30-80-00	PhysicalPlant-TechnicalServicesHS		$521.25
00106930	10-2611-350-000-20-50-00	PhysicalPlant-Security/SafetyServicesMS		$443.75
			Check Total	**$4,877.50**
			Vendor Total	**$4,877.50**
ETTER LAW FIRM, LLC (3521)				
00106822	10-2350-330-000-10-00-00	LegalServices-OtherProfessionalServicesEle		$3,724.20
MICHAEL FEDISSON (6001)				
88882348	10-2380-580-000-30-80-00	PrincipalOff-TravelHS		$234.90
FULLINGTON TRAILWAYS, LLC (3703)				
00106823	10-0153-000-000-00-00-00	AccountsReceivable BELLEFONTE PTO PSU AND LINCOLN CAV		$689.42
00106823	10-0153-000-000-00-00-00	AccountsReceivable BENNER PTA (PAID)		$2,016.00

Check	Account Number	Description	Check Amount
FULLINGTON TRAILWAYS, LLC (3703)			
00106823	10-0153-000-000-00-00-00	AccountsReceivable BENNER PTA GRADES 1-4	$1,051.50
00106823	10-0153-000-000-00-00-00	AccountsReceivable CLASS OF 2026 PARENT GROUP	$913.11
00106823	10-0153-000-000-00-00-00	AccountsReceivable MW PTO (PAID)	$2,982.00
00106823	10-0153-000-000-00-00-00	AccountsReceivable MW PTO (PAID)	$1,050.00
00106823	10-0153-000-000-00-00-00	AccountsReceivable MW PTO 4TH LINCOLN CAVERNS	$2,299.50
00106823	10-0153-000-000-00-00-00	AccountsReceivable MW PTO PSU, CAMP K	$1,154.72
00106823	10-0153-000-000-00-00-00	AccountsReceivable PG PTO (PAID)	$2,572.50
00106823	10-0153-000-000-00-00-00	AccountsReceivable PG PTO PSU CREAMERY	$129.85
00106823	10-1110-513-000-30-80-12	RegEd-ContractedCarriersHSMusic	$1,893.46
00106823	10-1110-580-000-10-21-00	RegEd-TravelBE	$1,382.78
00106823	10-1110-580-000-10-22-00	RegEd-TravelBN	$543.59
00106823	10-1110-580-000-10-23-00	RegEd-TravelMW	$461.69
00106823	10-1110-580-000-10-24-00	RegEd-TravelPG	$129.78
00106823	10-1241-580-000-10-24-00	LearnSupport-TravelPG	$153.41
00106823	10-1241-580-000-20-50-00	LearnSupport-TravelMS	$824.79
00106823	10-2360-580-000-00-00-00	SuperintendentOff-Travel	$489.85
00106823	10-2719-513-120-00-00-00	Transportation-ContractedCarriersCharterNonPub	$6,961.95
00106823	10-3210-513-000-20-50-00	StudentAct-ContractedCarriersMS	$4,200.00
00106823	10-3210-513-000-20-50-00	StudentAct-ContractedCarriersMS	$8,058.75
00106823	10-3210-513-000-20-50-00	StudentAct-ContractedCarriersMS	$4,599.00
		Check Total	**$44,557.65**
		Vendor Total	**$44,557.65**
ERIC FUNK (3468)			
88882347	10-2840-580-000-10-21-00	ComputerServices-TravelBE	$28.22
88882347	10-2840-580-000-10-22-00	ComputerServices-TravelBN	$23.52
88882347	10-2840-580-000-10-23-00	ComputerServices-TravelMW	$32.93
88882347	10-2840-580-000-10-24-00	ComputerServices-TravelPG	$18.82
88882347	10-2840-580-000-20-50-00	ComputerServices-TravelMS	$56.45
88882347	10-2840-580-000-30-80-00	ComputerServices-TravelHS	$75.25
		Check Total	**$235.19**
		Vendor Total	**$235.19**
KATHY FYE (9365)			
00106824	10-2330-340-000-10-23-00	TaxCollection-TechnicalServices(MT WT)	$8.50
ERICA GALL (3476)			
88882346	10-1110-580-222-10-21-01	RegEd-TravelReadyToLearn	$22.01
88882346	10-1110-580-222-10-22-01	RegEd-TravelReadyToLearn	$18.34
88882346	10-1110-580-222-10-23-01	RegEd-TravelReadyToLearn	$25.68
88882346	10-1110-580-222-10-23-01	RegEd-TravelReadyToLearn	$14.67
88882346	10-1110-580-222-20-50-01	RegEd-TravelReadyToLearn	$44.02

Check	Account Number	Description		Check Amount
ERICA GALL (3476)				
88882346	10-1110-580-222-30-80-01	RegEd-TravelReadyToLearn		$58.70
			Check Total	**$183.42**
			Vendor Total	**$183.42**
LAURA GARDNER (5327)				
88882345	10-2611-580-000-10-21-00	PhysicalPlant-TravelBE		$10.72
88882345	10-2611-580-000-10-22-00	PhysicalPlant-TravelBN		$8.94
88882345	10-2611-580-000-10-23-00	PhysicalPlant-TravelMW		$12.51
88882345	10-2611-580-000-10-24-00	PhysicalPlant-TravelPG		$7.15
88882345	10-2611-580-000-20-50-00	PhysicalPlant-TravelMS		$21.45
88882345	10-2611-580-000-30-80-00	PhysicalPlant-TravelHS		$28.59
			Check Total	**$89.36**
			Vendor Total	**$89.36**
GILLILAND LANDSCAPE (10005)				
00106873	10-2611-431-000-00-04-00	PhysicalPlant-Repairs&MaintAthletics		$2,155.20
W. W. GRAINGER INC. (8961)				
00106957	10-2611-610-000-30-80-54	PhysicalPlant-SuppliesHSGeneral		$19.48
GESSICA GRENNINGER (3812)				
88882344	10-2140-580-000-10-21-00	PsychServices-TravelBE		$20.10
88882344	10-2140-580-000-10-22-00	PsychServices-TravelBN		$16.75
88882344	10-2140-580-000-10-23-00	PsychServices-TravelMW		$23.45
88882344	10-2140-580-000-10-24-00	PsychServices-TravelPG		$13.40
88882344	10-2140-580-000-20-50-00	PsychServices-TravelMS		$40.19
88882344	10-2140-580-000-30-80-00	PsychServices-TravelHS		$53.58
			Check Total	**$167.47**
			Vendor Total	**$167.47**
RACHEL GRIEL (7162)				
88882304	10-2420-580-000-10-21-00	PupilHealth-TravelBE		$7.97
88882304	10-2420-580-000-10-23-00	PupilHealth-TravelMW		$7.97
88882304	10-2420-580-000-20-50-00	PupilHealth-TravelMS		$7.99
			Check Total	**$23.93**
			Vendor Total	**$23.93**
GROVE PRINTING INC. (3946)				
00106825	10-3210-610-000-30-80-35	StudentAct-SuppliesHSGraduation		$5,075.00

Check	Account Number	Description		Check Amount
GUARDIAN PROTECTION SERVICES, INC. (10273)				
00106931	10-2611-350-000-10-24-00	PhysicalPlant-Security/SafetyServicesPG		$115.17
BRETT HANLON (9742)				
88882343	10-2660-580-000-10-21-00	SecurityServices-TravelBE		$25.97
88882343	10-2660-580-000-10-22-00	SecurityServices-TravelBN		$21.64
88882343	10-2660-580-000-10-23-00	SecurityServices-TravelMW		$30.30
88882343	10-2660-580-000-10-24-00	SecurityServices-TravelPG		$17.31
88882343	10-2660-580-000-20-50-00	SecurityServices-TravelMS		$51.94
88882343	10-2660-580-000-30-80-00	SecurityServices-TravelHS		$69.25
			Check Total	**$216.41**
			Vendor Total	**$216.41**
HARPER COLLINS PUBLISHERS, LLC (4016) HARPERCOLLINS PUBLISHER LLC				
00106826	10-1110-610-222-10-00-03	RegEd-SuppliesReadyToLearnLiteracy&MathSuppliesEle		$2,998.50
THE HARTMAN GROUP, INC. (8416)				
00106827	10-0181-000-000-00-00-00	PrepaidExpenses HARTMAN GROUP CYPER LIABILITY POLICY		$17,266.00
00106899	10-2611-528-000-10-25-00	PhysicalPlant-UmbrellaLiabilityInsNewBE		$6,416.00
			Vendor Total	**$23,682.00**
BRANDON HEARN (1882)				
00106828	10-1110-330-000-30-80-29	RegEd-OtherProfessionalServicesDrama		$750.00
KAYLA HEISER (5013)				
88882342	10-1241-580-000-20-50-00	LearnSupport-TravelMS		$18.85
LISA HICKEY (10008)				
88882341	10-2140-580-000-10-21-00	PsychServices-TravelBE		$8.33
88882341	10-2140-580-000-10-22-00	PsychServices-TravelBN		$6.94
88882341	10-2140-580-000-10-23-00	PsychServices-TravelMW		$9.72
88882341	10-2140-580-000-10-24-00	PsychServices-TravelPG		$5.55
88882341	10-2140-580-000-20-50-00	PsychServices-TravelMS		$16.66
88882341	10-2140-580-000-30-80-00	PsychServices-TravelHS		$22.22
			Check Total	**$69.42**
			Vendor Total	**$69.42**
HIGH PEAK TENT RENTALS, LLC (972)				
00106874	10-3210-610-000-00-80-00	StudentAct-SuppliesHS		$6,709.10

Check	Account Number	Description		Check Amount
REXEL USA INC. (4133)	**REXEL USA INC DBA THE HITE COMPANY**			
00106884	10-2611-610-000-20-50-52	PhysicalPlant-SuppliesMSElectrical		$-199.00
00106884	10-2611-610-000-20-50-52	PhysicalPlant-SuppliesMSElectrical		$-77.15
00106884	10-2611-610-000-20-50-52	PhysicalPlant-SuppliesMSElectrical		$37.74
00106884	10-2611-610-000-20-50-52	PhysicalPlant-SuppliesMSElectrical		$272.44
00106884	10-2611-610-000-20-50-52	PhysicalPlant-SuppliesMSElectrical		$20.22
00106884	10-2611-610-000-30-80-54	PhysicalPlant-SuppliesHSGeneral		$199.00
			Check Total	**$253.25**
00106963	10-2611-610-000-10-23-54	PhysicalPlant-SuppliesMWGeneral		$40.44
00106963	10-2611-610-000-20-50-54	PhysicalPlant-SuppliesMSGeneral		$30.33
00106963	10-2611-610-000-30-80-54	PhysicalPlant-SuppliesHSGeneral		$77.84
			Check Total	**$148.61**
			Vendor Total	**$401.86**
HOME DEPOT (4158)	**HOME DEPOT CREDIT SERVICES**			
00106875	10-2611-610-000-00-01-54	PhysicalPlant-SuppliesAdminGeneral		$17.59
00106875	10-2611-610-000-10-21-54	PhysicalPlant-SuppliesBEGeneral		$58.44
00106875	10-2611-610-000-10-22-54	PhysicalPlant-SuppliesBNGeneral		$48.70
00106875	10-2611-610-000-10-23-54	PhysicalPlant-SuppliesMWGeneral		$50.41
00106875	10-2611-610-000-10-23-54	PhysicalPlant-SuppliesMWGeneral		$68.18
00106875	10-2611-610-000-10-24-54	PhysicalPlant-SuppliesPGGeneral		$38.96
00106875	10-2611-610-000-10-25-54	PhysicalPlant-SuppliesNewBEGeneral		$27.92
00106875	10-2611-610-000-20-50-54	PhysicalPlant-SuppliesMSGeneral		$116.88
00106875	10-2611-610-000-30-80-54	PhysicalPlant-SuppliesHSGeneral		$155.84
			Check Total	**$582.92**
			Vendor Total	**$582.92**
IMAGINE LEARNING LLC (9279)				
00106851	10-1110-610-000-30-26-00	RegEd-SuppliesBela		$33,700.00
00106945	10-2260-640-000-30-80-00	PRE-IMPLEMENTATION TRAINING FOR K THROUGH 8.		$15,600.00
00106945	10-2270-329-000-10-21-00	PRE-IMPLEMENTATION TRAINING FOR K THROUGH 8.		$7,800.00
			Check Total	**$23,400.00**
			Vendor Total	**$57,100.00**
INSIGHT PA CYBER CHARTER SCHOOL (4255)				
00106919	10-1110-562-000-20-50-02	RegEd-TuitionCharterMS-Cyber		$1,197.22
IPEARL INC (4287)				
00106852	10-2220-610-000-30-80-00	MCOVER CASES FOR ACER CHROMEBOOK 511 C736 RED		$4,116.75

Check	Account Number	Description		Check Amount
JESSICA IRWIN (10372)				
88882340	10-2160-580-000-10-21-00	SocialWorkServices-TravelBE		$9.27
88882340	10-2160-580-000-10-22-00	SocialWorkServices-TravelBN		$7.73
88882340	10-2160-580-000-10-23-00	SocialWorkServices-TravelMW		$10.82
88882340	10-2160-580-000-10-24-00	SocialWorkServices-TravelPG		$6.18
88882340	10-2160-580-000-20-50-00	SocialWorkServices-TravelMS		$18.55
88882340	10-2160-580-000-30-80-00	3		$24.73
			Check Total	**$77.28**
			Vendor Total	**$77.28**
J.J. POWELL FUEL MANAGEMENT (4326)				
00106829	10-2719-627-000-00-00-00	Transportation-DieselFuel		$4,535.36
JUST RIGHT READER INC (9953)				
00106853	10-1190-610-411-10-21-00	Success Series Classpack		$3,741.00
00106853	10-1190-610-411-10-24-00	Success Series Classpack		$2,001.00
			Check Total	**$5,742.00**
00106900	10-1110-610-222-10-23-00	1st Grade Classic Classpack:English 90 titles (540 total)		$6,336.00
			Vendor Total	**$12,078.00**
KAPLAN EARLY LEARNING CO. (4936)				
00106854	10-1190-610-411-10-21-00	Little Minds at Work : Science of Reading Essentials Toolkit		$343.99
00106854	10-1190-610-411-10-24-00	Little Minds at Work : Science of Reading Essentials Toolkit		$343.99
			Check Total	**$687.98**
			Vendor Total	**$687.98**
NICOLE KOHLHEPP (6460)				
88882303	10-1110-580-222-10-21-00	RegEd-TravelConfReadyToLearnBE		$63.46
88882303	10-1110-580-222-10-22-00	RegEd-TravelConfReadyToLearnBN		$52.88
88882303	10-1110-580-222-10-23-00	RegEd-TravelConfReadyToLearnMW		$74.04
88882303	10-1110-580-222-10-24-00	RegEd-TravelConfReadyToLearnPG		$42.31
88882303	10-1110-580-222-20-50-00	RegEd-TravelConfReadyToLearnMS		$126.92
88882303	10-1110-580-222-30-80-00	RegEd-TravelConfReadyToLearnHS		$169.23
			Check Total	**$528.84**
88882337	10-2260-610-000-10-21-00	CurDevelopment-SuppliesBE		$4.03
88882337	10-2260-610-000-10-22-00	CurDevelopment-SuppliesBN		$3.36
88882337	10-2260-610-000-10-23-00	CurDevelopment-SuppliesMW		$4.71
88882337	10-2260-610-000-10-24-00	CurDevelopment-SuppliesPG		$2.69
88882337	10-2260-610-000-20-50-00	CurDevelopment-SuppliesMS		$8.07
88882337	10-2260-610-000-30-80-00	CurDevelopment-SuppliesHS		$10.75
			Check Total	**$33.61**

Check	Account Number	Description		Check Amount
NICOLE KOHLHEPP (6460)				
88882338	10-1110-580-222-10-21-00	RegEd-TravelConfReadyToLearnBE		$36.71
88882338	10-1110-580-222-10-22-00	RegEd-TravelConfReadyToLearnBN		$30.60
88882338	10-1110-580-222-10-23-00	RegEd-TravelConfReadyToLearnMW		$42.83
88882338	10-1110-580-222-10-24-00	RegEd-TravelConfReadyToLearnPG		$24.48
88882338	10-1110-580-222-20-50-00	RegEd-TravelConfReadyToLearnMS		$73.43
88882338	10-1110-580-222-30-80-00	RegEd-TravelConfReadyToLearnHS		$97.90
			Check Total	**$305.95**
88882339	10-1110-580-222-10-21-00	RegEd-TravelConfReadyToLearnBE		$7.64
88882339	10-1110-580-222-10-22-00	RegEd-TravelConfReadyToLearnBN		$6.37
88882339	10-1110-580-222-10-23-00	RegEd-TravelConfReadyToLearnMW		$8.91
88882339	10-1110-580-222-10-24-00	RegEd-TravelConfReadyToLearnPG		$5.09
88882339	10-1110-580-222-20-50-00	RegEd-TravelConfReadyToLearnMS		$15.28
88882339	10-1110-580-222-30-80-00	RegEd-TravelConfReadyToLearnHS		$20.36
			Check Total	**$63.65**
			Vendor Total	**$932.05**
AUBREY KUHN (9673)				
88882336	10-2380-610-000-10-21-00	PrincipalOff-SuppliesBE		$21.17
GARY KUNZ (3751)				
88882335	10-2840-580-000-10-21-00	ComputerServices-TravelBE		$21.73
88882335	10-2840-580-000-10-22-00	ComputerServices-TravelBN		$18.11
88882335	10-2840-580-000-10-23-00	ComputerServices-TravelMW		$25.35
88882335	10-2840-580-000-10-24-00	ComputerServices-TravelPG		$14.49
88882335	10-2840-580-000-20-50-00	ComputerServices-TravelMS		$43.46
88882335	10-2840-580-000-30-80-00	ComputerServices-TravelHS		$57.93
			Check Total	**$181.07**
			Vendor Total	**$181.07**
LANGUAGE LINE SERVICES (5297)				
00106830	10-2260-810-000-10-24-36	CurDevelopment-Dues&FeesESL-PG		$32.00
LANGUAGE TESTING INTERNATIONAL, INC (9719)				
00106933	10-1110-610-000-30-80-06	RegEd-SuppliesHSWorldLanguage		$939.00
00106933	10-1110-610-000-30-80-06	RegEd-SuppliesHSWorldLanguage		$6.00
00106933	10-1110-610-000-30-80-06	RegEd-SuppliesHSWorldLanguage		$11.00
00106933	10-1110-610-000-30-80-06	RegEd-SuppliesHSWorldLanguage		$22.00
00106933	10-1110-610-000-30-80-06	RegEd-SuppliesHSWorldLanguage		$22.00
00106933	10-1110-610-000-30-80-06	RegEd-SuppliesHSWorldLanguage		$1,392.00
00106933	10-1110-610-000-30-80-06	RegEd-SuppliesHSWorldLanguage		$44.00
			Check Total	**$2,436.00**
			Vendor Total	**$2,436.00**

Check	Account Number	Description		Check Amount
THOMAS LANNEN (9728)				
88882297	10-2611-580-000-10-21-00	PhysicalPlant-TravelBE		$11.00
88882297	10-2611-580-000-10-22-00	PhysicalPlant-TravelBN		$9.17
88882297	10-2611-580-000-10-23-00	PhysicalPlant-TravelMW		$12.84
88882297	10-2611-580-000-10-24-00	PhysicalPlant-TravelPG		$7.34
88882297	10-2611-580-000-20-50-00	PhysicalPlant-TravelMS		$22.01
88882297	10-2611-580-000-30-80-00	PhysicalPlant-TravelHS		$29.35
			Check Total	**$91.71**
88882334	10-2611-580-000-10-21-00	PhysicalPlant-TravelBE		$15.09
88882334	10-2611-580-000-10-22-00	PhysicalPlant-TravelBN		$12.58
88882334	10-2611-580-000-10-23-00	PhysicalPlant-TravelMW		$17.61
88882334	10-2611-580-000-10-24-00	PhysicalPlant-TravelPG		$10.06
88882334	10-2611-580-000-20-50-00	PhysicalPlant-TravelMS		$30.19
88882334	10-2611-580-000-30-80-00	PhysicalPlant-TravelHS		$40.26
			Check Total	**$125.79**
			Vendor Total	**$217.50**
LEAF CAPITAL FUNDING LLC (9454)				
00106831	10-2380-442-000-10-22-00	PrincipalOff-RentalEquipmentCopierBN		$250.00
00106831	10-2511-442-000-00-01-00	BusinessOffice-RentalEquipmentCopierAdmin		$151.00
			Check Total	**$401.00**
00106901	10-2380-442-000-10-21-00	PrincipalOff-RentalEquipmentCopierBE		$464.16
00106901	10-2380-442-000-10-22-00	PrincipalOff-RentalEquipmentCopierBN		$232.05
00106901	10-2380-442-000-10-23-00	PrincipalOff-RentalEquipmentCopierMW		$348.12
00106901	10-2380-442-000-10-24-00	PrincipalOff-RentalEquipmentCopierPG		$232.08
00106901	10-2380-442-000-20-50-00	PrincipalOff-RentalEquipmentCopierMS		$464.16
00106901	10-2380-442-000-30-80-00	PrincipalOff-CopierRentalHS		$928.32
00106901	10-2511-442-000-00-01-00	BusinessOffice-RentalEquipmentCopierAdmin		$341.11
			Check Total	**$3,010.00**
			Vendor Total	**$3,411.00**
RACHEL LEIDY (10412)				
88882358	10-2719-330-000-30-80-00	Transportation-OtherProfessionalServicesHS		$870.87
LINCOLN CAVERNS INC. (5463)				
00106832	10-3210-390-000-10-23-00	StudentAct-OtherPurchasedServicesMW		$1,802.50
00106832	10-3210-513-000-20-50-00	StudentAct-ContractedCarriersMS		$2,610.00
			Check Total	**$4,412.50**
			Vendor Total	**$4,412.50**

Check	Account Number	Description		Check Amount
LINDE GAS & EQUIPMENT INC. (5495)				
00106877	10-2611-610-000-30-80-54	PhysicalPlant-SuppliesHSGeneral		$103.57
00106959	10-2611-610-000-30-80-75	PhysicalPlant-SuppliesHSVehicles		$61.70
00106959	10-2611-610-000-30-80-75	PhysicalPlant-SuppliesHSVehicles		$112.48
00106959	10-2611-610-000-30-80-75	PhysicalPlant-SuppliesHSVehicles		$97.70
			Check Total	**$271.88**
			Vendor Total	**$375.45**
LMR TIRES-BELLEFONTE (9843)				
00106878	10-2611-433-000-10-21-00	PhysicalPlant-Repairs&MaintVehiclesBE		$5.03
00106878	10-2611-433-000-10-21-00	PhysicalPlant-Repairs&MaintVehiclesBE		$1.79
00106878	10-2611-433-000-10-22-00	PhysicalPlant-Repairs&MaintVehiclesBN		$4.19
00106878	10-2611-433-000-10-22-00	PhysicalPlant-Repairs&MaintVehiclesBN		$1.50
00106878	10-2611-433-000-10-23-00	PhysicalPlant-Repairs&MaintVehiclesMW		$5.87
00106878	10-2611-433-000-10-23-00	PhysicalPlant-Repairs&MaintVehiclesMW		$2.09
00106878	10-2611-433-000-10-24-00	PhysicalPlant-Repairs&MaintVehiclesPG		$3.35
00106878	10-2611-433-000-10-24-00	PhysicalPlant-Repairs&MaintVehiclesPG		$1.20
00106878	10-2611-433-000-20-50-00	PhysicalPlant-Repairs&MaintVehiclesMS		$10.06
00106878	10-2611-433-000-20-50-00	PhysicalPlant-Repairs&MaintVehiclesMS		$3.59
00106878	10-2611-433-000-30-80-00	PhysicalPlant-Repairs&MaintVehiclesHS		$13.40
00106878	10-2611-433-000-30-80-00	PhysicalPlant-Repairs&MaintVehiclesHS		$4.78
			Check Total	**$56.85**
			Vendor Total	**$56.85**
LOWE'S (5599)				
00106879	10-1110-610-000-30-80-29	RegEd-SuppliesHSDrama		$454.08
00106879	10-2611-610-000-00-01-54	PhysicalPlant-SuppliesAdminGeneral		$37.96
00106879	10-2611-610-000-10-23-55	PhysicalPlant-SuppliesMWHardware		$18.03
00106879	10-2611-610-000-20-50-54	PhysicalPlant-SuppliesMSGeneral		$128.18
			Check Total	**$638.25**
			Vendor Total	**$638.25**
MAKDAD INDUSTRIAL SUPPLY CO., INC. (5680)				
00106880	10-2611-610-000-30-80-56	PhysicalPlant-SuppliesHSHVAC		$294.84
00106880	10-2611-610-000-30-80-56	PhysicalPlant-SuppliesHSHVAC		$107.76
00106880	10-2611-610-000-30-80-56	PhysicalPlant-SuppliesHSHVAC		$80.16
00106880	10-2611-610-000-30-80-56	PhysicalPlant-SuppliesHSHVAC		$1.85
			Check Total	**$484.61**
			Vendor Total	**$484.61**
KAREN MARQUARDT (9889)				
88882333	10-2420-580-000-30-80-00	PupilHealth-TravelHS		$2.90

Check	Account Number	Description		Check Amount
MARIA MCCLATCHEY (5722)				
88882302	10-2160-580-000-10-21-00	SocialWorkServices-TravelBE		$74.13
88882302	10-2160-580-000-20-50-00	SocialWorkServices-TravelMS		$74.13
			Check Total	**$148.26**
			Vendor Total	**$148.26**
BRIANNE MCDANIEL (1936)				
88882331	10-1110-610-222-10-00-04	RegEd-SuppliesReadyToLearnSTEM-Ele		$197.73
88882332	10-0421-123-000-00-00-03	AccountsPayable-BellefonteReads		$403.41
			Vendor Total	**$601.14**
RENEE MCNICHOL (7293)				
88882330	10-1225-580-000-10-21-01	Speech&LanguageSupport-TravelBE		$35.45
88882330	10-1225-580-000-20-50-01	Speech&LanguageSupport-TravelMS		$14.43
			Check Total	**$49.88**
			Vendor Total	**$49.88**
UHS OF PA, INC. (8792)				
00106833	10-1110-329-000-20-50-00	RegEd-ConsultantsMS		$700.00
00106902	10-1241-329-000-20-50-01	LearnSupport-ConsultantsMS		$1,200.00
			Vendor Total	**$1,900.00**
MERAKEY PENNSYLVANIA (5971)				
00106903	10-1241-329-000-10-21-01	LearnSupport-ConsultantsBE		$10,011.85
00106903	10-1241-329-000-20-50-01	LearnSupport-ConsultantsMS		$4,784.80
00106903	10-1241-329-000-30-80-01	LearnSupport-ConsultantsHS		$4,784.80
			Check Total	**$19,581.45**
			Vendor Total	**$19,581.45**
MIND OVER MATTER PROFESSIONAL COUNSELING (9424)				
00106834	10-0153-000-000-00-00-00	AccountsReceivable TRUST MOM		$150.00
00106834	10-0153-000-000-00-00-00	AccountsReceivable TRUST MOM		$125.00
00106834	10-0153-000-000-00-00-00	AccountsReceivable TRUST MOM		$125.00
			Check Total	**$400.00**
00106904	10-0153-000-000-00-00-00	AccountsReceivable TRUST MOM EAP		$125.00
00106904	10-0153-000-000-00-00-00	AccountsReceivable TRUST MOM EAP		$150.00
			Check Total	**$275.00**
00106960	10-0153-000-000-00-00-00	AccountsReceivable TRUST EAP		$125.00
00106960	10-0153-000-000-00-00-00	AccountsReceivable TRUST EAP		$125.00
			Check Total	**$250.00**
			Vendor Total	**$925.00**

Check	Account Number	Description		Check Amount
DANIELLE MOCK (2850)				
88882329	10-1110-580-000-10-24-00	RegEd-TravelPG		$54.38
88882329	10-1110-580-000-10-24-00	RegEd-TravelPG		$54.37
			Check Total	**$108.75**
			Vendor Total	**$108.75**
MIDSTEP CENTERS FOR CHILD DEVELOPMENT (3968) A MINDFUL VILLAGE				
00106805	10-1190-330-430-10-21-00	TitleIV-OtherProfessionalServicesBE		$86.67
00106805	10-1190-330-430-10-22-00	TitleIV-OtherProfessionalServicesBN		$86.66
00106805	10-1190-330-430-10-23-00	TitleIV-OtherProfessionalServicesMW		$86.67
00106805	10-1190-330-430-10-24-00	TitleIV-OtherProfessionalServicesPG		$86.66
00106805	10-1190-330-430-20-50-00	TitleIV-OtherProfessionalServicesMS		$186.67
00106805	10-1190-330-430-30-80-00	TitleIV-OtherProfessionalServicesHS		$26.67
00106805	10-1500-330-430-10-00-00	NonpublicSchoolPrograms-OtherProfessionalServicesTitleIVEle		$1,000.00
			Check Total	**$1,560.00**
			Vendor Total	**$1,560.00**
MONTOUR SCHOOL DISTRICT (6199)				
00106905	10-1241-561-000-30-80-00	LearnSupport-TuitionOtherLEAsHS		$4,370.00
DEBRA MOORE (2991)				
88882301	10-1110-580-000-30-26-00	RegEd-TravelBela		$99.91
MOREFIELD COMMUNICATIONS, INC (6203) MOREFIELD INC				
00106835	10-2840-432-000-00-00-00	ComputerServices-Repairs&MaintEquip		$9,161.00
NEW STORY LLC (6418)				
00106906	10-1241-329-000-10-21-01	LearnSupport-ConsultantsBE		$1,496.00
00106906	10-1241-329-000-20-50-01	LearnSupport-ConsultantsMS		$1,496.00
00106906	10-1241-329-000-20-50-01	LearnSupport-ConsultantsMS		$1,496.00
			Check Total	**$4,488.00**
			Vendor Total	**$4,488.00**
NEWMAN HILL, INC. (6422)				
00106881	10-2611-411-000-10-22-00	PhysicalPlant-DisposalServicesBN		$460.00
00106881	10-2611-411-000-10-23-00	PhysicalPlant-DisposalServicesMW		$460.00
00106881	10-2611-411-000-10-24-00	PhysicalPlant-DisposalServicesPG		$215.00
00106881	10-2611-411-000-10-25-00	PhysicalPlant-DisposalServicesNewBE		$325.00
00106881	10-2611-411-000-10-25-00	PhysicalPlant-DisposalServicesNewBE		$325.00
00106881	10-2611-411-000-10-25-00	PhysicalPlant-DisposalServicesNewBE		$325.00
			Check Total	**$2,110.00**
00106961	10-2611-411-000-10-25-00	PhysicalPlant-DisposalServicesNewBE		$325.00
			Vendor Total	**$2,435.00**

Check	Account Number	Description		Check Amount
NORTH CENTRAL SIGHT SERVICES INC. (9406)				
00106907	10-1241-330-000-10-21-00	LearnSupport-OtherProfessionalServicesBE		$10.80
00106907	10-1241-330-000-10-21-00	LearnSupport-OtherProfessionalServicesBE		$75.00
00106907	10-1241-330-000-10-22-00	LearnSupport-OtherProfessionalServicesBN		$9.00
00106907	10-1241-330-000-10-22-00	LearnSupport-OtherProfessionalServicesBN		$40.00
00106907	10-1241-330-000-10-23-00	LearnSupport-OtherProfessionalServicesMW		$12.60
00106907	10-1241-330-000-10-23-00	LearnSupport-OtherProfessionalServicesMW		$75.00
00106907	10-1241-330-000-10-24-00	LearnSupport-OtherProfessionalServicesPG		$7.20
00106907	10-1241-330-000-10-24-00	LearnSupport-OtherProfessionalServicesPG		$55.00
00106907	10-1241-330-000-20-50-00	LearnSupport-OtherProfessionalServicesMS		$21.60
00106907	10-1241-330-000-20-50-00	LearnSupport-OtherProfessionalServicesMS		$105.00
00106907	10-1241-330-000-30-80-00	LearnSupport-OtherProfessionalServicesHS		$28.80
00106907	10-1241-330-000-30-80-00	LearnSupport-OtherProfessionalServicesHS		$45.00
			Check Total	**$485.00**
			Vendor Total	**$485.00**
NRG BUSINESS MARKETING, LLC (3102)				
00106882	10-2611-621-000-10-21-00	PhysicalPlant-NaturalGasBE		$3,331.12
00106882	10-2611-621-000-10-24-00	PhysicalPlant-NaturalGasPG		$524.09
00106882	10-2611-621-000-20-50-00	PhysicalPlant-NaturalGasMS		$598.95
00106882	10-2611-621-000-30-80-00	PhysicalPlant-NaturalGasHS		$748.69
			Check Total	**$5,202.85**
			Vendor Total	**$5,202.85**
NATIONAL SCHOOL PUBLIC RELATIONS ASSOC (10557)				
00106836	10-2360-810-000-10-21-00	SuperintendentOff-Dues&FeesBE		$25.20
00106836	10-2360-810-000-10-21-00	SuperintendentOff-Dues&FeesBE		$27.00
00106836	10-2360-810-000-10-22-00	SuperintendentOff-Dues&FeesBN		$21.00
00106836	10-2360-810-000-10-22-00	SuperintendentOff-Dues&FeesBN		$22.50
00106836	10-2360-810-000-10-23-00	SuperintendentOff-Dues&FeesMW		$31.50
00106836	10-2360-810-000-10-23-00	SuperintendentOff-Dues&FeesMW		$29.40
00106836	10-2360-810-000-10-24-00	SuperintendentOff-Dues&FeesPG		$18.00
00106836	10-2360-810-000-10-24-00	SuperintendentOff-Dues&FeesPG		$16.80
00106836	10-2360-810-000-20-50-00	SuperintendentOff-Dues&FeesMS		$50.40
00106836	10-2360-810-000-20-50-00	SuperintendentOff-Dues&FeesMS		$54.00
00106836	10-2360-810-000-30-80-00	SuperintendentOff-Dues&FeesHS		$67.20
00106836	10-2360-810-000-30-80-00	SuperintendentOff-Dues&FeesHS		$72.00
			Check Total	**$435.00**
			Vendor Total	**$435.00**
ALEXANDRA O'BRIEN (1173)				
88882328	10-2420-580-000-10-23-00	PupilHealth-TravelMW		$14.50
88882328	10-2420-580-000-10-24-00	PupilHealth-TravelPG		$14.50
			Check Total	**$29.00**
			Vendor Total	**$29.00**

Check	Account Number	Description		Check Amount
OIL CITY AREA SCHOOL DISTRICT (6560)				
00106908	10-1241-561-000-30-80-00	LearnSupport-TuitionOtherLEA'sHS		$11,817.84
NATHANIEL OLSON (6330)				
88882327	10-2840-580-000-10-21-00	ComputerServices-TravelBE		$9.92
88882327	10-2840-580-000-10-23-00	ComputerServices-TravelMW		$11.57
88882327	10-2840-580-000-10-24-00	ComputerServices-TravelPG		$6.61
88882327	10-2840-580-000-20-50-00	ComputerServices-TravelMS		$19.84
88882327	10-2840-580-000-30-80-00	ComputerServices-TravelHS		$26.44
88882327	10-2840-610-000-10-22-00	ComputerServices-SuppliesBN		$8.27
			Check Total	**$82.65**
			Vendor Total	**$82.65**
PA LEADERSHIP CHARTER SCHOOL (6618)				
00106920	10-1110-562-000-30-80-02	RegEd-TuitionCharterHS-Cyber		$1,197.22
00106920	10-1241-562-000-10-21-02	LearnSupport-TuitionCharterBE-Cyber		$2,262.74
			Check Total	**$3,459.96**
			Vendor Total	**$3,459.96**
DANIEL PARK (2843)				
88882326	10-2380-580-000-10-22-00	PrincipalOff-TravelBN		$145.36
TRACIANNE PARSONS (8670)				
88882325	10-1110-580-000-10-21-00	RegEd-TravelBE		$12.87
88882325	10-1110-580-000-10-22-00	RegEd-TravelBN		$12.87
			Check Total	**$25.74**
			Vendor Total	**$25.74**
PENN HIGHLANDS DUBOIS (6811)				
00106909	10-1241-330-000-10-21-00	LearnSupport-OtherProfessionalServicesBE		$9,085.75
00106909	10-1241-330-000-10-22-00	LearnSupport-OtherProfessionalServicesBN		$2,004.21
00106909	10-1241-330-000-10-23-00	LearnSupport-OtherProfessionalServicesMW		$4,302.37
00106909	10-1241-330-000-10-24-00	LearnSupport-OtherProfessionalServicesPG		$4,783.38
00106909	10-1241-330-000-20-50-00	LearnSupport-OtherProfessionalServicesMS		$4,783.38
00106909	10-1241-330-000-30-80-00	LearnSupport-OtherProfessionalServicesHS		$1,763.71
			Check Total	**$26,722.80**
			Vendor Total	**$26,722.80**
PENNSYLVANIA DEPARTMENT OF REVENUE (6611)				
99980852	10-0475-011-000-00-00-00	EMPLOYEE - State Tax - Pennsylvania - 06/26/26		$2,840.62
99980859	10-0475-011-000-00-00-00	EMPLOYEE - State Tax - Pennsylvania - 06/18/26		$31,076.59
99980897	10-0475-011-000-00-00-00	EMPLOYEE - State Tax - Pennsylvania - 06/05/26		$31,532.65
			Vendor Total	**$65,449.86**

Check	Account Number	Description		Check Amount
PENNSYLVANIA SCDU (6870)				
99980882	10-0475-007-000-00-00-00	EMPLOYEE - Child Support - 06/18/26		$789.69
99980920	10-0475-007-000-00-00-00	EMPLOYEE - Child Support - 06/05/26		$789.69
			Vendor Total	**$1,579.38**
HERTZBERG-NEW METHOD INC (4114)				
00106855	10-2250-640-000-20-50-00	Quote Number: Q-17863665		$89.32
00106855	10-2250-640-000-20-50-00	Quote: Q-17863664		$24.07
00106855	10-2250-640-000-30-80-00	According to Plan		$131.90
			Check Total	**$245.29**
			Vendor Total	**$245.29**
CHRISTINA PETERSON (2412)				
88882324	10-1225-580-000-10-21-01	Speech&LanguageSupport-TravelBE		$10.62
88882324	10-1225-580-000-10-22-01	Speech&LanguageSupport-TravelBN		$8.34
88882324	10-1225-580-000-10-23-01	Speech&LanguageSupport-TravelMW		$11.76
88882324	10-1225-580-000-10-24-01	Speech&LanguageSupport-TravelPG		$7.20
			Check Total	**$37.92**
			Vendor Total	**$37.92**
PIZZA MIA (6981)				
00106838	10-1211-610-000-10-21-01	LifeSkillsSupport-SuppliesBE		$90.35
00106838	10-1211-610-000-10-24-01	LifeSkillsSupport-SuppliesPG		$68.95
00106838	10-1211-610-000-20-50-01	LifeSkillsSupport-SuppliesMS		$28.53
00106838	10-1211-610-000-30-80-01	LifeSkillsSupport-SuppliesHS		$49.94
			Check Total	**$237.77**
			Vendor Total	**$237.77**
EMILY ELIZABETH RICKARD (7012) POCKETFUL OF POSIES				
00106856	10-3210-610-000-30-80-35	StudentAct-SuppliesHSGraduation		$590.00
MYKEN POORMAN (6275)				
88882296	10-1310-610-000-30-80-00	Agriculture-SuppliesHS		$26.49
PORT'S SPORTS EMPORIUM (7023)				
00106883	10-2611-610-000-20-50-71	PhysicalPlant-SuppliesMSGroundsGeneral		$36.99
00106883	10-2611-610-000-30-80-71	PhysicalPlant-SuppliesHSGroundsGeneral		$281.87
00106883	10-2611-610-000-30-80-71	PhysicalPlant-SuppliesHSGroundsGeneral		$57.28
			Check Total	**$376.14**
			Vendor Total	**$376.14**

Check	Account Number	Description	Check Amount
PSERS (7091)			
99980854	10-0475-001-000-00-00-00	EMPLOYEE - Retirement TD 7.50% - 06/26/26	$375.00
99980863	10-0475-001-000-00-00-00	EMPLOYEE - Retirement TE 7.50% - 06/18/26	$9,560.25
99980870	10-0475-003-000-00-00-00	EMPLOYER - Ret. TG (DC) 2.75% - 06/18/26	$5,388.54
99980871	10-0475-003-000-00-00-00	EMPLOYEE - Ret. TG (DC) 2.75% - 06/18/26	$6,586.07
99980873	10-0475-001-000-00-00-00	EMPLOYEE - Ret. TG (DB) 5.50% - 06/18/26	$13,266.22
99980878	10-0475-001-000-00-00-00	EMPLOYEE - Retirement TD 7.50% - 06/18/26	$38,998.97
99980881	10-0475-001-000-00-00-00	EMPLOYEE - Retirement TF 10.30% - 06/18/26	$5,089.74
99980886	10-0475-001-000-00-00-00	EMPLOYEE - Retirement TC 6.25% - 06/18/26	$535.14
99980887	10-0475-003-000-00-00-00	EMPLOYER - Ret. DC (DC) 7.5% - 06/18/26	$59.24
99980888	10-0475-003-000-00-00-00	EMPLOYEE - Ret. DC (DC) 7.5% - 06/18/26	$222.16
99980891	10-0475-003-000-00-00-00	EMPLOYER - Ret. TH (DC) 3% - 06/18/26	$15.43
99980892	10-0475-003-000-00-00-00	EMPLOYEE - Ret. TH (DC) 3% - 06/18/26	$23.15
99980894	10-0475-001-000-00-00-00	EMPLOYEE - Ret. TH (DB) 4.50% - 06/18/26	$34.72
99980895	10-0101-000-000-00-00-00	EMPLOYEE - Retirement TG After-tax - 06/18/26	$33.03
99980901	10-0475-001-000-00-00-00	EMPLOYEE - Retirement TE 7.50% - 06/05/26	$11,027.26
99980908	10-0475-003-000-00-00-00	EMPLOYER - Ret. TG (DC) 2.75% - 06/05/26	$5,693.75
99980909	10-0475-003-000-00-00-00	EMPLOYEE - Ret. TG (DC) 2.75% - 06/05/26	$6,959.20
99980911	10-0475-001-000-00-00-00	EMPLOYEE - Ret. TG (DB) 5.50% - 06/05/26	$14,058.74
99980916	10-0475-001-000-00-00-00	EMPLOYEE - Retirement TD 7.50% - 06/05/26	$42,024.25
99980919	10-0475-001-000-00-00-00	EMPLOYEE - Retirement TF 10.30% - 06/05/26	$5,806.82
99980924	10-0475-001-000-00-00-00	EMPLOYEE - Retirement TC 6.25% - 06/05/26	$448.66
99980925	10-0475-003-000-00-00-00	EMPLOYER - Ret. DC (DC) 7.5% - 06/05/26	$64.36
99980926	10-0475-003-000-00-00-00	EMPLOYEE - Ret. DC (DC) 7.5% - 06/05/26	$241.33
99980929	10-0475-003-000-00-00-00	EMPLOYER - Ret. TH (DC) 3% - 06/05/26	$19.84
99980930	10-0475-003-000-00-00-00	EMPLOYEE - Ret. TH (DC) 3% - 06/05/26	$29.76
99980932	10-0475-001-000-00-00-00	EMPLOYEE - Ret. TH (DB) 4.50% - 06/05/26	$44.64
99980933	10-0101-000-000-00-00-00	EMPLOYEE - Retirement TG After-tax - 06/05/26	$88.08
		Vendor Total	**$166,694.35**

Check	Account Number	Description		Check Amount
PYRAMID HEALTHCARE, INC. (7119)				
00106910	10-1241-329-000-20-50-01	LearnSupport-ConsultantsMS		$8,816.00
00106910	10-1241-329-000-30-80-01	LearnSupport-ConsultantsHS		$35,910.00
			Check Total	**$44,726.00**
			Vendor Total	**$44,726.00**
QUADIENT LEASING USA, INC. (9320)				
00106840	10-2511-442-000-00-00-00	BusinessOffice-RentalEquipment		$591.33
QUADIENT, INC. (7124) QUADIENT FINANCE US, INC.				
00106970	10-2511-535-000-00-00-00	BusinessOffice-Postage		$3,000.00
QUILL CORPORATION (7136)				
00106911	10-2511-610-000-20-50-00	BusinessOffice-SuppliesMS		$3.58
00106911	10-2511-610-000-30-80-00	BusinessOffice-SuppliesHS		$4.75
			Check Total	**$8.33**
00106962	10-1110-610-222-10-21-03	RegEd-SuppliesReadyToLearn-Literacy&MathBE		$10.82
00106962	10-1110-610-222-10-22-03	RegEd-SuppliesReadyToLearnLiteracy&MathBN		$10.81
00106962	10-1110-610-222-10-23-03	RegEd-SuppliesReadyToLearnLiteracy&MathMW		$10.82
00106962	10-1110-610-222-10-24-03	RegEd-SuppliesReadyToLearnLiteracy&MathPG		$10.81
00106962	10-1190-610-411-10-21-00	TitleIA-SuppliesBE		$125.07
00106962	10-1190-610-411-10-24-00	TitleIA-SuppliesPG		$125.07
00106962	10-1190-610-421-10-21-00	TitleII-SuppliesBE		$86.15
00106962	10-1190-610-421-10-22-00	TitleII-SuppliesBN		$86.14
00106962	10-1190-610-421-10-23-00	TitleII-SuppliesMW		$86.15
00106962	10-1190-610-421-10-24-00	TitleII-SuppliesPG		$86.14
00106962	10-2365-610-000-00-00-03	AsstSuperintendent-SuppliesCoaches		$88.62
00106962	10-2511-610-000-10-21-00	BusinessOffice-SuppliesBE		$15.06
00106962	10-2511-610-000-10-22-00	BusinessOffice-SuppliesBN		$12.54
00106962	10-2511-610-000-10-23-00	BusinessOffice-SuppliesMW		$17.56
00106962	10-2511-610-000-10-24-00	BusinessOffice-SuppliesPG		$10.03
00106962	10-2511-610-000-20-50-00	BusinessOffice-SuppliesMS		$30.10
00106962	10-2511-610-000-30-80-00	BusinessOffice-SuppliesHS		$40.14
			Check Total	**$852.03**
			Vendor Total	**$860.36**
ROY RAKSZAWSKI (9990)				
88882300	10-2360-580-100-10-21-00	SuperintendentOff-TravelConfBE		$17.75
88882300	10-2360-580-100-10-22-00	SuperintendentOff-TravelConfBN		$14.79
88882300	10-2360-580-100-10-23-00	SuperintendentOff-TravelConfMW		$20.71
88882300	10-2360-580-100-20-50-00	SuperintendentOff-TravelConfMS		$35.50
88882300	10-2360-580-100-30-80-00	SuperintendentOff-TravelConfHS		$47.32
88882300	10-2611-580-100-10-24-00	SuperintendentOff-TravelConfPG		$11.83
			Check Total	**$147.90**

Check	Account Number	Description		Check Amount
ROY RAKSZAWSKI (9990)				
88882322	10-2360-580-100-10-21-00	SuperintendentOff-TravelConfBE		$4.03
88882322	10-2360-580-100-10-22-00	SuperintendentOff-TravelConfBN		$3.36
88882322	10-2360-580-100-10-23-00	SuperintendentOff-TravelConfMW		$4.70
88882322	10-2360-580-100-10-24-00	SuperintendentOff-TravelConfPG		$2.69
88882322	10-2360-580-100-20-50-00	SuperintendentOff-TravelConfMS		$8.06
88882322	10-2360-580-100-30-80-00	SuperintendentOff-TravelConfHS		$10.76
			Check Total	**$33.60**
88882323	10-2360-580-000-10-21-00	SuperintendentOff-TravelBE		$17.75
88882323	10-2360-580-000-10-22-00	SuperintendentOff-TravelBN		$14.79
88882323	10-2360-580-000-10-23-00	SuperintendentOff-TravelMW		$20.71
88882323	10-2360-580-000-10-24-00	SuperintendentOff-TravelPG		$11.83
88882323	10-2360-580-000-20-50-00	SuperintendentOff-TravelMS		$35.50
88882323	10-2360-580-000-30-80-00	SuperintendentOff-TravelHS		$47.32
			Check Total	**$147.90**
			Vendor Total	**$329.40**
RELIANCE BANK NET PAYROLL (7282)				
99980856	10-0101-000-000-00-00-00	EMPLOYEE - Direct Deposit Net - 06/26/26		$47,735.91
99980869	10-0101-000-000-00-00-00	EMPLOYEE - Direct Deposit Net - 06/18/26		$697,178.11
99980879	10-0101-000-000-00-00-00	EMPLOYEE - Direct Deposit Fixed - 06/18/26		$9,340.00
99980907	10-0101-000-000-00-00-00	EMPLOYEE - Direct Deposit Net - 06/05/26		$708,675.84
99980917	10-0101-000-000-00-00-00	EMPLOYEE - Direct Deposit Fixed - 06/05/26		$9,340.00
			Vendor Total	**1,472,269.86**
RELIANCE BANK (7281)				
99980857	10-0101-000-000-00-00-00	EMPLOYEE - NET PAY NOT DIRECT DEPOSITED - 06/18/26		$5,117.16
ROBERT M SIDES, INC. (7439)				
00106964	10-1110-432-000-30-80-27	RegEd-Repairs&MaintEquipHSBand		$210.50
00106964	10-1110-432-000-30-80-27	RegEd-Repairs&MaintEquipHSBand		$345.00
			Check Total	**$555.50**
			Vendor Total	**$555.50**
ROBINSON SEPTIC SERVICE, INC. (7470)				
00106885	10-2611-431-000-00-04-00	PhysicalPlant-Repairs&MaintAthletics		$150.00
00106885	10-2611-431-000-00-04-00	PhysicalPlant-Repairs&MaintAthletics		$150.00
00106885	10-2611-431-000-00-04-00	PhysicalPlant-Repairs&MaintAthletics		$150.00
00106885	10-2611-431-000-00-04-00	PhysicalPlant-Repairs&MaintAthletics		$150.00
00106885	10-2611-431-000-00-05-00	PhysicalPlant-Repairs&MaintGovernorsParkBaseball		$150.00
			Check Total	**$750.00**
			Vendor Total	**$750.00**

Check	Account Number	Description		Check Amount
REBECCA ROOS (7251)				
88882321	10-3210-390-000-10-23-00	StudentAct-OtherPurchasedServicesMW		$341.98
ARLIN R ROTH (1461)				
88882320	10-2240-580-000-10-21-00	ComputerInstruction-TravelBE		$9.66
88882320	10-2240-580-000-10-22-00	ComputerInstruction-TravelBN		$8.05
88882320	10-2240-580-000-10-23-00	ComputerInstruction-TravelMW		$11.27
88882320	10-2240-580-000-10-24-00	ComputerInstruction-TravelPG		$6.44
88882320	10-2240-580-000-20-50-00	ComputerInstruction-TravelMS		$19.31
88882320	10-2240-580-000-30-80-00	ComputerInstruction-TravelHS		$25.74
			Check Total	**$80.47**
			Vendor Total	**$80.47**
STACEY SCHELLENBERG (9560)				
88882319	10-1110-580-000-20-50-36	RegEd-TravelMS-ESL		$10.29
88882319	10-1110-580-000-30-80-36	RegEd-TravelHS-ESL		$13.64
			Check Total	**$23.93**
			Vendor Total	**$23.93**
SCHOLASTIC, INC. (7683)				
00106946	10-3300-610-411-10-00-00	Book order for Family Reading Night		$485.87
00106946	10-3300-610-411-10-00-00	Book order for Family Reading Night		$12.00
			Check Total	**$497.87**
			Vendor Total	**$497.87**
PAMELA SCOTT (6667)				
88882318	10-1225-580-000-10-24-01	Speech&LanguageSupport-TravelPG		$8.86
88882318	10-1225-580-000-20-50-01	Speech&LanguageSupport-TravelMS		$25.90
88882318	10-1225-580-000-30-80-01	Speech&LanguageSupport-TravelHS		$33.39
			Check Total	**$68.15**
			Vendor Total	**$68.15**
TERRAFORM POWER, LLC (5614) SEC BSD SOLAR ONE LLC				
00106886	10-2611-622-000-10-23-00	PhysicalPlant-ElectricityMW		$915.32
00106886	10-2611-622-000-10-24-00	PhysicalPlant-ElectricityPG		$314.65
00106886	10-2611-622-000-30-80-00	PhysicalPlant-ElectricityHS		$3,831.38
			Check Total	**$5,061.35**
			Vendor Total	**$5,061.35**
SHERWIN WILLIAMS (7859)				
00106887	10-2611-610-000-10-21-54	PhysicalPlant-SuppliesBEGeneral		$55.93
00106887	10-2611-610-000-10-22-54	PhysicalPlant-SuppliesBNGeneral		$43.95
00106887	10-2611-610-000-10-23-54	PhysicalPlant-SuppliesMWGeneral		$61.92

Check	Account Number	Description		Check Amount
SHERWIN WILLIAMS (7859)				
00106887	10-2611-610-000-10-24-54	PhysicalPlant-SuppliesPGGeneral		$37.95
00106887	10-2611-610-000-20-50-54	PhysicalPlant-SuppliesMSGeneral		$59.92
00106887	10-2611-610-000-30-80-54	PhysicalPlant-SuppliesHSGeneral		$79.43
			Check Total	**$339.10**
			Vendor Total	**$339.10**
DANIELLE SIEBENHUENER (9710)				
88882295	10-1110-610-222-10-00-02	RegEd-SuppliesReadyToLearnWorldLanguageCampEle		$104.02
SIMON & SCHUSTER (7883)				
00106912	10-0421-123-000-00-00-03	AccountsPayable-BellefonteReads		$4,500.00
00106912	10-0421-123-000-00-00-03	AccountsPayable-BellefonteReads		$-202.43
00106912	10-0421-123-000-00-00-03	AccountsPayable-BellefonteReads		$-240.00
			Check Total	**$4,057.57**
			Vendor Total	**$4,057.57**
JAMIE SMITH (9310)				
88882317	10-1241-580-000-20-50-00	LearnSupport-TravelMS		$8.11
88882317	10-1241-580-000-30-80-00	LearnSupport-TravelHS		$10.74
			Check Total	**$18.85**
			Vendor Total	**$18.85**
SPRING-BENNER-WALKER JOINT AUTHORITY (7980)				
00106888	10-2611-424-000-10-22-00	PhysicalPlant-Water/SewageBN		$2,014.60
EMILY STASKO (9298)				
88882316	10-1241-580-000-10-21-00	LearnSupport-TravelBE		$15.03
88882316	10-1241-580-000-10-22-00	LearnSupport-TravelBN		$12.53
88882316	10-1241-580-000-10-23-00	LearnSupport-TravelMW		$17.54
88882316	10-1241-580-000-10-24-00	LearnSupport-TravelPG		$10.02
88882316	10-1241-580-000-20-50-00	LearnSupport-TravelMS		$30.07
88882316	10-1241-580-000-30-80-00	LearnSupport-TravelHS		$40.09
			Check Total	**$125.28**
			Vendor Total	**$125.28**
SUBURBAN PROPANE (8137)				
00106889	10-2611-610-000-10-23-00	PhysicalPlant-SuppliesMW		$3.04
SUNSET TROPHIES 2 (9963)				
00106947	10-2360-111-000-30-80-00	SuperintendentOff-SalariesAdminHS		$32.00
00106947	10-2360-610-000-10-21-00	SuperintendentOff-SuppliesBE		$12.00
00106947	10-2360-610-000-10-22-00	SuperintendentOff-SuppliesBN		$10.00

Check	Account Number	Description		Check Amount
SUNSET TROPHIES 2 (9963)				
00106947	10-2360-610-000-10-23-00	SuperintendentOff-SuppliesMW		$14.00
00106947	10-2360-610-000-10-24-00	SuperintendentOff-SuppliesPG		$8.00
00106947	10-2360-610-000-20-50-00	SuperintendentOff-SuppliesMS		$24.00
			Check Total	**$100.00**
			Vendor Total	**$100.00**
EMMA SWARTZ (10077)				
88882315	10-1243-580-000-10-21-00	GiftedSupport-TravelBE		$6.29
88882315	10-1243-580-000-10-22-00	GiftedSupport-TravelBN		$4.94
88882315	10-1243-580-000-10-23-00	GiftedSupport-TravelMW		$6.97
88882315	10-1243-580-000-10-24-00	GiftedSupport-TravelPG		$4.27
			Check Total	**$22.47**
			Vendor Total	**$22.47**
SWARTZ FIRE & SAFETY INC. (8218)				
00106890	10-2611-431-000-00-01-00	PhysicalPlant-Repairs&MaintAdmin		$403.90
00106890	10-2611-431-000-10-22-00	PhysicalPlant-Repairs&MaintBN		$271.30
00106890	10-2611-431-000-10-22-00	PhysicalPlant-Repairs&MaintBN		$166.90
00106890	10-2611-431-000-10-24-00	PhysicalPlant-Repairs&MaintPG		$358.85
00106890	10-2611-431-000-20-50-00	PhysicalPlant-Repairs&MaintMS		$166.90
00106890	10-2611-431-000-30-80-00	PhysicalPlant-Repairs&MaintHS		$399.50
00106890	10-2611-432-000-10-23-00	PhysicalPlant-Repairs&MaintEquipMW		$548.55
00106890	10-2611-433-000-10-21-00	PhysicalPlant-Repairs&MaintVehiclesBE		$35.75
00106890	10-2611-433-000-10-22-00	PhysicalPlant-Repairs&MaintVehiclesBN		$29.80
00106890	10-2611-433-000-10-23-00	PhysicalPlant-Repairs&MaintVehiclesMW		$41.71
00106890	10-2611-433-000-10-24-00	PhysicalPlant-Repairs&MaintVehiclesPG		$23.84
00106890	10-2611-433-000-20-50-00	PhysicalPlant-Repairs&MaintVehiclesMS		$71.51
00106890	10-2611-433-000-30-80-00	PhysicalPlant-Repairs&MaintVehiclesHS		$95.34
			Check Total	**$2,613.85**
00106934	10-2611-431-000-20-50-00	PhysicalPlant-Repairs&MaintMS		$1,114.75
00106934	10-2611-432-000-30-80-00	PhysicalPlant-Repairs&MaintEquipHS		$886.40
			Check Total	**$2,001.15**
00106965	10-2611-432-000-10-21-00	PhysicalPlant-Repairs&MaintEquipBE		$569.80
			Vendor Total	**$5,184.80**
CALAMP WIRELESS NETWORKS CORPORATION (8229) SYNOVIA SOLUTIONS				
00106841	10-2719-650-000-10-21-00	Transportation-SuppliesTechRelatedBE		$131.52
00106841	10-2719-650-000-10-22-00	Transportation-SuppliesTechRelatedBN		$109.60
00106841	10-2719-650-000-10-23-00	Transportation-SuppliesTechRelatedMW		$153.44
00106841	10-2719-650-000-10-24-00	Transportation-SuppliesTechRelatedPG		$87.68
00106841	10-2719-650-000-20-50-00	Transportation-SuppliesTechRelatedMS		$263.04

Check	Account Number	Description		Check Amount
CALAMP WIRELESS NETWORKS CORPORATION (8229) SYNOVIA SOLUTIONS				
00106841	10-2719-650-000-30-80-00	Transportation-SuppliesTechRelatedHS		$350.72
			Check Total	**$1,096.00**
			Vendor Total	**$1,096.00**
SYSCLOUD, INC. (8230)				
00106857	10-2840-432-000-00-00-00	Syscloud Google Backup		$5,832.00
TRACEY SEVERNS (10260)				
00106935	10-1110-330-222-10-21-00	RegEd-OtherProfessionalServicesReadyToLearnBE		$1,033.33
00106935	10-1110-330-222-10-22-00	RegEd-OtherProfessionalServicesReadyToLearnBN		$1,033.33
00106935	10-1110-330-222-10-23-00	RegEd-OtherProfessionalServicesReadyToLearnMW		$1,033.33
00106935	10-1110-330-222-10-24-00	RegEd-OtherProfessionalServicesReadyToLearnPG		$1,033.33
00106935	10-1110-330-222-20-50-00	RegEd-OtherProfessionalServicesReadyToLearnMS		$1,033.33
00106935	10-1110-330-222-30-80-00	RegEd-OtherProfessionalServicesReadyToLearnHS		$1,033.35
			Check Total	**$6,200.00**
			Vendor Total	**$6,200.00**
ROBERT D. FATULA (10554)				
00106842	10-1500-330-421-10-00-00	NonpublicSchoolPrograms-OtherProfessionalServicesTitleIIIe		$2,000.00
VALLEY GMC SALES & SERVICE INC. (8883) VALLEY TRUCK & TRAILER SALES				
00106891	10-2611-433-000-10-21-00	PhysicalPlant-Repairs&MaintVehiclesBE		$35.84
00106891	10-2611-433-000-10-22-00	PhysicalPlant-Repairs&MaintVehiclesBN		$29.87
00106891	10-2611-433-000-10-23-00	PhysicalPlant-Repairs&MaintVehiclesMW		$41.82
00106891	10-2611-433-000-10-24-00	PhysicalPlant-Repairs&MaintVehiclesPG		$23.90
00106891	10-2611-433-000-20-50-00	PhysicalPlant-Repairs&MaintVehiclesMS		$71.69
00106891	10-2611-433-000-30-80-00	PhysicalPlant-Repairs&MaintVehiclesHS		$95.57
			Check Total	**$298.69**
			Vendor Total	**$298.69**
VERITIV OPERATING CO. (8902)				
00106892	10-2611-610-000-10-21-64	PhysicalPlant-SuppliesBECustGeneral		$82.73
00106892	10-2611-610-000-10-22-64	PhysicalPlant-SuppliesBNCustGeneral		$68.94
00106892	10-2611-610-000-10-23-64	PhysicalPlant-SuppliesMWCustGeneral		$96.52
00106892	10-2611-610-000-10-24-54	PhysicalPlant-SuppliesPGGeneral		$55.15
00106892	10-2611-610-000-10-25-64	PhysicalPlant-SuppliesNewBECustGeneral		$1,166.90
00106892	10-2611-610-000-20-50-64	PhysicalPlant-SuppliesMSCustGeneral		$165.46
00106892	10-2611-610-000-30-80-64	PhysicalPlant-SuppliesHSCustGeneral		$220.60
			Check Total	**$1,856.30**
			Vendor Total	**$1,856.30**

Check	Account Number	Description		Check Amount
VERIZON (8903)				
00106843	10-2840-530-000-00-01-00	ComputerServices-Communications		$74.88
00106843	10-2840-530-000-00-01-00	ComputerServices-Communications		$860.17
00106843	10-2840-530-000-00-01-00	ComputerServices-Communications		$66.57
			Check Total	**$1,001.62**
00106844	10-2840-530-000-00-01-00	ComputerServices-Communications		$20.04
00106913	10-2840-530-000-00-01-00	ComputerServices-Communications		$751.02
00106936	10-2840-530-000-00-01-00	ComputerServices-Communications		$751.00
			Vendor Total	**$2,523.68**
VIGILANT SECURITY INC. (8930)				
00106893	10-2611-350-000-10-22-00	PhysicalPlant-Security/SafetyServicesBN		$308.70
00106893	10-2611-350-000-30-80-00	PhysicalPlant-Security/SafetyServicesHS		$53.00
00106893	10-2611-350-000-30-80-00	PhysicalPlant-Security/SafetyServicesHS		$472.26
			Check Total	**$833.96**
			Vendor Total	**$833.96**
VOYA INSTITUTIONAL (8953)				
99980849	10-0475-006-000-00-00-00	EMPLOYEE - TSA-Horace Mann #HRCMAN - 06/26/26		$26,075.00
99980874	10-0475-006-000-00-00-00	EMPLOYEE - TSA-Kades Margolis #KADMAR - 06/18/26		$6,284.64
99980875	10-0475-006-000-00-00-00	EMPLOYEE - TSA-Horace Mann #HRCMAN - 06/18/26		$1,315.00
99980883	10-0475-006-000-00-00-00	EMPLOYEE - TSA-VOYA #VOYA - 06/18/26		$175.00
99980889	10-0475-006-000-00-00-00	EMPLOYEE - TSA-Valic #VALIC - 06/18/26		$415.00
99980890	10-0475-006-000-00-00-00	EMPLOYEE - TSA-Amer Century #AMERCENT - 06/18/26		$1,700.00
99980912	10-0475-006-000-00-00-00	EMPLOYEE - TSA-Kades Margolis #KADMAR - 06/05/26		$6,281.12
99980913	10-0475-006-000-00-00-00	EMPLOYEE - TSA-Horace Mann #HRCMAN - 06/05/26		$1,315.00
99980921	10-0475-006-000-00-00-00	EMPLOYEE - TSA-VOYA #VOYA - 06/05/26		$175.00
99980927	10-0475-006-000-00-00-00	EMPLOYEE - TSA-Valic #VALIC - 06/05/26		$415.00
99980928	10-0475-006-000-00-00-00	EMPLOYEE - TSA-Amer Century #AMERCENT - 06/05/26		$1,700.00
			Vendor Total	**$45,850.76**
WAGE WORKS, INC. (8970)				
00106845	10-2831-340-000-10-21-00	Personnel-TechnicalServicesBE		$38.43
00106845	10-2831-340-000-10-22-00	Personnel-TechnicalServicesBN		$32.03
00106845	10-2831-340-000-10-23-00	Personnel-TechnicalServicesMW		$44.84
00106845	10-2831-340-000-10-24-00	Personnel-TechnicalServicesPG		$25.62
00106845	10-2831-340-000-20-50-00	Personnel-TechnicalServicesMS		$76.86

Check	Account Number	Description		Check Amount
WAGE WORKS, INC. (8970)				
00106845	10-2831-340-000-30-80-00	Personnel-TechnicalServicesHS		$102.47
			Check Total	**$320.25**
			Vendor Total	**$320.25**
WARRIORS MARK FENCING LLC (8992)				
00106894	10-2611-431-000-10-25-00	PhysicalPlant-Repairs&MaintNewBE		$280.00
WEST PENN POWER (9050)				
00106895	10-2611-622-000-00-20-00	PhysicalPlant-ElectricityMSBusLot		$23.10
00106895	10-2611-622-000-10-23-00	PhysicalPlant-ElectricityMW		$8,026.61
00106895	10-2611-622-000-10-24-00	PhysicalPlant-ElectricityPG		$3,317.85
			Check Total	**$11,367.56**
00106937	10-2611-622-000-00-01-00	PhysicalPlant-ElectricityAdmin		$1,402.62
00106937	10-2611-622-000-00-02-00	PhysicalPlant-ElectricityRental		$530.92
00106937	10-2611-622-000-10-21-00	PhysicalPlant-ElectricityBE		$3,579.85
00106937	10-2611-622-000-10-22-00	PhysicalPlant-ElectricityBN		$3,329.67
00106937	10-2611-622-000-10-23-00	PhysicalPlant-ElectricityMW		$487.28
00106937	10-2611-622-000-20-50-00	PhysicalPlant-ElectricityMS		$11,569.38
			Check Total	**$20,899.72**
00106938	10-2611-622-000-30-80-00	PhysicalPlant-ElectricityHS		$21,532.75
00106966	10-2611-622-000-10-24-00	PhysicalPlant-ElectricityPG		$3,121.31
			Vendor Total	**$56,921.34**
STEVEN WHITE (9684)				
88882314	10-2380-580-000-10-23-00	PrincipalOff-TravelMW		$164.57
LAUREN WHITMAN (5352)				
88882313	10-2380-610-000-10-21-00	PrincipalOff-SuppliesBE		$44.98
MARSHA WINDLE (5786)				
88882312	10-2271-240-000-10-24-00	StaffDev(CertifiedStaffOnly)-TuitionReimbursementPG		$1,361.70
RONDA J. WINNECOUR, ESQUIRE (7515)				
00106858	10-0421-123-000-00-00-00	EMPLOYEE - Chapter 13 Trustee		$744.47
00106858	10-0421-123-000-00-00-00	EMPLOYEE - Chapter 13 Trustee		$744.47
			Check Total	**$1,488.94**
			Vendor Total	**$1,488.94**
WIPEBOOK CORP (10549)				
00106914	10-1190-610-421-10-22-00	Wipebook Flipchart Heavy Duty		$723.30

Check	Account Number	Description		Check Amount
WIPEBOOK CORP (10549)				
00106914	10-1190-610-421-10-23-00	Wipebook Flipchart Heavy Duty		$1,205.43
00106914	10-1190-610-421-10-24-00	Wipebook Flipchart Heavy Duty		$1,687.70
			Check Total	**$3,616.43**
			Vendor Total	**$3,616.43**
JACQUELINE WYNKOOP (4359)				
88882299	10-2260-580-000-30-80-03	CurDevelopment-TravelCoachesHS		$82.12
88882299	10-2260-580-100-10-21-00	CurDevelopment-TravelConfBE		$30.80
88882299	10-2260-580-100-10-22-00	CurDevelopment-TravelConfBN		$25.67
88882299	10-2260-580-100-10-23-00	CurDevelopment-TravelConfMW		$35.93
88882299	10-2260-580-100-10-24-00	CurDevelopment-TravelConfPG		$20.53
88882299	10-2260-580-100-20-50-00	CurDevelopment-TravelConfMS		$61.60
			Check Total	**$256.65**
			Vendor Total	**$256.65**
YOUNG SCHOLARS OF CENTRAL PENNSYLVANIA (9208)				
00106921	10-1110-562-000-10-21-01	RegEd-TuitionCharterBE-B&M		$31,545.03
00106921	10-1110-562-000-10-22-01	RegEd-TuitionCharterBN-B&M		$9,200.66
00106921	10-1110-562-000-10-23-01	RegEd-TuitionCharterMW-B&M		$3,943.14
00106921	10-1110-562-000-10-24-01	RegEd-TuitionCharterPG-B&M		$6,571.90
00106921	10-1110-562-000-20-50-01	RegEd-TuitionCharterMS-B&M		$15,772.56
00106921	10-1241-562-000-10-21-01	LearnSupport-TuitionCharterBE-B&M		$17,965.38
00106921	10-1241-562-000-10-22-01	LearnSupport-TuitionCharterBN-B&M		$2,994.23
00106921	10-1241-562-000-10-23-01	LearnSupport-TuitionCharterMW-B&M		$2,994.23
00106921	10-1241-562-000-10-24-01	LearnSupport-TuitionCharterPG-B&M		$2,994.23
00106921	10-1241-562-000-20-50-01	LearnSupport-TuitionCharterMS-B&M		$23,953.84
			Check Total	**$117,935.20**
			Vendor Total	**$117,935.20**
EMILY ZIMDAHL-MCMANUS (3430)				
88882294	10-1110-610-222-10-00-02	RegEd-SuppliesReadyToLearnWorldLanguageCampEle		$94.58
ZITO MEDIA COMMUNICATIONS, LLC (9231)				
00106846	10-2840-530-000-00-01-00	ComputerServices-Communications		$562.54
ZORO TOOLS, INC. (9842)				
00106896	10-2611-610-000-00-00-70	PhysicalPlant-SuppliesOffice		$25.19
00106896	10-2611-610-000-10-25-52	PhysicalPlant-SuppliesNewBEElectrical		$144.29
00106896	10-2611-610-000-10-25-54	PhysicalPlant-SuppliesNewBEGeneral		$53.10
00106896	10-2611-610-000-10-25-54	PhysicalPlant-SuppliesNewBEGeneral		$369.00
00106896	10-2611-610-000-10-25-64	PhysicalPlant-SuppliesNewBECustGeneral		$111.56
00106896	10-2611-610-000-30-80-54	PhysicalPlant-SuppliesHSGeneral		$57.98
			Check Total	**$761.12**
			Vendor Total	**$761.12**

Report Total	**$3,272,061.05**

Check	Account Number	Description		Check Amount
BELLEFONTE TEENER BASEBALL CLUB (10017)				
00018896	29-3250-599-000-00-50-82	AF-MiscPurchasedSvcMSBaseball		$1,320.00
00018896	29-3250-599-000-00-50-82	AF-MiscPurchasedSvcMSBaseball		$1,200.00
			Check Total	**$2,520.00**
			Vendor Total	**$2,520.00**
DANIEL R. BESCH (2844)				
88882298	29-3250-580-000-00-80-00	AF-TravelHS		$896.10
88882309	29-3250-580-000-00-80-00	AF-TravelHS		$1,145.50
			Vendor Total	**$2,041.60**
DISTRICT VI PIAA (3131)				
00018893	29-3250-890-000-00-80-00	AF-MiscellaneousHS		$360.00
FULLINGTON TRAILWAYS, LLC (3703)				
00018898	29-0153-000-000-00-00-00	AF-AccountsReceivable FOOTBALL BOOSTERS		$195.96
00018898	29-3250-513-000-00-50-91	AF-ContractedCarriersMSSoftball		$398.74
00018898	29-3250-513-000-00-50-92	AF-ContractedCarriersMSTrack		$620.26
00018898	29-3250-513-000-00-80-78	AF-ContractedCarriersHSGirlsLacrosse		$512.84
00018898	29-3250-513-000-00-80-78	AF-ContractedCarriersHSGirlsLacrosse		$1,249.50
00018898	29-3250-513-000-00-80-79	AF-ContractedCarriersHSBoysLacrosse		$1,179.41
00018898	29-3250-513-000-00-80-79	AF-ContractedCarriersHSBoysLacrosse		$1,097.25
00018898	29-3250-513-000-00-80-82	AF-ContractedCarriersHSBaseball		$2,890.77
00018898	29-3250-513-000-00-80-82	AF-ContractedCarriersHSBaseball		$1,575.00
00018898	29-3250-513-000-00-80-82	AF-ContractedCarriersHSBaseball		$1,512.00
00018898	29-3250-513-000-00-80-82	AF-ContractedCarriersHSBaseball		$2,133.50
00018898	29-3250-513-000-00-80-91	AF-ContractedCarriersHSSoftball		$1,127.41
00018898	29-3250-513-000-00-80-91	AF-ContractedCarriersHSSoftball		$2,126.25
00018898	29-3250-513-000-00-80-91	AF-ContractedCarriersHSSoftball		$2,079.00
00018898	29-3250-513-000-00-80-92	AF-ContractedCarriersHSTrack		$1,820.24
			Check Total	**$20,518.13**
			Vendor Total	**$20,518.13**
NOAH GAUS (6499)				
00018894	29-3250-599-001-00-80-92	AF-TicketTakerHSTrack		$80.00
CTI-USA INC. (3862) CTI USA INC				
00018897	29-3250-890-000-00-80-00	AF-MiscellaneousHS		$474.00
HILLBILLY'S AUTO DIESEL (10409) HILLBILLYS LASER CREATIONS				
00018899	29-3250-610-000-00-80-00	AF-SuppliesHS		$95.00

Check	Account Number	Description	Check Amount
CHRISTINA RARRICK (9678)			
00018895	29-3250-599-001-00-80-92	AF-TicketTakerHSTrack	$120.00
SPEARWERX LLC (10451)			
00018900	29-3250-610-000-00-80-00	SPEARWERX Custom Javelin 40 meter - 600 Gram Single Color	$967.97
		Report Total	**$27,176.70**

Bellefonte Area School District
FUND 30 BOARD LIST 2025-2026

Check	Account Number	Description		Check Amount
BELLEFONTE BOROUGH (1656)				
00003350	30-4500-330-000-10-25-00	CP-ProfessionalServicesNewBE		$378.00
CARNEGIE EQUIPMENT, INC. (2119)				
00003351	30-4500-450-000-10-25-05	FixedFurniture&EquipmentNewBE		$3,451.00
CDW LLC (2193)				
00003339	30-4500-610-000-10-25-01	Kensington Universal AC Charge Station		$23,730.00
COLUMBIA SCHOLASTIC PRESS ASSOCIATION (2597)				
00003352	30-4500-621-000-10-25-00	CP-NaturalGasNewBE		$5,831.89
HILLIS-CARNES ENGINEERING ASSOCIATES INC (10040)				
00003340	30-4500-330-000-10-25-00	CP-ProfessionalServicesNewBE		$27.50
KELLY CLOUGH BUCHER AND ASSOCIATES, INC. (9492)				
00003341	30-4500-330-000-10-25-00	CP-ProfessionalServicesNewBE		$20,428.65
KINGS III EMERGENCY COMMUNICATIONS LLC (10477)				
00003348	30-4500-530-000-10-25-00	CP-CommunicationsNewBE		$49.91
LTS PLUMBING & HEATING INC. (10055)				
00003349	30-4500-450-000-10-25-03	CP-PlumbingNewBE		$77,607.19
MIDLINE MECHANICAL LLC (10095)				
00003343	30-4500-450-000-10-25-04	CP-HVACNewBE		$6,107.00
PACKER UP MOVING (10478)				
00003344	30-4500-330-000-10-25-00	CP-ProfessionalServicesNewBE		$3,635.00
00003344	30-4500-330-000-10-25-00	CP-ProfessionalServicesNewBE		$4,015.00
			Check Total	**$7,650.00**
			Vendor Total	**$7,650.00**
SITELOGIQ, INC. (9491) SITELOGIQ CONSTRUCTION MANAGEMENT				
00003345	30-4500-330-000-10-25-00	CP-ProfessionalServicesNewBE		$4,456.01
W.B. MASON CO INC (10265)				
00003346	30-4500-450-000-10-25-05	FixedFurniture&EquipmentNewBE		$498.88
WEST PENN POWER (9050)				
00003347	30-4500-450-000-10-25-02	CP-ElectricalNewBE		$8,805.43
			Report Total	**$159,021.46**

Bellefonte Area School District
FUND 50 BOARD LIST 2025-2026

Check	Account Number	Description		Check Amount
ANGELO PACIFICO AND SONS, INC. (1391)				
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$61.92
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$319.82
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$89.72
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$390.88
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$101.43
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$92.79
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$98.73
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$166.06
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$106.22
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$144.21
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$103.81
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$421.86
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$64.52
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$69.92
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$128.78
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$299.41
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$166.30
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$182.56
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$123.99
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$83.90
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$370.04
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$160.00
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$245.82
00007854	50-3100-610-000-00-00-00	PACIFICO BAKERY		$87.40
			Check Total	**$4,080.09**
			Vendor Total	**$4,080.09**
JUNE GADSBY (10521)				
00007861	50-6690-000-000-00-00-00	CAFETERIA MEAL BALANCE REFUND		$26.05
GALLIKER DAIRY COMPANY (3725)				
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$599.73
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$306.67
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$413.22
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$307.42
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$267.00
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$198.95
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$329.11
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$299.60
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$226.87
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$154.12
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$323.16

Check	Account Number	Description		Check Amount
GALLIKER DAIRY COMPANY (3725)				
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$239.27
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$192.81
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$131.31
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$183.09
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$218.74
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$319.33
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$83.14
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$297.52
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$98.54
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$293.83
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$260.26
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$193.31
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$227.85
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$210.67
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$203.27
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$203.27
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$442.33
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$343.70
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$205.63
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$126.21
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$219.65
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$97.10
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$115.75
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$275.55
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$242.27
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$225.88
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$281.94
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$221.10
00007855	50-3100-610-000-00-00-00	GALLIKERS MILK		$232.95
			Check Total	**$9,812.12**
			Vendor Total	**$9,812.12**
HAPPY VALLEY MEAT COMPANY (10461) HAPPY VALLEY MEAT COMPANY				
00007856	50-3100-610-000-00-00-00	HAPPY VALLEY MEAT COMPANY		$334.94
00007856	50-3100-610-000-00-00-00	HAPPY VALLEY MEAT COMPANY		$333.02
			Check Total	**$667.96**
			Vendor Total	**$667.96**
JENNIFER PETER (10536)				
00007857	50-6690-000-000-00-00-00	JENNIFER PETER		$20.00

Check	Account Number	Description	Check Amount
PITTSBURGH REGIONAL FOOD SERVICE DIRECTR (10511)			
00007858	50-3100-890-000-00-00-00	PITTSBURGH REGIONAL FOOD SERVICE DIRECTORS	$600.00
HEATHER SMOYER (10551)			
00007859	50-6690-000-000-00-00-00	Cafeteria-TicketSales	$32.40
US FOOD SERVICE INC. (8850)			
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$-29.77
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$-20.52
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$-28.94
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$-54.37
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$-17.39
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$132.13
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$268.80
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$300.70
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$-64.54
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$64.05
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$1,273.79
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$1,680.95
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$928.36
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$107.04
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$104.76
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$1,824.69
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$636.78
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$761.19
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$746.64
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$1,114.52
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$3,414.14
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$2,484.33
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$5,495.68
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$1,460.36
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$3,708.26
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$1,101.37
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$1,604.92
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$3,530.42
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$1,763.95
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$947.56
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$364.56
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$4,535.90
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$1,916.50
00007860	50-3100-610-000-00-00-00	U.S. FOODS	$102.06
		Check Total	**$42,158.88**
		Vendor Total	**$42,158.88**
		Report Total	**$57,397.50**

Bellefonte Area School District
FUND 80 BOARD LIST 2025-2026

Check	Account Number	Description	Check Amount
BALFURD INC. (1565)			
00010470	80-3210-610-032-00-80-00	HSStudentAct-SuppliesDramaClub	$437.50
AMANDA DEPASQUALE (1243)			
00010471	80-3210-610-032-00-80-00	HSStudentAct-SuppliesDramaClub	$3,883.52
JOSTENS, INC. (4850)			
00010472	80-3210-610-048-00-80-00	HSStudentAct-SuppliesLaBelle	$4,042.60
HEATHER MCLURE (4072)			
00010473	80-3210-610-078-00-80-00	HSStudentAct-SuppliesArtClub	$136.14
ERIN WELSH (3500)			
00010474	80-3210-610-078-00-80-00	HSStudentAct-SuppliesArtClub	$207.22
		Report Total	**$8,706.98**

Bellefonte Area School District
FUND 81 BOARD LIST 2025-2026

Check	Account Number	Description	Check Amount
JESSICA CETNAR (4613)			
00010467	81-3210-610-032-00-50-00	MSStudentAct-SuppliesDrama	$713.57
ALEXIS DIDOMENICO (9795)			
88882311	81-3210-610-000-10-24-00	PGStudentAct-Supplies	$204.39
FOUR DIAMONDS (3654)			
00010468	81-3210-610-000-10-23-00	MWStudentAct-Supplies	$8,914.69
KENDRA SNYDER CONCESSIONS, LLC (10226)			
00010475	81-3210-610-000-10-23-00	MWStudentAct-Supplies	$488.00
ELISA OSMAN (3373)			
00010469	81-3210-610-032-00-50-00	MSStudentAct-SuppliesDrama	$144.10
PARMETECH, INC. (10106)			
00010476	81-3210-610-000-10-21-00	MOBILE TROLLEY CART STOR TRAY MTG BRKT	$530.00
SARAH RODGERS (7651)			
88882310	81-3210-610-000-30-80-00	HSStudentAct-Supplies	$30.30
		Report Total	**$11,025.05**

Bellefonte Area School District

Booster Club Accounts as of June 30, 2026

Booster Clubs	
Baseball	$ 15,712.62
Boys Basketball	13,001.86
Cheerleading	19,468.10
Cross Country	13,583.64
Gymnastics	2,179.53
Lacrosse	14,725.72
Lacrosse (SGOC)	28,307.12
Lady Raider Basketball	9,695.43
Football Touchdown	25,722.18
Boys Soccer	2,712.92
Girls Soccer	14,619.78
Softball	28,289.30
Swimming & Diving	3,969.05
Track & Field	10,990.90
Volleyball	7,700.25
Wrestling	45,634.82
Total	$ 256,313.22

* These accounts are not under the direct control of the District.

BELLEFONTE AREA SCHOOL DISTRICT

Investment Report June 2026

GENERAL FUND INVESTMENTS:

Institution	Investment	Rate of Interest	Amount Invested	Maturity Date
PLGIT Reserve	Pool	3.56%	$ 74,927.89	30 Days after investment
PLGIT	Pool	3.47%	79,101.78	
PLGIT Prime		3.73%	4,636,139.53	
PSDLAF		3.43%	93,568.13	
Reliance Bank-General Fund		3.69%	3,568,986.70	
Reliance Bank-Sweep		3.69%	12,471,735.02	
Arize Federal Credit Union		4.05%	2,274,978.21	11/14/2026
First National Bank Investment		3.65%	2,063,020.77	
		TOTALS	**$ 25,262,458.03**	

CONSTRUCTION FUND:

Reliance Bank 8613	3.69%	$ 278,797.31	
Reliance Bank 7017	0.00%	0.00	
Reliance Bank 3324	0.00%	0.00	
PLGIT Prime -GoBonds 2024	0.00%	0.00	
PLGIT Prime -GoBonds 2025	3.73%	8,506,473.13	
		$ 8,785,270.44	

Bellefonte Area School District
Office of Human Resources
318 N. Allegheny St.
Bellefonte, PA 16823
(814) 355-4814

Resignations/Retirements

Date: July 14, 2026

It is recommended that the board approve the following resignations/retirements:

Name	Position	Location	Effective Date	Hire Date	Resignation/Retirement
Connie Dornan	Cafeteria Worker	BES	6/30/26	1/3/23	Resignation
Kiara MacMath	JH Girls Soccer Head Coach		6/30/26	25-26 Season	EDEP - Resignation
Rick Hall	JH Assistant Football Coach		7/6/26	25-26 Season	EDEP - Resignation
Rachel Anderson	JH Girls Soccer Assistant Coach		7/6/26	25-26 Season	EDEP - Resignation

Bellefonte Area School District
Office of Human Resources
318 N. Allegheny St.
Bellefonte, PA 16823
(814) 355-4814

Appointments-New Hires

Date: July 14, 2026

It is recommended that the board appoint the following:

Name	Position	Location	Effective Date	Salary	Replacing
Susan Culp	Cafeteria Worker	MS to BES	26-27 School Year		{Transfer}
Diane Casher	Cafeteria Worker	MS to BES	26-27 School Year		{Transfer}
Tanessa Inhoof	Cafeteria Worker	BES to MS	26-27 School Year		{Transfer}
Roseann Eyer	From Intervention Paraprofessional to Vision Support Paraprofessional	BES	26-27 School Year	LVL G/7 hrs $25.23	{Transfer}
Stephanie Ironside	Executive Assistant to the Superintendent	DO	7/20/26	$72,000.00	Leslie Elder {Retirement}

All wages and benefits are in accordance with the current Collective Bargaining Agreement.

Bellefonte Area School District
Office of Human Resources
318 N. Allegheny St.
Bellefonte, PA 16823
(814) 355-4814

Extra Duty Extra Pay

Date: July 14, 2026

It is recommended that the board approve the following Extra Duty/Extra Pay positions:

Name	Position	Salary	Effective
Makenna Port	JH Head Volleyball Coach	$3,210.15	26-27 Season
Kristen Onder	JH Assistant Volleyball Coach	$2,086.60	26-27 Season

SLIPPERY ROCK UNIVERSITY
UNIFORM CLINICAL TRAINING AFFILIATION AGREEMENT*

This Clinical Training Affiliation is between Bellefonte Area School District with its principal office located at:

318 N Allegheny street, Bellefonte PA 16823

hereinafter referred to as "HOST AGENCY";

and

Slippery Rock University of Pennsylvania of the State System of Higher Education, Commonwealth of Pennsylvania, located at:

One Morrow Way
Slippery Rock, Pennsylvania, 16057

hereinafter referred to as "UNIVERSITY."

Collectively, the parties acknowledge and agree as follows:

WHEREAS, the purpose of this AGREEMENT is to guide and direct the parties respecting their affiliation, working arrangements, and agreements in providing high-quality clinical learning experiences for students in the UNIVERSITY.

WHEREAS, this AGREEMENT is intended and shall be interpreted to meet the UNIVERSITY'S accreditation standards related to affiliation agreements with clinical affiliates which require at a minimum:

- The HOST AGENCY will provide clinical student, and faculty if applicable, access to appropriate resources for clinical student education.
- The UNIVERSITY is ultimately responsible for the clinical education program, academic affairs, and the assessment of clinical students.
- The UNIVERSITY is primarily responsible for the appointment and assignment of faculty members with responsibility for clinical student education.
- Specification of the responsibility for treatment and follow-up when a clinical student is exposed to an infectious or environmental hazard or other occupational injury.
- The shared responsibility of the UNIVERSITY and HOST AGENCY for creating and maintaining an appropriate learning environment.

* This Agreement is based upon the Uniform Clinical Training Affiliation Agreement published by the Association of American Medical Colleges (AAMC) - https://www.aamc.org/professional-development/affinity-groups/gsa/clinical-training-affiliation-agreement.

WHEREAS, neither party intends for this AGREEMENT to alter in any way its respective legal rights or its legal obligations to any third party.

NOW, THEREFORE, in consideration of the mutual covenants and agreements contained herein, the parties identified in the Uniform Clinical Training Affiliation Agreement agree as follows:

A. Responsibilities of the UNIVERSITY

1. The UNIVERSITY will plan and determine the adequacy of the educational experience of the students in theoretical background, basic skill, professional ethics, attitude and behavior and shall assign to the HOST AGENCY only those students who have satisfactorily completed the prerequisite didactic portions of the UNIVERSITY's curriculum.

2. The UNIVERSITY will retain ultimate responsibility for the education and assessment of its students. The UNIVERSITY's representative for this Agreement shall be a faculty member appointed and assigned by the UNIVERSITY, who will be responsible for clinical student teaching and assessment provided pursuant to this Agreement.

3. The UNIVERSITY will advise all students assigned to the HOST AGENCY facilities regarding the confidentiality of patient/client records and patient/client information imparted during the training experience. The UNIVERSITY will also advise all students that the confidentiality requirements survive the termination or expiration of this AGREEMENT.

4. The UNIVERSITY will require all participating students to maintain health insurance**.** The HOST AGENCY may request the student provide proof of health insurance prior to beginning of the training experience.

5. If applicable, the HOST AGENCY shall notify the student of any requests for evidence of criminal background test or immunization. The UNIVERSITY will inform the student of his/her responsibility to provide evidence to the HOST AGENCY of any required criminal background checks or immunizations, when requested. The HOST AGENCY shall notify the UNIVERSITY of its requirements of an acceptable criminal background check and required immunizations. The UNIVERSITY will also inform students that they may be required to undergo a drug test or other similar screening tests pursuant to the HOST AGENCY'S policies and practices, and that the cost of any such test will be paid by the student, if not the HOST AGENCY.

6. The UNIVERSITY will advise students that they are required to comply with HOST AGENCY rules, regulations, and procedures**.**

7. If requested by the HOST AGENCY, the UNIVERSITY will provide instruction to the HOST AGENCY'S staff with respect to the UNIVERSITY's expectations regarding assessment of the UNIVERSITY'S students at the HOST AGENCY.

8. The UNIVERSITY will require students to obtain the stated insurance. Student shall obtain occurrence-based liability insurance with limits of at least $1,000,000 per occurrence and

$3,000,000 annual aggregate. Upon request, the student shall provide evidence of insurance to the HOST AGENCY.

The UNIVERSITY is part of the State System of Higher Education, a body corporate and politic and constitutes a public corporation and government entity and, thus, is protected by sovereign immunity. Additionally, the HOST AGENCY recognizes that the UNIVERSITY is prohibited from purchasing insurance. As a public university and state instrumentality there is no statutory authority to purchase insurance and it does not possess insurance documentation. Instead, it participates in the Commonwealth's Tort Claims Self-Insurance program administered by the Bureau of Finance and Risk Management of the Pennsylvania Department of General Services. This program covers Commonwealth/University-owned property, employees and officials acting within the scope of their employment, and claims arising out of the UNIVERSITY's performance under this Agreement, subject to the provisions of the Pennsylvania Tort Claims Act, 42 Pa.C.S. §§8521 *et seq*.

B. Responsibilities of the HOST AGENCY

1. The HOST AGENCY has a responsibility to maintain a positive, respectful, and adequately resourced learning environment so that sound educational experiences can occur. Therefore, the HOST AGENCY will provide students and faculty with access to appropriate resources for clinical student education including: a) access to patients/clients at HOST AGENCY facilities in an appropriately supervised environment, in which the students can complete the UNIVERSITY's curriculum; b) student security badges or other means of secure access to patient/client care areas; c) access and required training for clinical students in the proper use of electronic medical records or paper charts, as applicable; d) computer access; e) secure storage space for clinical students' personal items when at the HOST AGENCY; and f) access to call rooms, if necessary.

2. The HOST AGENCY will retain full authority and responsibility for patient/client care and quality standards, and will maintain a level of care that meets generally accepted standards conducive to satisfactory instruction. While in HOST AGENCY's facilities, students will have the status of trainees; are not to replace HOST AGENCY staff; and, are not to render unsupervised patient/client care and/or services. All services rendered by students must have educational value and meet the goals of the education program. HOST AGENCY and its staff will provide such supervision of the educational and clinical activities as is reasonable and appropriate to the circumstances and to the student's level of training.

3. The HOST AGENCY staff will, upon request, assist the UNIVERSITY in the assessment of the learning and performance of participating students by completing assessment forms provided by the UNIVERSITY and returned to the UNIVERSITY in a timely fashion.

4. The HOST AGENCY will provide for the orientation of UNIVERSITY's participating students as to the HOST AGENCY'S rules, regulations, policies, and procedures.

5. The HOST AGENCY agrees to comply with applicable state and federal workplace safety laws and regulations. In the event a student is exposed to an infectious or environmental hazard or other occupational injury (i.e., needle stick) while at the HOST AGENCY, the HOST AGENCY, upon notice of such incident from the student, will provide such emergency care as

is provided its employees, including, where applicable: examination and evaluation by HOST AGENCY's emergency department or other appropriate facility as soon as possible after the injury; emergency medical care immediately following the injury as necessary; initiation of the HBV, Hepatitis C (HCV), and/or HIV protocol as necessary; and HIV counseling and appropriate testing as necessary. In the event that HOST AGENCY does not have the resources to provide such emergency care, HOST AGENCY will refer such student to the nearest emergency facility. The UNIVERSITY will define, for its clinical students, who bears financial responsibility for any charges generated.

6. To the extent the HOST AGENCY, generates or maintains educational records related to the participating student, the HOST AGENCY agrees to comply with the Family Educational Rights and Privacy Act (FERPA), to the same extent as such laws and regulations apply to the UNIVERSITY and shall limit access to only those employees or agents with a need to know. For the purposes of this Agreement, pursuant to FERPA, UNIVERSITY hereby designates HOST AGENCY as a University official with a legitimate educational interest in the educational records of the participating student(s) to the extent that access to the UNIVERSITY's records is required by HOST AGENCY to carry out the Program.

7. Upon request, the HOST AGENCY will provide proof that it maintains liability insurance in an amount that is commercially reasonable.

8. The HOST AGENCY will provide written notification to the UNIVERSITY promptly if a claim arises involving a student. The HOST AGENCY and UNIVERSITY agree to share such information in a manner that protects such disclosures from discovery to the extent possible under applicable federal and state peer review and joint defense laws.

9. The HOST AGENCY will resolve any situation in favor of its patients'/clients' welfare and restrict a student to the role of observer when a problem may exist until the incident can be resolved by the staff in charge of the student or the student is removed. The HOST AGENCY will notify the UNIVERSITY'S course director if such an action is required.

10. The HOST AGENCY shall identify a site coordinator from among its staff who will communicate and cooperate with the UNIVERSITY's clinical program director to ensure faculty and clinical student access to appropriate resources for the clinical training experience.

C. Mutual Responsibilities

1. Representatives for each party will be established on or before the execution of this AGREEMENT.

2. The parties will work together to maintain an environment of high-quality patient/client care. At the request of either party, a meeting or conference will promptly be held between UNIVERSITY and HOST AGENCY representatives to resolve any problems or develop any improvements in the operation of the clinical training program.

3. The UNIVERSITY will provide qualified and competent individuals in adequate number for the instruction, assessment, and supervision of students using the UNIVERSITY facilities. The HOST AGENCY will provide qualified and competent staff members in adequate number for the instruction and supervision of students using the HOST AGENCY facilities.

4. The UNIVERSITY and the HOST AGENCY agree to continue their respective policies of nondiscrimination based on Title IV of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the American with Disabilities Act. University students are protected by Title IX of the Education Amendments of 1972 and other applicable laws as well as the provisions of Section 504 of the Rehabilitation Act of 1973 (as amended) and the Americans with Disabilities Act (ADA) of 1990. HOST AGENCY agrees to cooperate with University in its investigation of claims or discrimination or harassment.

5. The UNIVERSITY, including its faculty, staff, clinical students, and residents, and HOST AGENCY share responsibility for creating an appropriate learning environment that includes both formal learning activities and the attitudes, values, and informal "lessons" conveyed by individuals who interact with the student. The parties will cooperate to evaluate the learning environment (which may include on-site visits) to identify positive and negative influences on the maintenance of professional standards, and to conduct and develop appropriate strategies to enhance the positive and mitigate the negative influences.

6. HOST AGENCY may immediately remove from the premises and retains the right to suspend or terminate any student's participation at the HOST AGENCY. The HOST AGENCY will immediately notify the appropriate office of the UNIVERSITY if such an action is required and the reasons for such action. The UNIVERSITY may remove a student from participation when it determines, consistent with its academic policies and procedures, that further participation by the student would no longer be appropriate. The UNIVERSITY will notify the HOST AGENCY if such action is required.

D. Term and Termination

This AGREEMENT is effective upon its execution by both parties to the covered clinical training experience(s) and will continue for five (5) years or until terminated. This AGREEMENT may be terminated at any time and for any reason by either party upon not less than ninety (90) days prior written notice to the other party. Should notice of termination be given under this Section, students already scheduled to train at HOST AGENCY will be permitted to complete any previously scheduled clinical assignment at HOST AGENCY.

E. Employment Disclaimer

The students participating in the program will not be considered employees or agents of the HOST AGENCY or UNIVERSITY for any purpose. Students will not be entitled to receive any compensation from HOST AGENCY or UNIVERSITY or any benefits of employment from HOST AGENCY or UNIVERSITY, including but not limited to, health care or workers' compensation benefits, vacation, sick time, or any other benefit of employment, direct or indirect. HOST AGENCY will not be required to purchase any form of insurance for the benefit or protection of any student of the UNIVERSITY.

F. Health Insurance Portability and Accountability Act

Students participating in clinical training pursuant to this Agreement are members of the HOST AGENCY's workforce for purposes of the Health Insurance Portability and

Accountability Act (HIPAA) within the definition of "health care operations" and therefore may have access to patient medical information as provided for in the Privacy Rule of HIPAA. Therefore, additional agreements are not necessary for HIPAA compliance purposes. This paragraph applies solely to HIPAA privacy and security regulations applicable to the HOST AGENCY and, as stated in paragraph E, above, does not establish an employment relationship.

G. No Agency Relationship Between the Parties.

The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this Agreement to each other shall not be construed to constitute a partnership, joint venture or any other agency relationship, other than that of independent contractors. Neither party shall have the right or authority or shall hold itself out to have the right or authority to bind the other party, nor shall either party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.

H. Assignment

This AGREEMENT will not be assigned by either party without the prior written consent of the other**.**

I. Sovereign Immunity

The HOST AGENCY understands the UNIVERSITY is a public entity entitled to protections of sovereign immunity in accordance with the United States and Pennsylvania Constitutions and applicable law. It is specifically understood and agreed that nothing contained in this paragraph or elsewhere in this AGREEMENT will be construed as: an express or implied waiver by the UNIVERSITY of its sovereign immunity

J. Liability

Neither party shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this Agreement.

K. Applicable Law

This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania.

L. No Special Damages

In no event shall either party be liable hereunder (whether in an action in negligence, contract or tort or based on a warranty or otherwise) for any indirect, incidental, special or consequential damages incurred by the other party or any third party, even if the party has been advised of the possibility of such damages.

M. Payments

No payments shall be made between the parties or to the students in connection with this Agreement.

N. Severability

The invalidity of any provision of this AGREEMENT will not affect the validity of any other provisions.

O. Headlines

Headlines in this AGREEMENT are for convenience only**.**

P. Entire Agreement

This AGREEMENT contains the entire AGREEMENT of the parties as it relates to this subject matter. This AGREEMENT shall only be modified in writing with the same formality as the original AGREEMENT.

Q. Title IX Reporting

The HOST AGENCY shall report any known incident in which a student is the victim of sexual assault, dating violence, domestic violence, stalking or sexual harassment to the University Title IX Coordinator, Karla Fonner at: karla.fonner@sru.edu, 724-738-2953, or by using our secure online referral form: https://sru-advocate.symplicity.com/care_report/.

R. Notices

All notices provided by either party to the other will be in writing, and will be deemed to have been duly given when delivered personally or when deposited in the United States mail, First Class, postage prepaid, or evidence of delivery via electronic mail.

Notice under this agreement shall be made to:

HOST AGENCY:
Contact Name: Jen Butterworth
Organization's Name: Bellefonte Area School District
Address: 318 N Allegheny Street
Second Address:
City, State, Zip: Bellefonte, PA 16823
Phone: 724-612-1806
Email Address: jbutterworth@basd.net

UNIVERSITY:
Samantha Kelly
Slippery Rock University
100 Central Loop, 333 ATSH
Slippery Rock, PA 16057
724.738.2149
samantha.kelly@sru.edu
sruagreements@sru.edu

REMAINDER OF PAGE LEFT INTENTIONALLY BLANK.
SIGNATURE PAGE TO FOLLOW.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals as of the day and date set forth below.

FOR HOST AGENCY:

By: _____
Authorized Official

Title: Director of Special Education
Name: Jen Butterworth
Date: _____

FOR THE UNIVERSITY:

By: _____
Authorized Official

Title: Dean, College of Health Professions
Name: Christine Karshine
Date: _____

AGREEMENT IS EFFECTIVE THE DATE OF LAST SIGNATURE.

Revised August 13, 2024

Targeted Support and Improvement Plan
Bellefonte Area High School
July 2026

Steering Committee:
Mike Fedisson, Principal
Katrina Lee, Vice Principal
Andy Caruso, Vice Principal
Jennifer Butterworth, Director of Special Education
Jamie Smith, Assistant Director of Special Education
High School Department Chairs
District Instructional Coach
BAHS Parent Council
Superintendent's Student Advisory Committee

Areas of Focus:

- Students with Disabilities subgroup
  - Achievement in ELA and Math
  - Growth in ELA and Math
  - Regular Attendance
  - Career Standards Benchmarks

Indicator	BAHS Score	Cut Score	Benchmark
Achievement: Math and ELA combined *11th grade cohort* *Keystone and PASA*	14.06% *(from '24-'25)*	At or below 21.4%	Percentage of students that passed the Keystone Exam
Growth: Math and ELA combined *All testers administered a Keystone in '24-'25*	-2.17	When below 0 PVAAS	Percentage of students that met expected growth
Regular Attendance *All students with disabilities*	60.49% *(from '23-'24)*	Below 74.87%	Percentage of students enrolled at least 50% of days and in attendance at least 90% of those days
Career Standards Benchmark *11th grade cohort*	76.47% *(from '24-'25)*	Below 87.4%	Percentage of students completing all eight (8) artifacts related to Career and Work Standards

Data Review:

- Future Ready PA Index
- Student Performance Data
- PA Essential Practices for Schools
    - Results
- Fishbone Diagram Exercise: Factors and Causes

Summary of Strengths and Challenges:

Select 2-4 challenges as priorities for our improvement plan. Add a root cause for those priorities.

Challenges	Discussion
Assessments: we have some common assessments and benchmark assessments. However, moving benchmark assessments to content courses can increase buy-in from students and create more relevance for content teachers.	First, we found that it was important to switch from MAP benchmark assessments to CDTs or Firefly. These assessments have a predictive model that aligns to Keystone Exams. Further, moving our testing practice from homerooms to content classes allows teachers to help students make meaningful connections to their data and achievement.
While we have common planning time for teachers, we could improve time for more teachers to work together across content areas and spend more time analyzing data and planning instruction.	
We have instructional coaches in our district. We could utilize them to help with data collection and analysis.	While we have data points from MAP assessments and classroom common assessments, teachers feel they have little time to analyze the data. Utilizing our instructional coaches can help give teachers more time to focus on interventions from the data.
Planning time following curriculum writing cycles to review and update curriculum between writing cycles.	
Expanding data teams to include other staff and board members to best understand our challenges and increase communication with families.	Students and families may not see the connection between school attendance and success outside of the classroom. We need to be more consistent with our expectations for students and communicate that to families along with providing the necessary supports for student attendance.

Students can be highly motivated only by grades.	

Strengths	Discussion
Curriculum alignment to standards. With this in place, we can look more closely at student data and determine which skills/standards are being addressed well and which need more attention.	Curriculum alignment is becoming a strength. By eliminating gaps and overlap, individual teachers and courses can focus on specific skills and interventions.
There are many opportunities for staff to join committees and have shared leadership. This can create buy-in from staff in identifying needs and working to implement and monitor effectiveness of interventions. We also have a collaborative environment that would support risk-taking and leadership.	We have a culture where teachers are empowered to join committees and have a voice in the direction of our school. Adding teachers to our district data teams will provide an opportunity to share data vertically.
The school has a budget that would allow for necessary materials and training for students and staff.	Resources are available for professional learning and resources such as testing platforms, instructional coaches, and training.
There are a variety of course offerings to help meet students at their learning level. Additionally, other supports for academic, social, and emotional wellbeing are in place.	There are a variety of course offerings to meet students' learning needs. Programs like CTC offerings and AP/Dual Enrollment courses provide choice and motivation for students.
We offer a variety of pathways for professional learning and monitoring of its impact.	Our professional learning model has teacher and staff input. After each session, feedback is collected from all participants and analyzed by the committee to plan future sessions.

Priority Challenges:

Priority Challenges	**Priority Statements**
Assessments: we have some common assessments and benchmark assessments. However, moving benchmark assessments to content courses can increase buy-in from students and create more relevance for content teachers.	We must change our assessment structure by embedding benchmark and common evaluations directly into regular content courses rather than utilizing isolated testing environments. Changing this structural practice will better support educators by making assessment data immediately relevant to their daily instruction, while simultaneously increasing student buy-in by anchoring tests within their familiar learning environments.
Expanding data teams to include other staff and board members to best understand our challenges and increase communication with families.	We must expand our data team to include chronic absenteeism. Adding this layer will better support our educators in accurately diagnosing attendance barriers and will better support parents and guardians through proactive communication that reinforces the critical role daily attendance plays in long-term student success.

Goal Setting:

ELA/Math/(Biology)

Measurable Goal:

Ninety percent (90%) of students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline assessment to the end-of-year assessment.

Target Quarter 1	Target Quarter 2	Target Quarter 3	Target Quarter 4
100% of students will complete the benchmark assessment and create growth goals.	90% of students will meet their individual growth goal.	90% of students will meet their individual growth goal.	90% of students will meet their individual growth goal.

Regular Attendance

Measurable Goal:

By the end of the 2026-2027 school year, 90% of students will demonstrate regular attendance.

Target Quarter 1	Target Quarter 2	Target Quarter 3	Target Quarter 4
By the end of the first quarter, 98% of students will demonstrate regular attendance.	By the end of the first quarter, 95% of students will demonstrate regular attendance.	By the end of the first quarter, 93% of students will demonstrate regular attendance.	By the end of the first quarter, 90% of students will demonstrate regular attendance.

Action Steps:

- Classroom teachers will conduct the ELA/Biology/Algebra CDT three times during the 26-27 school year.
- Benchmark data will be collected at the beginning of the 26-27 school year using an initial CDT assessment followed by two additional rounds of assessing students using the CDTs based on the approved assessment calendar.
- Administration will hold tri-weekly data meetings for Keystone course teachers to analyze common and summative assessments and refine instruction.
- Provide professional learning opportunities for staff and conduct ongoing learning walks to ensure effective strategies are being used in the classroom, with specific training provided for ELA/Biology/Algebra.
- Provide professional learning to assist teachers in developing individual action plans for students falling behind and provide academic tutoring, Tier II support groups, and alternate scheduling as needed.
- Consistently draft and display learning objectives in student-friendly language at the start of each lesson.
- Implement a structured formative assessment—such as an exit ticket, quick check, or digital poll—at the conclusion of every lesson to collect concrete evidence of student comprehension.
- Model effective goal-setting and formative assessment strategies during monthly Extended Tuesday meetings or faculty sessions.
- Provide information to families (and students) that includes total number of days missed and types (exc, unv, ill, med) at the midpoint of each quarter and at the end of each quarter.
- During Tier 2 data meetings identify students at risk (lower than 90%) and utilize staff (social workers, counselors, SRO, AEP, case managers) to provide specific and targeted intervention. Utilize Check and Connect framework.
- Increase administrative visibility during morning arrival to monitor tardies and increase accuracy in tracking students who are regularly late to school.
- Provide quarterly incentives for students who have 90% attendance or higher.
- Communicate attendance data by grade level to all staff through bi-weekly data newsletters.
- Implementation of 9th Grade Academy–monthly lessons targeting specific skills needed for successful transition to high school. Monthly themes will be incorporated into classes for all grades to reinforce skills. Student ambassadors will provide support for 9th grade homerooms. (Technology and Teamwork, Organization, Self-Advocacy, Stress Management, Giving Back (Service), Study Skills, Perseverance, Time Management, Test Prep)
- Expanded tutoring opportunities: addition of AM math tutoring during S2 of ‘25-’26 SY. Additional tutoring available during lunch mods during ‘26-’27 SY

Thomson Reuters CLEAR Proposal

SUBMITTED TO:

Bellefonte Area School District

Attn: Kenneth G. Bean, Jr.

July 2, 2026

SUBMITTED BY: THOMSON REUTERS

Confidentiality Statement: This proposal includes pricing and confidential corporate information that may not be duplicated, used, or disclosed – in whole or in part – for any purpose other than evaluating this proposal.

THOMSON REUTERS®

Price Proposal

CLEAR FEATURES AND SERVICES

Thomson Reuters (West Publishing Corporation) proposes to provide CLEAR to the Bellefonte Area School District.

West's pricing proposal is as follows:

CLEAR for Residency Verification		
Proposed Content	User/Input Limit	Pricing
CLEAR Investigate	3 Users	36-Month Agreement
CLEAR ID Confirm Batch	9,600 inputs	$1,253.00/month ($15,036.00 annual yr 1 cost)
CLEAR Batch Alerts	300 batch alerts	
Alerts	25 alerts	
Unlimited Free Training + 24/7 Technical Support		5% capped increase in years 2 & 3 Non-Availability of Funds Clause

TERMS AND CONDITIONS

All access to and usage of Westlaw is governed by the then-current Thomson Reuters General Terms and Conditions, and applicable Order Form. These documents (included at the end of this pricing proposal) will be incorporated by reference into and made part of any contract awarded to West pursuant to this proposal.

CONTRACTING WITH WEST

Any contract resulting from this proposal will be with West Publishing Corporation. CLEAR service will begin 5-7 days following receipt of a fully executed, clean, and process-able Order Form, and after any necessary credentialing has been completed.

NON AVAILABILITY OF FUNDS CLAUSE

You may cancel a product or service with at least 30 days written notice if you do not receive sufficient appropriation of funds. Your notice must include an official document, (e.g., executive order, an officially printed budget or other official government communication) certifying the non-availability of funds. You will be invoiced for all charges incurred up to the effective date of the cancellation.

TERMINATION FOR CONVENIENCE

You may terminate the subscriptions listed on the Order Form at any time after the first twelve (12) months of the Minimum Term or Renewal Term (as applicable) have passed by providing at least thirty (30) days prior written notice to Thomson Reuters.

OFFER ACCEPTANCE PERIOD

The terms of this price proposal are valid up until July 31, 2026.

Thomson Reuters

Any contract resulting from this proposal will be with:

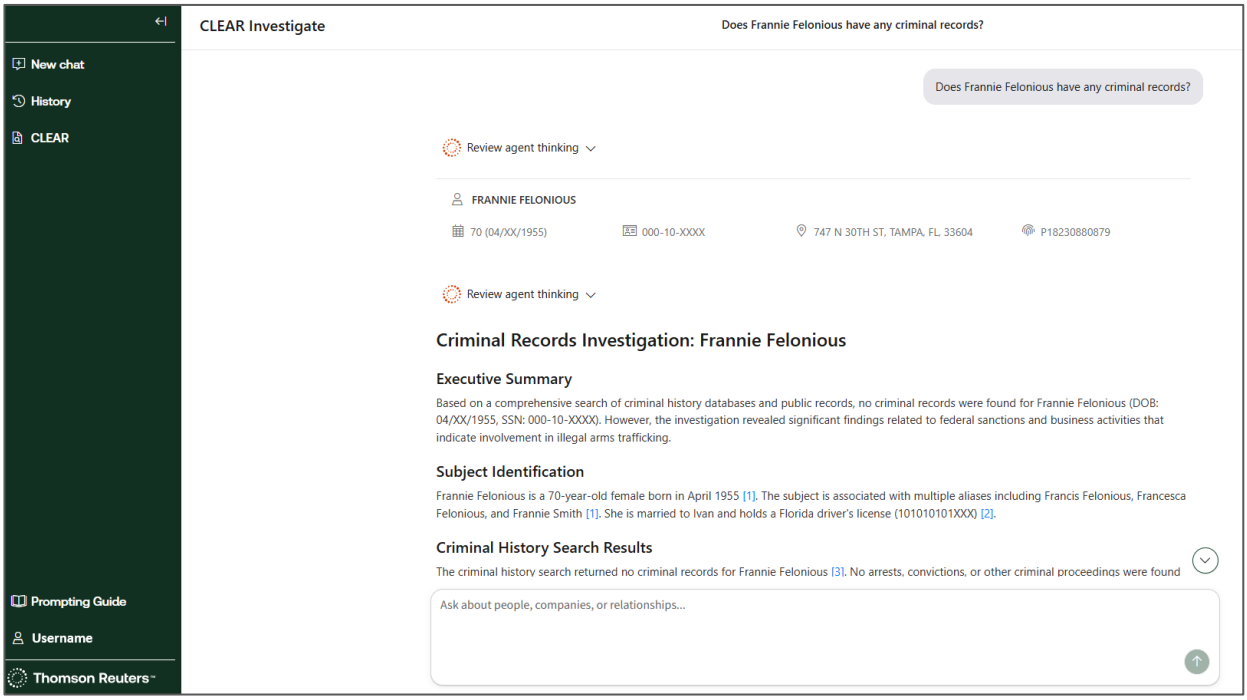
Legal Contracting Entity West Publishing Corporation	**Corporate Address** 610 Opperman Drive, Eagan, MN 55123	**Federal Tax ID #:** 41-1426973 **DUNS #:** 14-850-8286
Doing Business As (DBA) West, a Thomson Reuters business	**Remittance Address** P.O. Box 6292, Carol Stream, IL 60197-6292	**Cage Code**: 89101

Proposed Solution

CLEAR Investigate

The latest CLEAR experience that transforms complex investigations

Thomson Reuters® CLEAR Investigate is a purpose-built solution designed specifically for investigators. Leveraging the latest in AI technology and underpinned by CLEAR's unparalleled public records resources, CLEAR Investigate delivers robust insights and even more comprehensive investigations in minutes. With a clean, intuitive interface and via natural language questions, investigators can uncover hard-to-find information and connections in one fell swoop. Open-web data is included in this experience thereby adding to the depth and comprehensiveness of answers you receive.



CLEAR

The ultimate investigative resource to help you get better, faster results

Thomson Reuters® CLEAR public records resource is an advanced investigative tool designed to help law enforcement investigators close cases faster. CLEAR for Law Enforcement offers an unparalleled collection of public and proprietary records combined with specialized Dashboard Tools. By combining real-time gateway data with CLEAR Dashboard Tools to interact with key report details, you can locate people quicker, reveal relationships sooner, and close more gaps in your investigations.

CLEAR FEATURES AND SERVICES

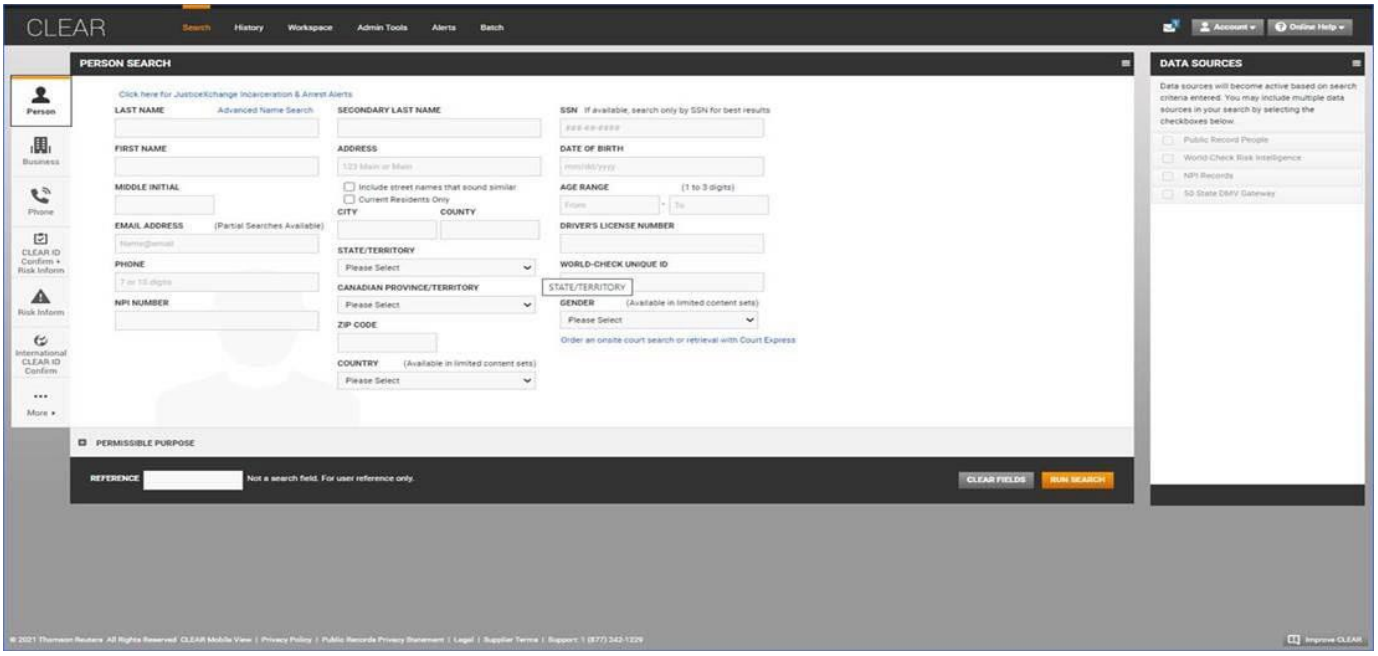
CLEAR provides current data sources, functionality, and exclusive offerings that comprise the most comprehensive investigative platform available. CLEAR increases the efficiency and the effectiveness of due diligence and investigations by providing:

- An easy-to-use online interface with dashboard presentation of results, including display with investigative tools such as Quick Analysis Flags and Address Map
- Access to vast collections of public records, publicly available information, and proprietary records on persons and businesses
- Access to Web information, such as social networking sites, blogs, and news
- Live gateways to real-time data from primary sources, and unique data available only in CLEAR, such as cell phone data from carriers.
- Tools to optimize use of the data, such as mapping, link charts, customizable reports, and compatibility with i2 **Analyst's Notebook and other leading analytical platforms**
- Mobile access from most smartphones with Internet access

Additionally, CLEAR users can be assured that their queries and results are protected via encryption, and search and report requests are logged for security purposes. Account administrators can manage user access and review search **history and usage details through CLEAR's account tools.**

THE CLEAR INTERFACE

CLEAR provides a working environment that gives users streamlined and efficient access to the data that is most **relevant to their research and operations. CLEAR's easy**-to-use interface provides a customizable dashboard for viewing results, making it easy to obtain an overview and see key information. All major functionality is available from the top menu: Search, Results, Workspace, Account Tools, and Alerts. Users begin their research by selecting one of the following templates from the Search menu: Person, Business, Phone, License, Vehicles, Property, Watercraft, Court, or Search All.



SEARCH FEATURES

CLEAR includes several functional features that gives users flexibility in their search criteria:

- Soundex phonetic searching helps with unusual or difficult spellings
- Advanced name search options help find names that sound similar
- Partial information (e.g., street names, email addresses, birthdates, license plate information) can be used as search criteria in several instances

CLEAR uses Entity Resolved Database (ERD) technology to efficiently find all public records pertaining to a **subject. CLEAR's ERD technology uses multiple data elements and identifiers to match records and can overcome** partial and incomplete data, misspellings, and other errors often found in public data.

CLEAR's ERD technology also factors demographic statistics into the matching process. CLEAR's ERD technology ensures that users obtain the full complement of available data on a subject.

ALERTS

Alerting capability allows users to be notified if any key information on a subject changes. Alerts may be created for persons or companies. Users select the time interval (e.g., daily or weekly) for monitoring the status of selected attributes or subjects. When new information is added or information changes for a selected attribute or category, CLEAR sends a notification to keep the user updated with the most current information.

REPORTS

CLEAR offers comprehensive reports for an individual or a company, as well as more streamlined reports. In addition to the content from all relevant data sets, each of these reports allows users to include information on relatives, associates, and neighbors, as well as other information.

- **Contact Report –** The Contact Report is streamlined to focus on information to assist in contacting an individual.
- **Basic Report –** The Basic Report contains subject information and related address information from the major consumer reporting bureaus, including live gateway calls (as available) that return the most up-to-date information available for the subject. Along with the information contained in the Contact Report, the Basic **Report includes additional sections, such as businesses registered at the subject's address, driver's license** information, and infractions.
- **Individual Report –** The Individual Report is a comprehensive report on a subject, including all of the sections mentioned in the Contact Report and Basic Report, as well as additional sections related to various assets, criminal records and traffic citations, arrests, infractions, UCC filings, bankruptcies, liens and judgments, lawsuits, dockets, professional licenses, other licenses, business affiliations, significant shareholders, political **donors, voter registrations, marriages, divorces, and licensed drivers at subject's address.**
- **Company Report –** The Company Report sections include corporate record filings, information on private companies, small businesses, D&B records, business profile records, executive profile records, fictitious business names, employer ID numbers (FEIN), licenses, bankruptcies, liens and judgments, UCC filings, infractions, lawsuits, vehicles, real property, watercraft, people associated with the business, other businesses linked to the business address, and phone listings.

CLEAR Solutions

CLEAR
Access live gateways and an easy-to-use interface to help you quickly ensure that officers have all the information they need.

CLEAR Web & Social Media
Go deeper into your web and social searches with additional search capabilities and relevancy ranked results such as blogs, social networks, dating profiles, business and corporate data and more.

CLEAR ID Confirm
Confirm identities and customize the entire process to fit your needs. Equip your institution with credit header data, OFAC lists, FEIN information, passport checker MRZ identification, international verification, and work-affiliations.

CLEAR Risk Inform
Protect your institution against risk with reliable information you can trust. Leverage our proprietary data, along with configurable risk indicators to confidently assess and avert potential fraud risk.

CLEAR Adverse Media with Sanctions
Simplify your fraud prevention screening capability while ensuring any news and web data is properly reviewed. Easily view any adverse news results along with Sanctioned, Politically Exposed Persons (PEP), and State-owned Entity (SEO) hits on your subject or monitoring list.

CLEAR Global Beneficial Ownership
Allows you to quickly understand the ownership and control of international corporate entities with up to 10 degrees of separation. Access international business data, business owner names, percentage of shares owned, titles, relationships, and more.

CLEAR Real-Time Incarceration and Arrest Records
Quickly see if you subject is currently incarcerated. With Alerts, you can automatically get notified when a subject you are investigating is arrested, incarcerated, or released. You'll know when, why, and where it happened and be able to confidently respond immediately — without having to waste time running countless searches.

CLEAR License Plate Recognition
Accelerate investigations with live access to 14 billion license plate detections to transform license plate data into actionable insights or information.

Court Express
Promptly and anonymously retrieve key documents that are not available online, from anywhere in the country, and perform thorough onsite due diligence.

CLEAR for Skip Tracing
Get accurate, real-time information to efficiently recover assets. Track people who owe debts and use the filtered content to find your results much faster.

CLEAR for Vehicle Recovery
Quickly gain information that enables you to restore rightful ownership in less time, with less hassle. This plan includes all of Skip Tracing plus the vehicle repossession feature.

TRAINING

We offer training to our customers' authorized users at no charge for the term of the contract. Thomson Reuters offers various options to support a customer's specific training requirements, including instructor-led online classes, self-paced tutorials from within the CLEAR interface, personalized training by phone for specific issues, regional seminars in various locations, and on-site training (as available).

SUPPORT

Live assistance is available 24/7 at our toll-free phone number for CLEAR support (877-242-1229). CLEAR customer support can also be reached via email at CLEAR@thomsonreuters.com. Additionally, we provide a dedicated relationship manager to assist each customer with technical and general support.

ABOUT WEST PUBLISING CORPORATION AND THOMSON REUTERS

West Publishing Corporation, a Thomson Reuters business, is a leading provider of integrated information solutions to the U.S. legal and investigative markets and provides the highest quality legal, regulatory, business information, and public records data, and the most innovative tools to manage it.

West is well recognized for providing exceptional products and customer service to investigative and due diligence efforts across all levels of government and across multiple industries in corporate and legal sectors. Thomson Reuters CLEAR is powered by billions of data points and leverages cutting-edge public records technology to bring all key content together in a customizable dashboard display and reports. West customers appreciate the quality of our public record information, technologies, analytics, and customer service. Our products are currently used by thousands of customers, many of whom have repeatedly chosen our products to serve their needs. We believe that our long-term customers are testimony not only to our products but also to our exemplary customer service. West is committed to providing both the highest quality tools in the most cost-effective and efficient manner and the training and support to assist your users in optimizing the benefits of those tools.

Thomson Reuters is a leading provider of business information services. Our products include highly specialized information-enabled software and tools for legal, tax, accounting, and compliance **professionals, combined with the world's most global news service—**Reuters. The business has operated in more than 100 countries for more than 150 years. In 2021, we employed a global team of more than 24,400 professionals, and our revenues were US $6.348 billion. More information on Thomson Reuters can be found at tr.com

CLEAR is intended for due diligence and investigative purposes, activities not regulated by the Fair Credit Reporting Act (FCRA). Thomson Reuters is not a consumer reporting agency, and customers must not use any of the content, information, or services provided on our sites as a factor in **establishing a consumer's eligibility for credit or insurance to be used primarily for personal, family, or household purpose**s; for employment purposes; in consumer debt-collection decisions, or for any other purpose authorized under section 1681b of the Fair Credit Reporting Act (15 USCA §1681b).

Thomson Reuters CLEAR ID Confirm for School Districts

Verify residency quickly and accurately

CLEAR ID Confirm helps you verify residency accurately and efficiently, saving you time and money. With a Batch search you can avoid looking for one subject at a time by submitting one file with thousands of names, addresses, or other identifying information. Compare your data inputs to our vast collection of public and propriety records, including risk flags. In return, a verification score will generate allowing you to quickly flag false addresses associated to your subjects and determine if further investigation is necessary.

You can feel confident that you are being alerted to any potential risks, such as:

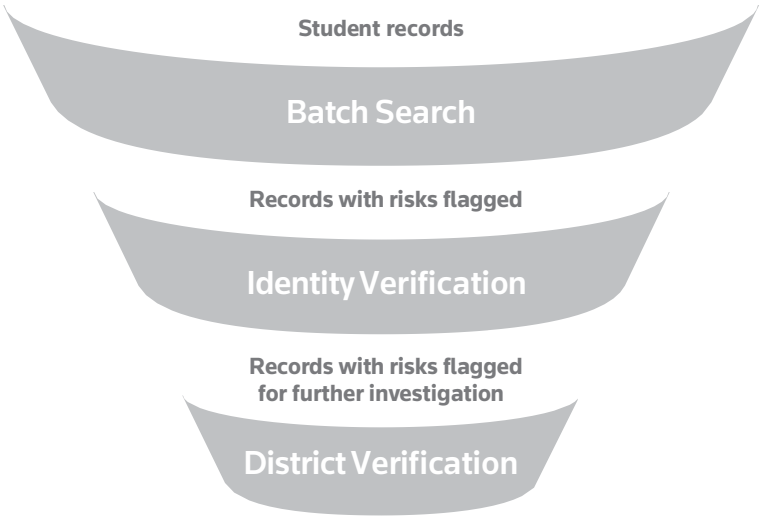
- Non-resident students attending district schools with closed enrollment policies
- Non-resident students attending district schools with open enrollment policies, but students are not appropriately identified as open enrollment students, thus relinquishing the annual transfer of funding from the student's resident district
- Out-of-state students attending district schools

$14,347

average U.S. school spending per pupil in 2021

*According to the 2021 Public Elementary-Secondary Education Finance Data from the U.S. Census Bureau

Below is an example of how Thomson Reuters CLEAR ID Confirm with Batch searching can quickly verify and determine residency records for further investigation.



Quickly flag false addresses.

	A	B	C	D	E	F
1	LAST NAME	FIRST NAME	STREET	CITY	STATE	ZIP
2	sample-document	jane	240 summit ave	saint paul	mn	55102
3	smith	john	241 summit ave	saint paul	mn	55102
4	johnson	heather	242 summit ave	saint paul	mn	55102
5	mccoy	trever	243 summit ave	saint paul	mn	55102

CLEAR ID Confirm output example. See personalized risk score and determine which record needs further investigation (example below has been customized with conditional formatting).

	B	C	D	E	F	G	I	L	M	EM	FB	FU
1	First Name	Last Name	Street Address	Address City	State	Zip	Total Score	Street Address	City	Additional Phone1_1	Death	Historical Address
2	jane	sample-document	240 SUMMIT AVE	SAINT PAUL	MN	55102	64.68	MATCH	MATCH	(555) 555-0726, Phone Record	YES	YES
3	john	smith	241 SUMMIT AVE	SAINT PAUL	MN	55102	50.12	NO MATCH	NO MATCH	(555) 555-0720, Phone Record	NO	YES
4	heather	johnson	242 SUMMIT AVE	SAINT PAUL	MN	55102	96.23	MATCH	MATCH	(555) 555-0727, Phone Record	NO	NO
5	trever	mccoy	243 SUMMIT AVE	SAINT PAUL	MN	55102	93.09	MATCH	MATCH	(555) 555-0729, Phone Record	NO	NO

How CLEAR can help your district

CLEAR provides expansive, sourced, and transparent data on many key public records resources. See below for information on the data that is available when partnering with us:

CLEAR provides the most accurate information available on people, their locations, relatives, and connections.

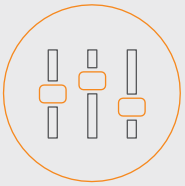
- National phone data
- Live consumer and credit bureau data
- DMV records
- Real property data
- Associates
- Relatives

Gain deep insights into businesses and review vendors with thorough business data.

- Principles
- Corporate, UCC, and SEC filings
- Underlying businesses and owners
- Sanctions
- PEPs
- Delaware corporate gateway
- Fictitious business names
- Phone data
- Business credit reports
- Web & social media

Access CLEAR data right from your own internal interface with CLEAR System-to-System

Search results are directly populated into your district's Student Information System so you can work more efficiently in a familiar environment.



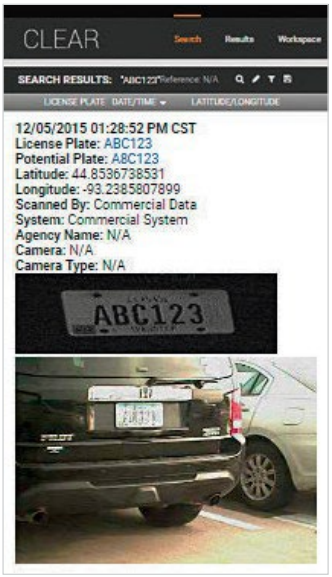
Customize your criteria

Identify risk quickly

Save time and money

Thomson Reuters CLEAR License Plate Recognition for School Districts

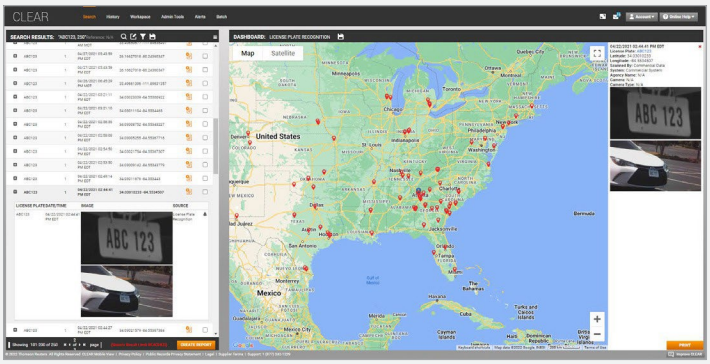
Motorola Solutions' secure shared data network has been trusted for years to help government agencies locate vehicles involved in or driven by those who are involved in criminal activity. When you access license plate data within CLEAR, you're able to search a collection of more than 20 billion commercial license plate records collected over more than a decade to confidently identify new trends and create more complete, connected investigations.



Why is commercial data important?

Commercial data creates a force multiplier effect for agencies by complementing your own internal LPR data with access to a broader network of LPR data. Commercial vehicles, including tow trucks, asset recovery, and repossession, collect multiple records of vehicle license plate locations along main roadways as well as neighborhoods, high volume parking lots, and thoroughfares. This generates stronger trend and location history — making your job easier while searching for a single vehicle.

How CLEAR LPR can help your investigation



Isolate license plate detections or tag reads to determine:

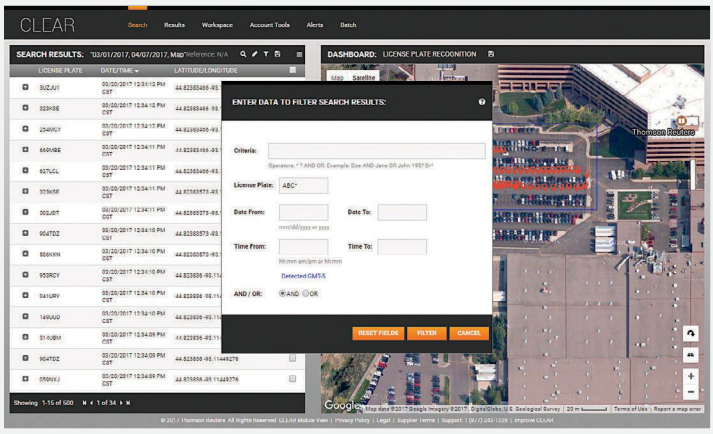
- Recorded plate
- Date and time of scan
- Location

Search license plates using either a full or partial plate:

- Investigations where a witness provides a partial (or full) license plate
- Cold cases
- Amber Alerts

Search by landmark, business, or street to better focus your search:

- When a specific area has been targeted for crime, such as break-ins or theft
- Pinpoint past vehicle locations
- Identify potential associations of vehicles in the same area at the same time



Better visualize vehicle location by combining full or partial plate search with Google Maps™ search.

Filter results to better identify records of interest and quickly narrow hundreds of results.

CLEAR CONTENT

CLEAR provides access to a comprehensive collection of public records information, including the following:

PERSON SEARCH

- Address Compilation
- Arrest Records
- Canadian Phones
- Criminal Records
- Driver License
- Experian
- Equifax
- Global Sanctions
- Historical Credit Bureau
- Hunting and Fishing Licenses/Permits
- Household Listings
- New Movers
- Obituary Records
- OFAC
- Phone Records
- SSA Death
- State Death
- TransUnion
- Voter Registration Records
- Work Affiliations

BUSINESS SEARCH

- Business Contact Records
- BAHR
- Business Phones
- Business Profile Records
- Canadian Business Phones
- Corporations
- Dun & Bradstreet
- Executive Affiliation Records Executive Bios
- Executive Profile Records
- Federal Employer Identification Number (FEIN)
- Fictitious Business Names (FBN)
- Global Sanctions
- OFAC
- Phone Records

LICENSE SEARCH

- Driver License
- Healthcare Licenses
- Professional and Commercial Licenses
- NPI

PHONE SEARCH

- Reverse Phone Number Lookup
- Business Phones
- Canadian Business Phones
- Canadian Phones
- Experian
- Dun & Bradstreet
- Household Listings
- Phone Records
- TransUnion

VEHICLES SEARCH

- Vehicles
- Real-Time Motor Vehicle Gateway

PROPERTY SEARCH

- Real Property

WATERCRAFT SEARCH

- State Watercraft
- U.S. Coast Guard Watercraft

COURT SEARCH

- Bankruptcy
- Arrest Records
- Criminal
- Fugitives
- Infractions
- Warrants
- Global Sanctions
- Lawsuits
- Liens and Judgments
- State and Federal Sanctions
- Uniform Commercial Code

INTELLECTUAL PROPERTY

- U.S. Copyrights
- State Trademarks
- U.S. Federal Trademarks
- International Trademarks
- U.S. Patents and Applications
- International Patent Records

DATA HIGHLIGHTS

- Real-Time Gateways
- Locator Data
- Global Business Information

General Information

Proposal Submitted To

Contact Name: Duffy Besch
Account Name: Bellefonte Area
Bill To:

, ,

Email:

Location

Project Name: Bellefonte HS Track Cleaning and Striping
Project Address:

Created Date: June 18, 2026
Created By: Tim Tray

Pricing

Track Cleaning and Striping — Total Amount: $23,495.00

Site Terms

Material is guaranteed to be as specified and work will be according to standard practices. Changes from specifications involving additional costs will only be done upon a written order and will become an extra above the estimate. All agreements contingent upon strikes, accidents, or delays beyond our control. Owner to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Worker's Compensation Insurance. This proposal may be withdrawn if not accepted within 30 days.

Scope of Work

- Mobilize crew and equipment
- Walk around track and make repairs as needed
- Saturate surface of track using broadcast water trailer and spray wand as needed
- Clean surface of track using SMG Sport Champ
* clean lanes and D-zone using SMG opposed brush
* Perimeter edge cleaning using SMG auxiliary brush
- Stripe 8 lanes

Notes:

Warranties/Exclusions:

Acceptance

Work performed in addition to the specifications listed above require additional charges. Upon acceptance, please sign and return one copy.
ACCEPTANCE: The above specifications, conditions, and price(s) are acceptable. I authorize Vasco to do the work as specified.

Date Of Acceptance: _____ Acceptance Signature: _____

Approved amount including accepted Option(s): $ _____

Please indicate selected Option(s): _____

Herbert, Rowland & Grubic, Inc.
Accounts Receivable
P.O. Box 60815
Harrisburg, PA 17106
717.564.1121
www.hrg-inc.com

Remit ACH Payment to: Mid Penn Bank
Routing #: 031308807
Account #: 6017727
Remittance Advice: AR@hrg-inc.com

Kenneth Bean, Jr
Bellefonte Area School District
318 North Allegheny Street
Bellefonte, PA 16823

June 23, 2026
Project No: R009601.0428
Invoice No: 210588

Email Invoices to:
kbean@basd.net
rrakszawski@basd.net
accountspayable@basd.net

Project Manager: Steven Kirsch

Project R009601.0428 Bellefonte Elementary School Engineering & Permitting Services

Professional Services from May 04, 2026 to May 31, 2026

Phase: 05 Construction Administration & Obs.

Reimbursable Expenses

Travel/Subsistence	30.70	
Reproductions	100.28	
Total Reimbursables	**130.98**	**$130.98**

Billing Limits	**Current**	**Prior**	**To-Date**	
Total Billings	130.98	78,250.00	78,380.98	
Limit			78,250.00	
Adjustment				**($130.98)**

Total this Phase

Phase: S02A Traffic Design & Permitting

Fee

Total Fee	172,935.00			
Percent Complete	100.00	Total Earned	172,935.00	
		Previous Fee Billing	172,935.00	
		Current Fee Billing	0.00	
		Total Fee		

Reimbursable Expenses

Permits/Licenses/Fees	11.00	
Total Reimbursables	**11.00**	**$11.00**

Total this Phase **$11.00**

Phase: S02B Traffic Bidding, CA & CI

Fee

Total Fee	71,500.00			
Percent Complete	80.00	Total Earned	57,200.00	

		Previous Fee Billing	30,387.50	
		Current Fee Billing	26,812.50	
		Total Fee		**$26,812.50**
Reimbursable Expenses				
Permits/Licenses/Fees			11.00	
	Total Reimbursables		**11.00**	**$11.00**
Unit Billing				
4/1/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/2/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/3/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/7/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/8/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/9/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/10/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/13/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/14/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/15/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/16/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/20/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/21/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/22/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/23/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/24/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/27/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/28/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/29/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
4/30/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/1/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/4/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/5/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/6/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/7/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/8/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/11/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/12/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/13/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/14/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/15/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/18/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/19/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/20/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/21/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/26/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/27/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/28/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
5/29/2026	Mileage-Company Vehicles	31.0 Mileage @ 0.725	24.73	
	Total Units		**$964.47**	**$964.47**
		Total this Phase		**$27,787.97**

Phase: S03 Supplement 03 Additional Services

Fee

Total Fee	29,220.00			
Percent Complete	100.00	Total Earned	29,220.00	
		Previous Fee Billing	29,220.00	
		Current Fee Billing	0.00	

Total Fee

Total this Phase

Phase: S04 No Right-of-way Redesign

Fee

Total Fee	6,800.00		
Percent Complete	100.00	Total Earned	6,800.00
		Previous Fee Billing	6,800.00
		Current Fee Billing	0.00
		Total Fee	

Total this Phase

Phase: S05 Post Construction Elevation Survey

Fee

Total Fee	5,900.00			
Percent Complete	100.00	Total Earned	5,900.00	
		Previous Fee Billing	0.00	
		Current Fee Billing	5,900.00	
		Total Fee		**$5,900.00**
			Total this Phase	**$5,900.00**
			TOTAL THIS INVOICE	**$33,698.97**

Payment Terms are Upon Receipt. Interest of 1.5% per month is charged on any invoice outstanding over 60 days old.

sitelogiQ
Efficiency Powered by Intelligence

3300 N. Third Street
Harrisburg, PA 17110
717.238.5737

Bellefonte Area School District
318 North Allegheny Street
Bellefonte, PA 16823

Invoice No. 9487-09

I N V O I C E

Purchase Order / Project Number	RCE No.	Location	Invoice Date
	9487	New Bellefonte Area Elementary School Building Commissioning	6/30/2026

HVAC Commissioning services performed in connection with New Bellefonte Elementary School
Billing period through the month of June 2026 (6/1/2026-6/26/2026)

TITLE	EMPLOYEE			RATE	
Commissioning Agent	David Hickey	12.50	Hours @	179.00	2,237.50
Commissioning Agent	Dave Burkett	2.50	Hours @	179.00	447.50
Commissioning Agent	Skyler Devitt	33.00	Hours @	179.00	5,907.00
Commissioning Technician	Bryce Bobitz		Hours @	122.00	-
Reimbursables: Mileage - 174 miles @ $0.725/mile = $126.15 Rental Car - $132.75					258.90
Total Personnel		48.00	Hours		8,850.90

Total Amount Due This Invoice **$ 8,850.90**

BILLING SUMMARY

	Proposed Fees	Invoice to Date	Previously Invoiced	This Invoice
Contract	65,463.00	37,678.90	28,828.00	8,850.90
Total	65,463.00	37,678.90	28,828.00	8,850.90

CW for 7/1/2026
Jared Weidler, Director of Finance Date

Please remit payment to:
REYNOLDS CONSULTING ENGINEERS,INC.
3300 North Third Street
Harrisburg, PA 17110

Docusign Envelope ID: B53AEB76-9E26-8BB9-8212-B27F311B3FE6

AIA® Document G732™ – 2019

Application and Certificate for Payment, Construction Manager as Adviser Edition

TO OWNER:
Bellefonte Area School District
318 North Allegheny Street
Bellefonte, PA16823

FROM CONTRACTOR: 11400 LLC

CONTRACT FOR: Food Service Equipment

PROJECT:
Bellefonte Elementary School
New Construction for BASD

VIA CONSTRUCTION MANAGER: Reynolds Construction LLC d/b/a SitelogIQ Construction Management

VIA ARCHITECT: KCBA Architects

APPLICATION NO: 13

PERIOD TO: 5/31/2026

CONTRACT DATE: 5/17/2024

PROJECT NOS:

Distribution to:
OWNER: ☐
CONSTRUCTION MANAGER: ☐
ARCHITECT: ☐
CONTRACTOR: ☐
FIELD: ☐
OTHER : ☐

CONTRACTOR'S APPLICATION FOR PAYMENT

Application is made for payment, as shown below, in connection with the Contract. AIA Document G703™, Continuation Sheet, is attached.

1. ORIGINAL CONTRACT SUM		465,591.00
2. NET CHANGES IN THE WORK		318.00
3. CONTRACT SUM TO DATE *(Line 1 ± 2)*		465,909.00
4. TOTAL COMPLETED AND STORED TO DATE *(Column G on G703)*		465,909.00
5. RETAINAGE:		
a. 0 % of Completed Work *(Column D + E on G703)*	0.00	
b. 0 % of Stored Material *(Column F on G703)*	0.00	
Total Retainage *(Lines 5a + 5b or Total in Column I of G703)*		0.00
6. TOTAL EARNED LESS RETAINAGE *(Line 4 minus Line 5 Total)*		465,909.00
7. LESS PREVIOUS CERTIFICATES FOR PAYMENT *(Line 6 from prior Certificate)*		454,261,28
8. CURRENT PAYMENT DUE		11,647.72
9. BALANCE TO FINISH, INCLUDING RETAINAGE *(Line 3 minus Line 6)*	0.00	

SUMMARY OF CHANGES IN THE WORK	ADDITIONS	DEDUCTIONS
Total changes approved in previous months by Owner	318.00	
Total approved this month including Construction Change Directives		
TOTALS	318.00	
NET CHANGES IN THE WORK	318.00	

The undersigned Contractor certifies that to the best of the Contractor's knowledge, information and belief the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is now due.

CONTRACTOR:
By: [signature] Date: 5/21/2026
State of: Pennsylvania
County of: Lancaster
Subscribed and sworn to before me this 21st day of May, 2026
Notary Public: Jodi M. Navarrete
My Commission expires: October 15, 2028

Commonwealth of Pennsylvania - Notary Seal
Jodi M. Navarrete, Notary Public
Lancaster County
My commission expires October 15, 2028
Commission number 1383578
Member, Pennsylvania Association of Notaries

CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on evaluations of the Work and the data comprising this application, the Construction Manager and Architect certify to the Owner that to the best of their knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the AMOUNT CERTIFIED.

AMOUNT CERTIFIED 11,647.72

(Attach explanation if amount certified differs from the amount applied. Initial all figures on this Application and on the Continuation Sheet that are changed to conform with the amount certified.)

CONSTRUCTION MANAGER: Signed by: Jason Erb, PM SIQ
By: Jason Erb Date: 6/25/2026
5E68900C65A49E...

ARCHITECT: *(NOTE: If multiple Contractors are responsible for performing portions of the Project, the Architect's Certification is not required.)* Signed by: Jim Meitzler, KCBA
By: Jim Meitzler Date: 6/26/2026
D2AF2104397D416...

This Certificate is not negotiable. The AMOUNT CERTIFIED is payable only to the Contractor named herein. Issuance, payment and acceptance of payment are without prejudice to any rights of the Owner or Contractor under this Contract.

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User Notes: (3B9ADA59)

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CONTINUATION PAGE

PROJECT: Bellefonte Area Elementary School

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A	B	C	D	E	F	G		H	I
ITEM #	WORK DESCRIPTION	SCHEDULED AMOUNT	COMPLETED WORK		STORED MATERIALS (NOT IN D OR E)	TOTAL COMPLETED AND STORED (D + E + F)	% COMP (G/C)	BALANCE TO COMPLETION (C-G)	RETAINAGE (If variable)
			AMOUNT PREVIOUS PERIODS	AMOUNT THIS PERIOD					
1	WALK-IN COOLER/FREEZER	$47,000.00	$47,000.00	$0.00	$0.00	$47,000.00	100.000%	$0.00	$0.00
2_4	WALK-IN REFRIGERATION	$14,000.00	$14,000.00	$0.00	$0.00	$14,000.00	100.000%	$0.00	$0.00
6	SHELVING, WITH METAL FRAME	$2,100.00	$2,100.00	$0.00	$0.00	$2,100.00	100.000%	$0.00	$0.00
7	SHELVING, WITH METAL FRAME	$300.00	$300.00	$0.00	$0.00	$300.00	100.000%	$0.00	$0.00
8	SHELVING, WITH METAL FRAME	$600.00	$600.00	$0.00	$0.00	$600.00	100.000%	$0.00	$0.00
9	CAN RACK	$1,000.00	$1,000.00	$0.00	$0.00	$1,000.00	100.000%	$0.00	$0.00
10	SHELVING, WITH METAL FRAME	$300.00	$300.00	$0.00	$0.00	$300.00	100.000%	$0.00	$0.00
11	SHELVING, WITH METAL FRAME	$600.00	$600.00	$0.00	$0.00	$600.00	100.000%	$0.00	$0.00
12	SHELVING, WITH METAL FRAME	$300.00	$300.00	$0.00	$0.00	$300.00	100.000%	$0.00	$0.00
13	DUNNAGE RACK	$600.00	$600.00	$0.00	$0.00	$600.00	100.000%	$0.00	$0.00
14	MOP SINK CABINET	$5,200.00	$5,200.00	$0.00	$0.00	$5,200.00	100.000%	$0.00	$0.00
15	EXHAUST HOOD	$13,000.00	$13,000.00	$0.00	$0.00	$13,000.00	100.000%	$0.00	$0.00
15.1	CONTROL PANEL	$4,500.00	$4,500.00	$0.00	$0.00	$4,500.00	100.000%	$0.00	$0.00
16	DOUBLE DECK CONVECTION OVEN	$13,000.00	$13,000.00	$0.00	$0.00	$13,000.00	100.000%	$0.00	$0.00
17	DOUBLE DECK COMBI OVEN	$37,000.00	$37,000.00	$0.00	$0.00	$37,000.00	100.000%	$0.00	$0.00
18	KETTLE, GAS, TILTING	$31,000.00	$31,000.00	$0.00	$0.00	$31,000.00	100.000%	$0.00	$0.00
19	FLOOR TROUGH	$3,000.00	$3,000.00	$0.00	$0.00	$3,000.00	100.000%	$0.00	$0.00
20	CONVECTION STEAMER, GAS	$23,000.00	$23,000.00	$0.00	$0.00	$23,000.00	100.000%	$0.00	$0.00
21	WORK TABLE W/ DRAWER & OVERSHELF	$5,000.00	$5,000.00	$0.00	$0.00	$5,000.00	100.000%	$0.00	$0.00
22	TRASH RECEPTACLE, INDOOR	$300.00	$300.00	$0.00	$0.00	$300.00	100.000%	$0.00	$0.00
23	HAND SINK	$2,500.00	$2,500.00	$0.00	$0.00	$2,500.00	100.000%	$0.00	$0.00
	SUB-TOTALS	$204,300.00	$204,300.00	$0.00	$0.00	$204,300.00	100%	$0.00	$0.00

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			AMOUNT PREVIOUS PERIODS	AMOUNT THIS PERIOD					
24	PLANETARY MIXER	$11,000.00	$11,000.00	$0.00	$0.00	$11,000.00	100.000%	$0.00	$0.00
25	FOOD SLICER, ELECTRIC	$9,000.00	$9,000.00	$0.00	$0.00	$9,000.00	100.000%	$0.00	$0.00
26	WALL SHELF 12X60	$550.00	$550.00	$0.00	$0.00	$550.00	100.000%	$0.00	$0.00
27	WORK TABLE W/ SINKS	$4,000.00	$4,000.00	$0.00	$0.00	$4,000.00	100.000%	$0.00	$0.00
28	ICE BIN FOR ICE MACHINES	$1,500.00	$1,500.00	$0.00	$0.00	$1,500.00	100.000%	$0.00	$0.00
29	ICE MAKER, CUBE-STYLE	$5,500.00	$5,500.00	$0.00	$0.00	$5,500.00	100.000%	$0.00	$0.00
30RL	ROLL-THRU HEATED CABINET	$8,000.00	$8,000.00	$0.00	$0.00	$8,000.00	100.000%	$0.00	$0.00
30LR	ROLL-THRU HEATED CABINET	$8,000.00	$8,000.00	$0.00	$0.00	$8,000.00	100.000%	$0.00	$0.00
31	REFRIGERATOR/FREEZER RACK, ROLL-IN	$1,500.00	$1,500.00	$0.00	$0.00	$1,500.00	100.000%	$0.00	$0.00
32RL	ROLL-THRU REFRIGERATOR	$6,500.00	$6,500.00	$0.00	$0.00	$6,500.00	100.000%	$0.00	$0.00
32LR	ROLL-THRU REFRIGERATOR	$6,500.00	$6,500.00	$0.00	$0.00	$6,500.00	100.000%	$0.00	$0.00
33	WALL SHELF 12X72	$600.00	$600.00	$0.00	$0.00	$600.00	100.000%	$0.00	$0.00
34	INGREDIENT BIN	$500.00	$500.00	$0.00	$0.00	$500.00	100.000%	$0.00	$0.00
35	WORK TABLE W/ SINK	$2,000.00	$2,000.00	$0.00	$0.00	$2,000.00	100.000%	$0.00	$0.00
36	REVERSE OSMOSIS SYSTEM	$3,000.00	$3,000.00	$0.00	$0.00	$3,000.00	100.000%	$0.00	$0.00
37	WORK TABLE W/ (2) DRAWERS	$2,500.00	$2,500.00	$0.00	$0.00	$2,500.00	100.000%	$0.00	$0.00
38	WALL SHELF 12X84	$700.00	$700.00	$0.00	$0.00	$700.00	100.000%	$0.00	$0.00
39R	REACH-IN REFRIGERATOR	$5,500.00	$5,500.00	$0.00	$0.00	$5,500.00	100.000%	$0.00	$0.00
40	POT RACK	$400.00	$400.00	$0.00	$0.00	$400.00	100.000%	$0.00	$0.00
41	3-BOWL SINK	$6,000.00	$6,000.00	$0.00	$0.00	$6,000.00	100.000%	$0.00	$0.00
42	POT RACK 12X60	$400.00	$400.00	$0.00	$0.00	$400.00	100.000%	$0.00	$0.00
	SUB-TOTALS	$287,950.00	$287,950.00	$0.00	$0.00	$287,950.00	100%	$0.00	$0.00

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			AMOUNT PREVIOUS PERIODS	AMOUNT THIS PERIOD					
43	DISPOSER	$5,000.00	$5,000.00	$0.00	$0.00	$5,000.00	100.000%	$0.00	$0.00
44	L-SHAPED SOILED DISH TABLE	$7,000.00	$7,000.00	$0.00	$0.00	$7,000.00	100.000%	$0.00	$0.00
45	DISHWASHER, DOOR TYPE	$7,600.00	$7,600.00	$0.00	$0.00	$7,600.00	100.000%	$0.00	$0.00
46	CONDENSATE HOOD	$2,300.00	$2,300.00	$0.00	$0.00	$2,300.00	100.000%	$0.00	$0.00
47	CLEAN DISH TABLE	$1,200.00	$1,200.00	$0.00	$0.00	$1,200.00	100.000%	$0.00	$0.00
48	SHELVING, WITH METAL FRAME	$600.00	$600.00	$0.00	$0.00	$600.00	100.000%	$0.00	$0.00
49	DISPLAY FREEZER	$1,500.00	$1,500.00	$0.00	$0.00	$1,500.00	100.000%	$0.00	$0.00
50	CASHIER COUNTER	$7,500.00	$7,500.00	$0.00	$0.00	$7,500.00	100.000%	$0.00	$0.00
52	TRAY STAND UNIT	$6,000.00	$6,000.00	$0.00	$0.00	$6,000.00	100.000%	$0.00	$0.00
53	TRIANGULAR FLAT TOP COUNTER	$6,000.00	$6,000.00	$0.00	$0.00	$6,000.00	100.000%	$0.00	$0.00
54	FLAT TOP COUNTER	$5,000.00	$5,000.00	$0.00	$0.00	$5,000.00	100.000%	$0.00	$0.00
55	COLD FOOD COUNTER	$16,000.00	$16,000.00	$0.00	$0.00	$16,000.00	100.000%	$0.00	$0.00
56	SNEEZE GUARD W/ LIGHT	$6,000.00	$6,000.00	$0.00	$0.00	$6,000.00	100.000%	$0.00	$0.00
57	HOT FOOD COUNTER	$21,000.00	$21,000.00	$0.00	$0.00	$21,000.00	100.000%	$0.00	$0.00
58	SNEEZE GUARD W/ HEAT & LIGHT	$9,500.00	$9,500.00	$0.00	$0.00	$9,500.00	100.000%	$0.00	$0.00
59	MILK COOLER	$9,400.00	$9,400.00	$0.00	$0.00	$9,400.00	100.000%	$0.00	$0.00
60	COMMERCIAL WASTE CONTAINER	$200.00	$200.00	$0.00	$0.00	$200.00	100.000%	$0.00	$0.00
61	CONDIMENT COUNTER	$13,000.00	$13,000.00	$0.00	$0.00	$13,000.00	100.000%	$0.00	$0.00
62	SHELVING, WITH METAL FRAME	$300.00	$300.00	$0.00	$0.00	$300.00	100.000%	$0.00	$0.00
63	SHELVING 24X60	$300.00	$300.00	$0.00	$0.00	$300.00	100.000%	$0.00	$0.00
64	TRAY DRYER	$4,000.00	$4,000.00	$0.00	$0.00	$4,000.00	100.000%	$0.00	$0.00
	SUB-TOTALS	$417,350.00	$417,350.00	$0.00	$0.00	$417,350.00	100%	$0.00	$0.00

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			AMOUNT PREVIOUS PERIODS	AMOUNT THIS PERIOD					
L1	KITCHEN EQUIPMENT LABOR	$13,712.00	$13,712.00	$0.00	$0.00	$13,712.00	100.000%	$0.00	$0.00
L2	WALK-IN LABOR	$7,000.00	$7,000.00	$0.00	$0.00	$7,000.00	100.000%	$0.00	$0.00
L3	REFIGERATION LABOR	$7,000.00	$7,000.00	$0.00	$0.00	$7,000.00	100.000%	$0.00	$0.00
L4	FIRE SUPPRESSION LABOR	$4,929.00	$4,929.00	$0.00	$0.00	$4,929.00	100.000%	$0.00	$0.00
M1	JOB SETUP & SUBMITTALS	$4,656.00	$4,656.00	$0.00	$0.00	$4,656.00	100.000%	$0.00	$0.00
M2	O&MS	$2,328.00	$2,328.00	$0.00	$0.00	$2,328.00	100.000%	$0.00	$0.00
M3	JOB CLOSEOUT	$2,328.00	$2,328.00	$0.00	$0.00	$2,328.00	100.000%	$0.00	$0.00
M5	P&P BONDS	$4,656.00	$4,656.00	$0.00	$0.00	$4,656.00	100.000%	$0.00	$0.00
M6	ALLOWANCE	$1,632.00	$1,632.00	$0.00	$0.00	$1,632.00	100.000%	$0.00	$0.00
CO1	RO System	$318.00	$318.00	$0.00	$0.00	$318.00	100.000%	$0.00	$0.00
	SUB-TOTALS	$465,909.00	$465,909.00	$0.00	$0.00	$465,909.00	100%	$0.00	$0.00

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Bond No. 44BSBJE8136

CONSENT OF SURETY TO FINAL PAYMENT

AIA Document G707

(Instructions on reverse side)

OWNER ☐
ARCHITECT ☐
CONTRACTOR ☐
SURETY ☐
OTHER ☐

TO OWNER:
(Name and address)

Bellefonte Area School District
830 East Bishop Street
Bellefonte, PA 16823

ARCHITECT'S PROJECT NO.:

CONTRACT FOR:

CONTRACT DATED: May 17th, 2024

PROJECT:
(Name and address)

Contract #3 - Food Service Equipment for New Bellefonte Area Elementary

In accordance with the provisions of the Contract between the Owner and the Contractor as indicated above, the
(Insert name and address of Surety)

Hartford Fire Insurance Company
One Hartford Plaza
Hartford, CT 06155 - 0001

, SURETY,

on bond of
(Insert name and address of Contractor)

11400 LLC
2551 Horseshoe Road,
Lancaster, PA 17601

, CONTRACTOR,

hereby approves of the final payment to the Contractor, and agrees that final payment to the Contractor shall not relieve the Surety of any of its obligations to
(Insert name and address of Owner)

Bellefonte Area School District
830 East Bishop Street
Bellefonte, PA 16823

, OWNER,

as set forth in said Surety's bond.

IN WITNESS WHEREOF, the Surety has hereunto set its hand on this date: February 5th, 2026
(Insert in writing the month followed by the numeric date and year.)

Hartford Fire Insurance Company
(Surety)

Joseph A. Zvorsky
(Signature of authorized representative)

Attest:
(Seal): Tyler Sheaffer, Witness

Joseph Zvorsky, Attorney-in-Fact
(Printed name and title)

CAUTION: You should sign an original AIA document that has this caution printed in red. An original assures that changes will not be obscured as may occur when documents are reproduced. See Instruction Sheet for Limited License for Reproduction of this document.

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POWER OF ATTORNEY

Direct Inquiries, Bond Authenticity and Claims to:
THE HARTFORD
BOND, T-14
One Hartford Plaza
Hartford, Connecticut 06155
Bond.Claims@thehartford.com
call: **888-266-3488** *or fax:* **860-757-5835**

KNOW ALL PERSONS BY THESE PRESENTS THAT:

Agency Name: ENGLE HAMBRIGHT & DAVIES INC
Agency Code: 44-410570

- ☒ **Hartford Fire Insurance Company**, a corporation duly organized under the laws of the State of Connecticut
- ☒ **Hartford Casualty Insurance Company**, a corporation duly organized under the laws of the State of Indiana
- ☒ **Hartford Accident and Indemnity Company**, a corporation duly organized under the laws of the State of Connecticut
- ☐ **Hartford Insurance Company of the Midwest**, a corporation duly organized under the laws of the State of Indiana

having their home office in Hartford, Connecticut, (hereinafter collectively referred to as the "Companies") do hereby make, constitute and appoint, ***up to the amount of*** Unlimited :
Morgan S. Droege, Tyler Kurtz, Matthew R. Ashcroft, Sarah E. Jordan, Timothy E. Koenig, Michael S. Malinowski, Astra M. Marx, James M. O'Malia, Valerie Sassaman, Clark T. Sheaffer, Joseph Zvorsky of WYOMISSING, Pennsylvania

their true and lawful Attorney(s)-in-Fact, each in their separate capacity if more than one is named above, to sign its name as surety(ies) only as delineated above by ☒, and to execute, seal and acknowledge any and all bonds, undertakings, contracts and other written instruments in the nature thereof, on behalf of the Companies in their business of guaranteeing the fidelity of persons, guaranteeing the performance of contracts and executing or guaranteeing bonds and undertakings required or permitted in any actions or proceedings allowed by law.

In Witness Whereof, and as authorized by a Resolution of the Board of Directors of the Companies on May 23, 2016 the Companies have caused these presents to be signed by its Assistant Vice President and its corporate seals to be hereto affixed, duly attested by its Assistant Secretary. Further, pursuant to Resolution of the Board of Directors of the Companies, the Companies hereby unambiguously affirm that they are and will be bound by any mechanically applied signatures applied to this Power of Attorney.

Phyllis A. Clark, Assistant Secretary

Joelle L. LaPierre, Assistant Vice President

STATE OF FLORIDA
COUNTY OF SEMINOLE } **ss.** Lake Mary

On this 1st day of March, 2024, before me personally came Joelle L. LaPierre, to me known, who being by me duly sworn, did depose and say: that (s)he resides in Seminole County, State of Florida; that (s)he is the Assistant Vice President of the Companies, the corporations described in and which executed the above instrument; that (s)he knows the seals of the said corporations; that the seals affixed to the said instrument are such corporate seals; that they were so affixed by authority of the Boards of Directors of said corporations and that (s)he signed his/her name thereto by like authority.

Mariluz Arce
My Commission HH 287363
Expires July 13, 2026

I, the undersigned, Assistant Vice President of the Companies, DO HEREBY CERTIFY that the above and foregoing is a true and correct copy of the Power of Attorney executed by said Companies, which is still in full force effective as of February 5th, 2026.

Signed and sealed in Lake Mary, Florida.

Keith D. Dozois, Assistant Vice President

Certificate Of Completion

Envelope Id: B53AEB76-9E26-8BB9-8212-B27F311B3FE6
Status: Completed
Subject: BASD New ES - Pay App #13 5-31-26 11400 Inc - FINAL INVOICE Ready.pdf, 11400 - Pay Ap...
Source Envelope:
Document Pages: 7
Signatures: 2
Certificate Pages: 5
Initials: 0
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-06:00) Central Time (US & Canada)

Envelope Originator:
Kathy Fogle
80 South 8th Street
Suite 1850
Minneapolis, MN 55402
kathy.fogle@sitelogiq.com
IP Address: 73.64.140.20

Record Tracking

Status: Original
6/25/2026 12:25:45 PM
Holder: Kathy Fogle
kathy.fogle@sitelogiq.com
Location: DocuSign

Signer Events	Signature	Timestamp
Jason Erb jason.erb@sitelogiq.com Const.Ops Mger Security Level: Email, Account Authentication (None)	Signed by: 5E68F600C65A48B... Signature Adoption: Pre-selected Style Using IP Address: 73.52.81.85	Sent: 6/25/2026 12:27:31 PM Viewed: 6/25/2026 12:32:23 PM Signed: 6/25/2026 12:32:52 PM
Electronic Record and Signature Disclosure: Accepted: 6/25/2026 12:32:23 PM ID: 005de786-69e5-4a7a-a20e-3cece245446c		
Jim Meitzler jim.meitzler@kcba-architects.com Security Level: Email, Account Authentication (None)	Signed by: D2AF2101307D41C... Signature Adoption: Pre-selected Style Using IP Address: 68.81.161.171	Sent: 6/25/2026 12:32:55 PM Viewed: 6/26/2026 2:42:24 PM Signed: 6/26/2026 2:42:40 PM
Electronic Record and Signature Disclosure: Accepted: 6/26/2026 2:42:24 PM ID: 4ba7709d-4940-41e6-b0da-981fd7b1a309		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Kathy Fogle kathy.fogle@sitelogiq.com Security Level: Email, Account Authentication (None)	COPIED	Sent: 6/26/2026 2:42:42 PM Resent: 6/26/2026 2:42:47 PM Viewed: 6/27/2026 1:10:07 PM
Electronic Record and Signature Disclosure: Not Offered via Docusign		

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	6/25/2026 12:27:31 PM
Certified Delivered	Security Checked	6/26/2026 2:42:24 PM
Signing Complete	Security Checked	6/26/2026 2:42:40 PM
Completed	Security Checked	6/26/2026 2:42:42 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

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Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Reynolds Enterprises, Inc.:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:
To contact us by email send messages to: erik.ryberg@sitelogiq.com

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To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at erik.ryberg@sitelogiq.com and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

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To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to erik.ryberg@sitelogiq.com and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

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i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;

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To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

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- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
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Ad-Hoc Branding Committee

NAME: BASD Branding Committee

TERM: Present through December 2026 or completion of a district branding guide.

CHARGE: To engage all stakeholders and provide feedback and recommendations to the district in pursuit of trademarks and a complete branding guide. More specifically, to make recommendations to the Board on a district Logo, Moniker, Artwork, and Color Schemes that will eventually be incorporated into a district wide branding guide.

To develop and follow an open & transparent process in pursuit of the committee charge.

FORMAT: Meetings will align with policy 005 and 006 for ad hoc committees and written minutes of meetings shall be presented in a report to the Board of Directors at least once each month. Needed exceptions will be made for virtual meetings during the current order of school closures.

COMMITTEE MEMBERS:

Jon Guizar – Committee Chair

Donna Smith — Board Member

Tim Kessling – Board Member

Holly Hopkins — Board Member

Roy Rakszawski — Superintendent

30-Year Single-Ply KEE Roof Replacement

Cafeteria Roof

- Vacuum all loose gravel and dispose.
- Remove existing BUR roof, outside edge gravel stop, fiber board, and insulation down to gypsum and metal deck and dispose.
- Build new divider wall with scupper on lower section two separate the new roof from existing.
- Install new wood blocking on the outside edge to match height of new insulation.
- Install 2 layer of 2.6" insulation. Insulation will be mechanically attached on metal deck are and set-in low-rise foam on the gypsum deck area.
- Install 4' sumps at all drain locations along with ½" tapered crickets.
- Install a layer of 1/2" dens deck primed set in low re foam.
- Install 60mil Trembly KEE set in single ply LVOC bonding.
- All flashing will be as per manufacturers 30yr. details using 60 Mil. KEE set in Tremply KEE single ply LVOC Bonding adhesive.
- Install shop fab gravel stop and coping on outside edge. Color by customer from standard colors.
- Install new KEE coated drip edge at transition of upper to lower roof.
- Install new gutters and down spout on far end of lower roof.
- Install KEE walkways at all ladders and roof hatches.
- Present customer with a 30yr. QA Warranty

Quote: $435,095.00
COSTARS# 008-E22-941

Note: 30yr warranty, bond, and permit fees are included in the quote. Price does not include the remove or reinstallation of the solar panel and the raising of gas lines.

Present Bellefonte Area School District with a Tremco 30-year QA Warranty. Warranty includes roof inspection and rooftop housekeeping in year 2, year 5, year 10, year 15, year 20 and year 25. Quote includes all roof diagnostics, complete specifications/scope of work preparation, pre bid meeting review, pre-construction review, job progress monitoring with progress reports and job progress photos. Close out book with 30-year Tremco Quality Assurance NDL warranty will be issued at project completion.

TREMCO

Justin Snyder: 724.422.6278
jcsnyder@tremcoinc.com

Bruce Mancini: 412418-8790
bmancini@tremcoinc.com

Adam Weinell: 724-840-7979
aweinell@tremcoinc.com

Green: Maintain	Amber: Restore	Red: Replace

Notes

Infrared Scan Results

Customer:

Bellefonte Area High School

Address:

830 E Bishop St
Bellefonte, PA 16823

Project:

Date: 3/17/2026

Drawn By: ALW | Scale: N.T.S.

Rev:

Roofing Contractor is responsible for verifying all measurements and core information.
Roofing Contractor is responsible for all applicable building permits & bonding.

30-Year Single-Ply KEE Roof Replacement

Roof Section D

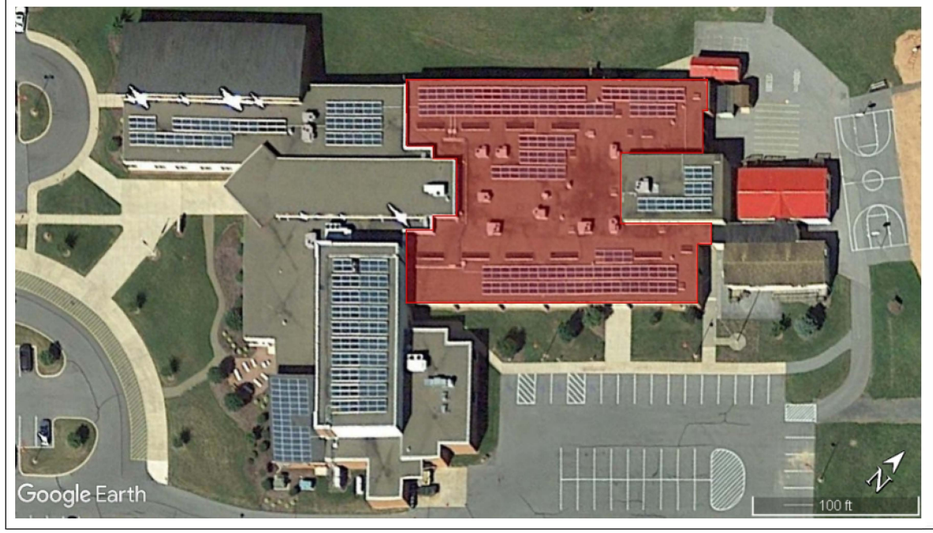
- Vacuum all loose gravel and dispose.
- Remove existing BUR roof , outside edge gravel stop, fiber board, and insulation down to gypsum deck and dispose.
- Remove existing capped curbs and dispose.
- Install angle iron around the inside perimeter of the opening.
- Install metal be decking over the opening and secure to angle iron.
- Install new wood blocking on the outside edge to match height of new insulation.
- Install a layer of Burmastic Glass and mechanically attach to gypsum deck.
- Install 2 layer of 2.6" insulation set in Type III Asphalt.
- Install 8' sumps at all drain locations.
- Install a layer of 1/4" Secure Rock set in Type III Asphalt.
- Install 60mil Tremply KEE FB set in Type III Asphalt.
- All flashing will be as per manufacturers 30yr. details using 60 Mil. KEE set in Tremply KEE single ply LVOC Bonding adhesive.
- Install shop fab gravel stop on outside edge. Color by customer from standard colors.
- Install KEE walkways at all ladders and roof hatches.
- Present customer with a 30yr. QA Warranty

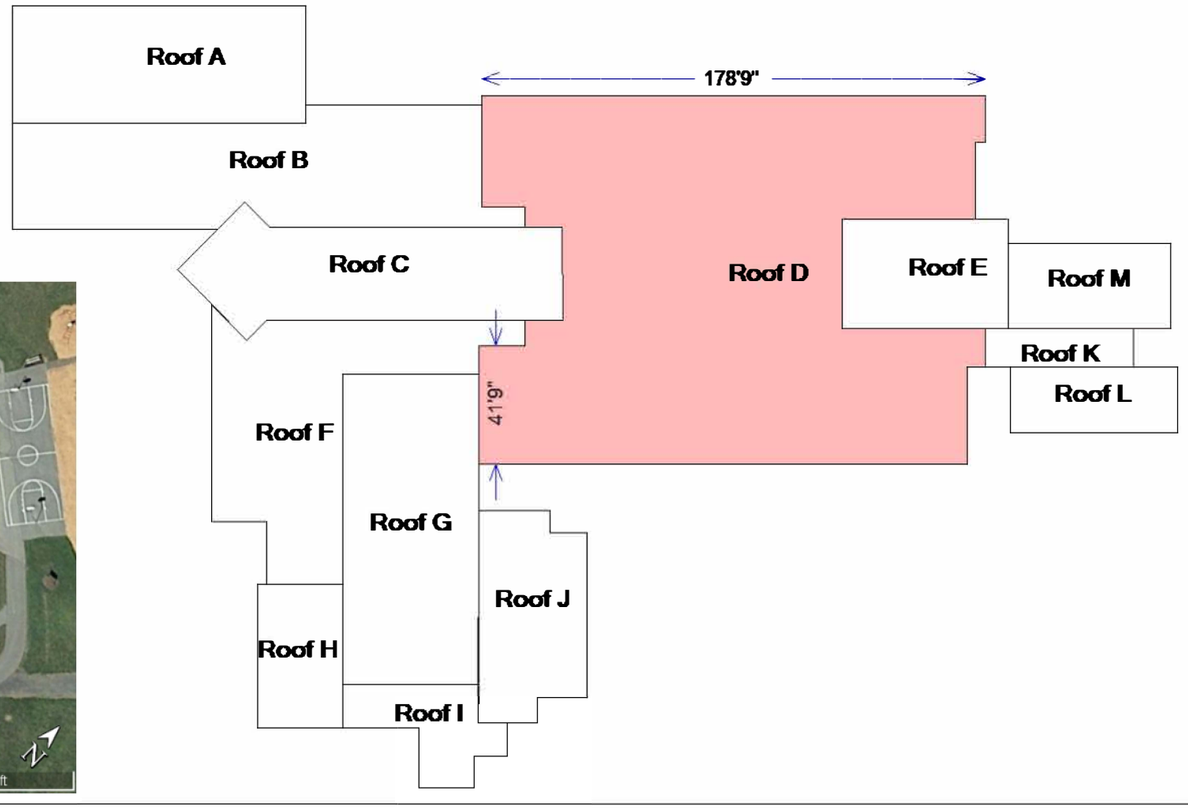
Quote: $870,825.00

COSTARS# 008-E22-941

Note: 30yr warranty, bond, and permit fees are included. Price does not include the remove or reinstallation of the solar panel and the raising of gas lines.

Present Bellefonte Area School District with a Tremco 30-year QA Warranty. Warranty includes roof inspection and rooftop housekeeping in year 2, year 5, year 10, year 15, year 20 and year 25.
Quote includes all roof diagnostics, complete specifications/scope of work preparation, pre bid meeting review, pre-construction review, job progress monitoring with progress reports and job progress photos.
Close out book with 30-year Tremco Quality Assurance NDL warranty will be issued at project completion.





TREMCO

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bmancini@tremcoinc.com

Adam Weinell: 724-840-7979
aweinell@tremcoinc.com

Green: Maintain	Amber: Restore	Red: Replace

Notes

Infrared Scan Results

Customer:
Marion Walker Elementary

Address:
100 School Drive,
Bellefonte, PA 16823

Project:

Date: 3/17/2026

Drawn By: ALW | Scale: N.T.S.

Rev:

Roofing Contractor is responsible for verifying all measurements and core information.
Roofing Contractor is responsible for all applicable building permits & bonding.

366 Walker Drive Suite 300, State College PA 16801 • 814.238.2060
Civil, Environmental, & Geological Consultants

6/22/2026

Attention: Bruce Mancini
Senior Field Advisor
Tremco Roofing & Building Maintenance
305 Oaks Point Road
Blairsville, PA 15717

From: Sel Edor
BAI Group, LLC
State College, PA

RE: Bellefonte Area School District Solar Removal and Reinstallation

Scope of Work: Complete removal of existing solar panels and replace after roof work is performed by others.

BAI proposes to complete the above-referenced scope for the following:

Solar Panel Removal and Replacement Cost:
Marion Walker Elementary School: $68,760
Bellefonte High School: $43,680

Clarifications:
1. Pricing assumes two mobilizations only.
2. Pricing assumes no equipment will be required. All equipment mobilization will be invoiced at market rates plus a 15% markup.
3. Diesel fuel and DEF fluid will be billed at market rates for amount of fuel used for rented equipment.

Sincerely,

BAI Group, LLC

Sel Edor
General Manager, Renewables