

West Branch Elementary School

www.westbranch.org



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Morrisdale, PA 16858**

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Principal: Angela Michaels
Secretary: Lorrie Miles

Student and Parent Handbook 2023-2024

WELCOME to the 2023-2024 School Year!

We are so happy to have you here at West Branch Area Elementary School. We are looking forward to a safe and successful year! With the cooperation of students, parents, and staff, we will develop a community of successful learners with high standards for academics, behavior, and personal growth.

To achieve these standards, we will abide by our Positive Behavior Intervention Support System rules: Be Safe, Be Respectful, and Be Ready. Students will be recognized for outstanding behavior in these areas. Please take a moment to review this handbook carefully so that our school year goes smoothly for our community of learners and their families. Don't hesitate to reach out if you have any questions about the information herein.

As the principal, I commit to a strong, shared communication between parents, teachers, administrators, and students. I encourage students and families to attend our many activities and events throughout the school year so we can get to know you better!

I look forward to an amazing year of learning with you and your child!

Respectfully,

A handwritten signature in black ink that reads "Angela Michaels". The signature is written in a cursive, flowing style.

Angela Michaels
Elementary Principal

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SCHOOL CALENDAR 2023-2024

West Branch Area School District 2023 - 2024 CALENDAR

Approved: **23-Jan-23**

Mon	Tue	Wed	Thu	Fri	STUDENT DAYS	TEACHER DAYS	Mon	Tue	Wed	Thu	Fri	STUDENT DAYS	TEACHER DAYS
JULY 2023							JANUARY 2024						
3	4	5	6	7			1	2	3	4	5		
10	11	12	13	14			8	9	10	11	12	<u>21</u>	<u>22</u>
17	18	19	20	21			15	16	17	18	19	<u>101</u>	<u>106</u>
24	26	27	28	29			22	23	24	25	26		
31							29	30	31				
AUGUST 2023							FEBRUARY 2024						
	1	2	3	4						1	2		
7	8	9	10	11	<u>6</u>	<u>9</u>	5	6	7	8	9	<u>19</u>	<u>19</u>
14	15	16	17	18	<u>6</u>	<u>9</u>	12	13	14	15	16	<u>120</u>	<u>125</u>
21	22	23	24	25			19	20	21	22	23		
28	29	30	31				26	27	28	29			
SEPTEMBER 2023							MARCH 2024						
				1							1		
4	5	6	7	8	<u>20</u>	<u>20</u>	4	5	6	7	8	<u>18</u>	<u>18</u>
11	12	13	14	15	<u>26</u>	<u>29</u>	11	12	13	14	15	<u>138</u>	<u>143</u>
18	19	20	21	22			18	19	20	21	22		
25	26	27	28	29			25	26	27	28	29		
OCTOBER 2023							APRIL 2024						
2	3	4	5	6			1	2	3	4	5		
9	10	11	12	13	<u>21</u>	<u>22</u>	8	9	10	11	12	<u>20</u>	<u>20</u>
16	17	18	19	20	<u>47</u>	<u>51</u>	15	16	17	18	19	<u>158</u>	<u>163</u>
23	24	25	26	27			22	23	24	25	26		
30	31						29	30					
NOVEMBER 2023							MAY 2024						
		1	2	3					1	2	3		
6	7	8	9	10	<u>18</u>	<u>18</u>	6	7	8	9	10	<u>22</u>	<u>22</u>
13	14	15	16	17	<u>65</u>	<u>69</u>	13	14	15	16	17	<u>180</u>	<u>185</u>
20	21	22	23	24			20	21	22	23	24		
27	28	29	30				27	28	29	30	31		
DECEMBER 2023							JUNE 2024						
				1									
4	5	6	7	8	<u>15</u>	<u>15</u>	3	4	5	6	7		
11	12	13	14	15	<u>80</u>	<u>84</u>	10	11	12	13	14		
18	19	20	21	22			17	18	19	20	21		
25	26	27	28	29			24	25	26	27	28		

August 21-23 Teacher In-Service
 August 24 First Day for Students
 September 4 Labor Day
 September 29 Half Day Dismissal (Data Day)
 October 9 County-Wide In-Service
 November 9 Parent Teacher Conferences (dis. @1:15/2:15)
 November 10 No School (Act 80)
 November 23-28 Thanksgiving / Deer Season
 December 22-Jan 1 Christmas Holiday

January 15 Teacher In-Service
 January 28 No School (Act 80/Data Day)
 February 16, 19 Winter Break
 February 20 No School (Act 80)
 March 8 Winter Break
 March 28-April 2 Easter Vacation
 May 27 Memorial Day
 May 31 Last Student Day
 May 31 Graduation

Sept 29 & Nov 22: MS/HS/PreK Dismiss at 11:15 a.m.; Elem. Dismiss at 12:15 p.m.

Dec. 21 & Mar. 27: MS/HS/PreK Dismiss at 1:40 p.m.; Elem. Dismiss at 2:25 p.m.

* Note: December 22, 2022 (If used as inclement weather makeup day then MS/HS/PreK Dismiss at 11:15 a.m.; Elem. Dismiss at 12:15 p.m.)

 School Not In Session	 Act 80 Day
 First and Last Student Day	 Parent Teacher Conferences
 Teacher In-Service Days	 Data Day

Days missed due to inclement weather will be made up on the dates below in the following order: Nov. 28, Dec. 22, Feb. 16; April 2, March 28, and April 1 and June as needed

GENERAL INFORMATION

INFOSNAP

The West Branch Area School District ~~uses~~~~has moved to~~ a paperless student registration/form system. The district utilizes the InfoSnap management system. Please locate the InfoSnap link on the district website at <http://www.westbranch.org> to complete and sign the necessary documents. *Some of the documents included but not limited to: the student and parent handbook signature page, the emergency contact form from the nurse, the internet acceptable use policy, the educational trip form, and the field trip permission form.* Failure to complete the forms may result in the denial of student privileges – i.e. field trips, monthly rewards, etc.

STUDENT DROP-OFF/PICK-UP

If you drop your child off for school in the morning (instead of having your child ride the bus to school), you must do the following:

DROPPING OFF BEFORE 8:55 a.m.

You must drop your child off at the back door of the elementary school. Go to the far end of the high school, go between the school and football field, and go behind the school. The back door is at the gate (where the parking lot narrows to a two-lane road.) **You cannot drive through the playground to access the back of the school – you must enter through the far end of the school.**

If you drop off your child before the buses unload, your child must go to the cafeteria until students are released to their classrooms.

Early Drop-Off for Work Related Issues

If you have work commitments and need to drop your child off earlier than 8:15AM, you must have written documentation from your employer and submit it to the building principal. The earliest that students can be dropped off is 7:45AM with said documentation.

DROPPING OFF AFTER 8:55 a.m.

You must drop your child off at the front of the elementary building. If your child is dropped off after 8:55, he/she will not be able to go to breakfast – all students going to breakfast must report to homeroom and be in the cafeteria by 8:55 a.m.

NOTE: If you drop your child off after 9:00 a.m. your child will be considered late, and **MUST** have an excuse. If your child does not have an excuse, your child will be considered Tardy (Late) Unexcused. If your child does have an excuse, your child will be considered Tardy Excused. **(See Late/Tardy Policy under Attendance)**

STUDENT PICK-UP

If you will be picking your child up after school (instead of having your child ride the bus home), you must do the following:

1. Send a note to school with your child stating that you will be picking up your child after school. (Your child must give this note to his/her classroom teacher.)

OR

Write your child's name on the Parent Pick-up List by 3:00 pm – on the building next to the door.

2. Parent pick-up is located at the front of the building. Please park in any open spot in the front of the school. Please do not arrive prior to **3:10 PM**.
3. When the students are brought to the front door at approx. 3:25pm, they must be met at the door by the pick-up person before being released. Parents need to be under the portico, in eye-sight of the school staff.

NOTE: If you do not sign your child out, or send a note stating that your child is being picked up for that day, your child will be sent home on the bus. Your cooperation in this matter will be greatly appreciated.

REMINDER: Students picked up early more than three times between 2:55 p.m. and 3:25 p.m. without an excusable reason will be marked absent for one-half day. (See **Early Dismissal Policy under Attendance**)

PARENT LETTERS FROM TEACHERS/ADMINISTRATION

Many times, throughout the school year memos and letters are sent home to parents to keep you informed of events and schedules with dates and times. **Please make a habit of checking your child's backpack each day.** This will ensure your awareness of any and all events that take place throughout the year.

Please be sure to complete the InfoSnap information in its entirety. This will help prevent delays in getting your child home or to a doctor if the need should arise. **If you should have a change of address or phone number, please notify the school office as soon as possible.** We know you would want to be informed immediately if your child should need medical attention.

VISITORS

Parents are cordially invited to visit the school at any time. Upon arriving at school please ring the buzzer and state your name and reason for admittance to the building. Upon entering the school, please report directly to the elementary office to scan in. You will need your driver's license upon entering for scanning purposes. Students are only released from the building through the office. Anyone having business in the building will be given a visitor's pass that must be visible at all times. Upon leaving the building, the visitor must scan out in the elementary office. Appointments to see specific teachers must be made in advance and scheduled during non-instructional times. If you would like to volunteer and/or visit your student during lunch, you must have current clearances on file in the district office. Forms to apply for clearances are available in the Superintendent's office. Failure to complete InfoSnap forms may result in being unable to volunteer within the school, eat lunch with your child, or attend field trips.

STUDENT/ITEM PICK-UP & DROP-OFF DURING SCHOOL HOURS

As part of increased school safety efforts, before entering the office waiting area, you will be asked to state the nature of your visit (student pick-up, drop-off, item drop-off, etc.). Upon being granted entry into the waiting area, you will scan your license and sign the appropriate form (time in/out, reason, etc.). For student pick-up, we will bring the student to meet you in the waiting area. If you are dropping off an item (backpack, lunch items, instruments, etc.), you will fill out the appropriate form, and we will be sure to get the item to the appropriate person.

TEXTBOOKS

All basic textbooks are loaned to the students for their use during the school year and are to be kept clean and handled carefully. Textbooks must be covered if required by the classroom teacher. Any student losing or damaging a textbook will be required to reimburse the school district the amount of the replacement cost.

LIBRARY BOOKS

In order for all students to have access to library books, it is important that students return library book on their due dates. Please make sure to check the Specials schedule for Library, and make sure your child brings his/her books on Library days.

SCHOOL CLOSINGS

Should it become necessary to close school (due to weather, power outage, etc.), an announcement will be made on the local radio and television stations and via Parent Square. The Parent Square phone system will also be used to contact parents for two (2) hour delays and early dismissal announcements. Please do not call the school or the radio/TV stations. The following stations should be broadcasting any delay or cancellation information: WPSU, Fox 8 WWCP, ABC 23 WATM, WTAJ, WJAC, and WOKW 102.9 FM. In addition, please check the school district's website and Facebook page.

West Branch parents are encouraged to provide cell phone information as texts have the quickest delivery time when messages are sent. Currently, if you are able to login to the PowerSchool website, you have the ability to change your contact information. This will allow you to select your preferred method of contact.

FLEXIBLE INSTRUCTIONAL DAYS (FID)

During the 2023-2024 School Year, West Branch Area School District will be utilizing Flexible Instruction Days (FIDs), which may be used in place of a school day that would be canceled because of inclement weather or another emergency situation. On a FID, students will complete learning activities and assignments provided by their teachers. Implementing a FID will not require additional make-up days when school is canceled. The District can use up to five (5) FIDs per school year. Students and parents/guardians will be informed of a FID through the District's notification systems in the same way that school closings and delays are currently announced.

What will be expected of my child during a FID (grades 3-12)?

Students in grades 3 through 12 will download offline FID lessons to their device prior to the FID day. Students with internet may log on to Google Classroom to access assignment information. Students are expected to complete all lessons during the FID day. Students will submit/return their assignments upon their return to school the next day. Any student who fails to complete their FID assignments on their FID day, will be marked as absent unexcused from school and will receive a zero on any graded assignment that was not submitted.

What will be expected of my child during a FID (grades PreK-2)?

Elementary students will work on FID lessons unique to their grade level. Students will receive a FID folder with 5 lessons. Students are expected to complete all lessons during the FID day. Students will submit/return their assignments upon their return to school the next day. Any student who fails to complete their FID assignments on their FID day, will be marked as absent unexcused from school and will receive a zero on any graded assignment that was not submitted.

How does student attendance work?

Student attendance will be determined by verification and completion of the FID lesson and/or assignment. Students should not report to school on a FID.

How can I contact a teacher or staff member during a FID?

All teachers and professional staff members will be available via email during a FID. This includes special area teachers such as music, art, library, physical education, learning support, teachers in specialized programs, reading specialists, and school counselors, nurses, social workers, speech therapists, interventionists, and principals, unless the individual is ill that day.

What if my child needs help with a lesson/assignment on a FID, will teachers be available to answer questions?

Yes, all school-based staff members will be available to answer questions on a FID via email during the hours below. The student technology help desk will also be available.

- High School-8:00 a.m. to 2:45 p.m.
- Middle School-8:00 a.m. to 2:45 p.m.
- Elementary School-9:00 a.m. to 3:45 p.m.

My child has an IEP, will his/her lesson be modified appropriately?

The FID lesson will be designed for students with special needs utilizing their program modifications, specially designed instruction and supplementary aids and services identified in their individualized education plans. Upon return from a FID, teachers of students with special needs will meet with their students to review work submitted, checking for completion and understanding. Any related services (Physical Therapy, Occupational Therapy, Speech, etc.) scheduled during the FID will be rescheduled according to the frequency requirements of the students' individualized education plan.

Will after school activities be canceled on a FID?

After school activities may be cancelled based on the nature of the event that led to the FID day.

REMOTE LEARNING GUIDELINES AND ETIQUETTE

During remote learning sessions, the following guidelines will be in effect. In an effort to create a positive and productive environment for all learners:

- Students must attend the class, remote session, and return digitally when directed, and/or complete the asynchronous learning activity.
- Students must have their video on during the entire class session to be considered present, unless formal arrangements have been made with the teacher.
- Attendance is required at all sessions. Staff will take attendance.
- Recording of live lessons is prohibited. Any use of a teacher or other students' images is always inappropriate.
- Students will abide by class rules and expectations that their teachers have outlined.

Always	Never
<ul style="list-style-type: none">➤ Find a quiet place to work and limit distractions➤ Be dressed for school➤ Have a neutral background➤ Turn off your microphone unless you are speaking	<ul style="list-style-type: none">➤ Take pictures, record, or share images of your classmates and/or teacher without permission➤ Use profanity or display inappropriate images➤ Don't multitask (no texting or playing games while in a meeting)

GUIDANCE PROGRAMS AND SERVICES

The guidance counselor will assist you throughout your years at West Branch Elementary School. The counselor is available to discuss a variety of issues, including student issues, academics, school, and family.

REFERRAL SERVICES

There are times in some people's lives when social and emotional problems come to the point where outside help maybe needed. The guidance department of West Branch Elementary School has knowledge of agencies that may be of assistance during these times.

If a student or parent would need any information or direction to a needed service, please contact the guidance counselor.

THREAT ASSESSMENT TEAM

The West Branch Area School District has a Threat Assessment Team. The team includes the Safe School Safety Security Coordinator, Building Principals, Building Counselors, School Police, and Special Education Supervisor.

A Threat Assessment Team is “a multidisciplinary group of individuals identified by a chief school administrator responsible for the assessment of and intervention with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, or others.”

BULLYING/CYBERBULLYING/HARASSMENT

The West Branch Area School District Board of School Directors is committed to providing all students with a safe, healthy, and civil school environment in which all members of the school community are treated with mutual respect, tolerance, and dignity. To that end, the school district has in place policies, and practices that are designed to reduce and eliminate bullying and harassment when they occur. The West Branch Elementary School has adopted the Olweus Bullying Prevention Model.

This policy is in effect while students are on property within the jurisdiction of the school district; while on school-contracted or school-operated vehicles; and while attending or engaged in school-sponsored activities. Students who file a bullying complaint or who have assisted or participated in any manner in a bullying investigation may not be retaliated against.

Any violation of this policy shall be considered an infraction of the Code of Conduct, with discipline implemented accordingly. All bullying behavior that is a violation of the PA Crimes Code will be reported to the appropriate legal authorities.

The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee.

Bullying shall mean an intentional electronic, written, verbal or physical act, or series of acts:

1. Directed at another student or students.
2. Which occurs in a school setting.
3. That is severe, persistent, or pervasive.
4. That has the effect of doing any of the following:
 - a. Substantially interfering with a student’s education.
 - b. Creating a threatening environment.
 - c. Substantially disrupting the orderly operation of the school.

School setting shall mean in the school, on school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored, supervised, or sanctioned by the school.

Bullying, as defined in this policy, includes cyberbullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

This policy shall be implemented through the cooperative efforts of the Superintendent, building administrators, school staff members, parents/guardians, regional police and state police, and the school district’s community.

Each staff member shall be responsible for maintaining an educational environment free from bullying. Staff members

who observe or become aware of an act of bullying shall take immediate, appropriate steps to intervene unless the intervention would be a threat to staff members' safety. In that case, or if the bullying persists, s/he shall report the bullying to the school principal for further investigation. This investigation may include interviews with students, parents/guardians, and school staff; review of school records; and any other appropriate means of investigation.

The Board expects that students and parents/guardians who become aware of an act of bullying shall report it to a school official (usually the building principal) for further investigation. Any student who retaliates against another person for reporting bullying, intimidation and/or physical assault shall be subject to further disciplinary action.

Students shall be informed about the policy on the district's publicly accessible Internet web site and in every classroom. The policy shall be posted at a prominent location within each school building where such notices are usually posted. Each school building principal shall ensure that the policy and procedures for reporting bullying incidents are reviewed with students at least once each school year.

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

District administration shall annually provide the following information with the Safe School Report:

1. Board's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention, or education programs.

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students. This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website, if available.

Preventive Measures

A copy of this policy will be included in the student handbooks annually. Teachers, counselors, specialists, and school administrators will routinely discuss bullying with students and will provide appropriate examples to assist students with recognizing, identifying, and reporting bullying incidents. All students shall be informed that bullying will not be tolerated in any form. All students shall be encouraged to report any bullying regardless of whether they are the victim or an observer.

When an investigation substantiates that bullying has occurred, the building principal or assistant principal shall inform staff who work with the offending student and the victim about the bullying so that those staff can more closely monitor for future incidents of bullying. The primary purpose of such action is to protect the victim and deter such behavior in the future. The disciplinary action imposed on the offender will match the severity of the offense.

DISCRIMINATORY HARRASSMENT

Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, handicap/disability or for participation in reports or investigations of alleged discrimination is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by the offensive conduct may file a report of discrimination on his/her own behalf.

For purposes of this policy, **harassment** shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Reporting Procedures

All students who believe they have been the victim of bullying shall promptly report the bullying incident to a teacher, counselor, or building administrator.

All parents/guardians are encouraged to report the bullying incident(s) to a building administrator.

Any teacher/counselor who witnesses bullying or receives a report of bullying shall document such incident and promptly investigate the matter. After the investigation has been completed, the building principal shall take appropriate actions consistent with this policy.

Disciplinary and Other Action

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

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Exclusion from school-sponsored activities.
5. Detention.
6. Suspension.
7. Expulsion.
8. Board Hearing
9. Referral to law enforcement officials.

If an investigation substantiates that bullying has occurred, a written record of the incident shall be placed in the file of the offending student(s). Parents/Guardians of the offending students will be encouraged to attend one (1) or more conferences with an administrator to review the bullying behavior and cooperative strategies for correcting it. The building principal or designee shall also inform the victim's parents/guardians of any and all bullying incidents involving their child.

Disciplinary action shall be in accordance with the Board approved Code of Student Conduct depending on the severity of the offense. If the investigation has determined that the conduct rises to the level of a crime, disciplinary action may also include referral to law enforcement officials.

All incidents of confirmed bullying shall be recorded in writing and placed in the offending student's discipline file.

The penalties and prohibitions in this policy are in addition to, and do not replace or supersede, any related provisions in district policy prohibiting conduct such as harassment, violence, assault, and hazing.

A copy of our Bullying or Harassment Complaint Form is located in Appendix C at the back of this handbook.

OLWEUS BULLYING PREVENTION PROGRAM

Our elementary school uses the research-based Olweus Bullying Prevention Program as the foundation for creating a safe environment for children. Olweus teaches that bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.

This program provides a structured approach to the prevention of bullying. It promotes increased understanding of the issues involved with “bullying” behaviors and provides a coordinated plan for addressing these issues. It also includes strategies for bystanders to use when they observe bullying behaviors. The goals of the program are:

- To reduce (and ideally eliminate) and prevent problems among children
- To prevent the development of new problems
- To achieve better peer relations at school

There are four essential rules that we teach:

We will:

1. Not bully others
2. Help students who are bullied
3. Include all students who are left out
4. Tell an adult at school and home when someone is bullied

Every spring, students in third through sixth grade will be surveyed about bullying events that have occurred during the school year. This data will help us to better address bullying within our school. If you would like to opt your child out of this survey, please contact the Elementary Office.

Safe2Say

Safe2Say Something is a youth violence prevention program run by the PA Office of the Attorney General. The program teaches youth and adults how to recognize the warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to say something before it is too late. With Safe2Say Something, it is easy and confidential to report safety concerns to help prevent violence and tragedies. Submit an anonymous tip report through the Safe2Something system via the phone application (Safe2Say Something PA) or at the tip line number: 1-844-SAF2SAY.

ACADEMICS

PUPIL PROGRESS REPORTS

In order to inform parents of the progress their child is making; report cards are sent home four times during the school year on a nine-week basis. Progress reports are sent home between report cards if a child is experiencing problems.

In addition to the written reports, every parent is given the opportunity to meet with their child's teachers in a scheduled conference after school. Parent conferences will be held each November. Please contact the elementary school to make arrangements for a conference. Parents may also schedule individual conferences, as needed, by contacting their child's teacher. We always encourage parents to come in for conferences, and will make all attempts to work around your schedule (within reason).

POLICIES AND PROCEDURES FOR CLASSROOM ASSIGNMENT IN WEST BRANCH AREA ELEMENTARY SCHOOL

It is the intent of the West Branch Area Elementary School to maintain classrooms that are heterogeneously grouped. To maintain an equitable balance of students in each room, the following procedures are followed:

1. A team consisting of the principal, classroom teachers, and school counselor will review the following information prior to grouping students:
 - A. A grade level list of students identified as high, medium or low ability students as prepared by the current teacher.
 - B. Advice from the learning support teacher in regard to any special needs their student's may have.
 - C. Recommendations from current homeroom teachers as to who should or should not be placed in the same room based on current peer interaction.
 - D. Input from the school nurse based on her confidential health list.
2. Classroom assignments will be made as equitable as possible with regard to gender, total number of students, student abilities, student disabilities, or any other special needs a student may have.
3. Parent Requests – Below are the guidelines for parent requests:

Requests made for a child to have a particular classroom teacher will not be accepted. This includes asking for a male/female teacher, younger/veteran teacher, etc. as this may identify a particular staff member without specifying that teacher by name.

- NOTE:** There are a variety of reasons why specific teacher requests will not be granted (i.e. last-minute staffing changes due to retirements, leave of absence, transfers, classes being added or reduced, etc. which may create openings within our building, and that may impact our staffing). This policy is made in order to be fair to all families and will allow us, as a team, to make the decisions which are in the best interest of every student.
4. Classroom lists will be reviewed by a grade level team of the current grade level and specials teachers for any possible changes (i.e. behavior issues, student compatibility, academic issues, etc.).
 5. Classroom assignments will be provided prior to the start of the next academic year.
- NOTE:** This assignment may change over the summer due to enrollment issues (i.e. student withdrawals causing an uneven number of students in a classroom) and/or staff issues.

6. New students enrolling in the elementary school over the summer will be assigned to the grade level classroom with the lowest number of students.
7. If issues arise during the school year, they will be dealt with by the administration (including meeting with parents).

Additionally, the Equity Plan for Federal Programs can be viewed in Appendix H.

HOMEWORK GUIDELINES

Definition: Homework is defined as tasks assigned to students by teachers that are meant to be carried out during non-instructional hours. It is intended to be a meaningful experience that prepares students for lessons, practices basic skills, and reinforces concepts taught in class. Homework assignments are created based upon the intended purpose of the teacher. Examples of elementary assignments include: unfinished class work, drill and practice exercises (spelling and vocabulary words, math facts, and computation), preparation for tests, research activities and reports, projects, and reading/writing assignments.

Time: Homework will increase gradually in amount, variety, and frequency as students progress from grade to grade. The following time allotments are designed to give parents an understanding of how much time their child might be expected to engage in homework each night. These times are approximate and some children may get done sooner while others may take more time to complete activities. Individual student's pace may need to be taken into consideration. We ask that problems or concerns be communicated directly to the classroom teacher.

Grade	Per Evening
Kindergarten	10 minutes
1	10 minutes
2	20 minutes
3	30 minutes
4	40 minutes

PROMOTION/RETENTION

The promotion of pupils from grade to grade is dependent upon:

- a. Academic Achievement
- b. Attendance

PROMOTION BASED ON ACADEMIC ACHIEVEMENT

The grading of the teacher and their evaluation of the students' progress and achievement is a large determining factor in a student's promotion/retention. In the elementary school, progress is from grade to grade.

In determining the promotion or retention of a student the guiding rule used by the teacher is, "What is best for the student?" This, however, does not imply automatic promotion. Promotion may not be the optimal solution for all students. The teacher is obligated not to send a student into a classroom situation or environment in which that student does not have a chance to experience success. "Success breeds success and failure breeds failure." The student must be placed in the grade level that best affords them the opportunity to experience success.

Retention is based on a thorough analysis of the child's ability to master skills and profit from retention, as compared to automatic promotion into an academically frustrating environment that can only foster negative self-concept and self-esteem. Retention, therefore, requires an individual analysis of the effects that it may have on the total child (academically, intellectually, psychologically, emotionally, physically, and socially).

The key person in determining a child's readiness for the requirements associated with promotion into the next grade is the teacher. The teacher, better than anyone inside the school system, knows the academic problems and strengths associated with the children under their tutelage. **Teachers are instructed to inform parents as soon as difficulties affecting possible promotion arise.** This is accomplished through written reports, report cards, notes, and parent/teacher conferences. The elementary principal will be informed of and in agreement with all retentions.

PROMOTION BASED ON ATTENDANCE

If a student is absent 24 total days or more the student will be retained in their same grade for the following school year. **Please see the policy on Excessive Absences and the 24 Day Rule in the Attendance Section of this Handbook.**

TITLE I

Our schoolwide Title I program is a federally funded program designed to assist students who are having difficulty in reading. Students are identified as eligible for Title I services through achievement test scores, curriculum-based measures, local assessments, and/or teacher recommendation. Students receive additional reading assistance through small group instruction and other methods overseen by the Title I Reading Specialists.

A Title I Parent Meeting will be held during Meet the Teacher Night. Parents will be notified of additional meetings that occur. If you have any questions about the Title I program or eligibility requirements, please contact the elementary office. *Appendix F contains documents related to the Title I program.*

HOMEBOUND INSTRUCTION

Homebound education is defined as carrying the public-school program into the home through the visiting teacher. The primary purpose of the program is to help the physically handicapped child and those students with extended absences due to illness or injury to maintain the continuity of their class work. Students who are absent from school for an extended period of time may receive homebound instruction if the attending physician and the parents request, in writing this service. **Students must be re-evaluated every three months by a physician.** A student on Homebound will receive a maximum of five (5) hours of instruction per week.

STUDENT RECORDS

DISCLOSURE

School districts are permitted to disclose student records to state or local officials within the juvenile justice system. School districts may also release records concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student or to other members of the school community without prior consent. However, such disclosures should be limited only to those teachers or school officials who have a “legitimate educational interest in the behavior of that student.”

REVIEW

Parents/guardians of students under age 18 have a right to inspect and review a student’s educational records by contacting the Guidance Office and scheduling a time for the review. If the student and/or parent finds inaccurate or misleading information he/she should request, in writing, that the Principal review the inaccurate or misleading information and consider altering the same. No personal information will be disclosed without prior approval except as stated in the previous section “Disclosure.”

Complaints regarding compliance with the Federal Educational Rights and Privacy Act may be filed with the U.S. Department of Education.

HEALTH OFFICE POLICIES

- 1. Students are to report to the nurse if they are ill, have an injury, or need to be evaluated for health reasons. Students may not use a cell phone or school building phones to call their parents to leave for health problems. If students use a cell phone or building phone to contact their parents without approval from the nurse, the absence will be unexcused.** Students must be evaluated, and dismissed by the nurse if medically necessary to leave school due to illness, injury, or other health reasons. A parent can choose to take his/her child to the physician to get a doctor’s excuse if the parent wishes for the absence to be considered an excused absence. However, the student must be evaluated by the physician the day the student left school and the excuse returned per the student handbook’s absence procedures. **To be in compliance with attendance requirements, if students miss over 10 days of school and leave school due to illness or injury, they must provide a doctor’s excuse for any absence from the school day. The school nurse is not able to provide the excuse for students with excessive absences.**
- 2. Please do not send your child to school and ask the nurse to diagnose your child’s health problem or previous injury.** The nurse is not a physician, and under the Nurse Practice Act is not allowed to diagnose health conditions. In addition, if your child had an injury on a previous day, and is unable to participate in gym class; the school nurse cannot excuse the student from gym class. A doctor’s excuse is required.
- 3. Please do not send your child to school if your child presents any symptoms of being ill.** These symptoms include but are not limited to: fever, cough, sore throat, rashes.
- 4. The administration of medication to students by the nurse shall be permitted only upon the proper written authorization by a physician** (a signed physician’s order), and the student’s **parent/ guardian’s written consent. This includes over- the-counter medications** such as Tylenol and Advil. The school nurse has medication forms available in the health office, **and available to download from the school nurses’ webpage.** Please note that students must provide their own medications in the proper container labeled by the manufacturer or pharmacy. The school does not provide medications. Students are not allowed to carry any medications with them unless authorized by the school nurse. In order to be permitted to carry medications, the

student must provide the school nurse with a physician's order from the student's physician stating that the student is permitted to carry and self-administer the medication along with written parental consent. Example: inhalers and emergency medications. Any students carrying medications without a written physician's order on file in the health office, and permission from the nurse, are in violation of the school's drug policy and may be disciplined. This is for the safety of all of the students in the district.

5. Health History Forms will be passed out to students yearly, are available in the health office, **and available to download from the school nurses' webpage.** It is very important to update this form yearly and return it to the nurse so the nurse is aware of any health problems that may impact your child during the school day. If you choose not to indicate that your child has any health problems, we ask that you still sign and return the form so that the nurses know that you received it. If you, the parent/guardian, would like any teacher, bus driver, or any other staff member to be made aware of your child's health problems, it is your responsibility to notify them. The nurse will not routinely share this information except in an emergency situation or if the nurse determines that an employee has an immediate need to know for the welfare of your child. In addition, if you notify the teacher of your child's health condition, and you would also like the nurse to be made aware of the same, it is your responsibility to notify the nurse.

6. All students must abide by the school health law and have the required health screenings and immunizations completed for that grade. Dental exams are mandatory for students in grades K, 3, and 7. Physical exams are mandatory for students in grades K, 6, and 11. For dental and physical exams, parents have the option of either having a school dental/ physical exam free of charge, or taking their child to their private dentist/physician at their expense, and returning a copy of the exam to the school nurse prior to the date of the school screening/exam. **Private Physical and Dental forms are available in the nurses' office, and available to download from the school nurses' webpage.** Vision, Height, Weight, and Body Mass Index (BMI) screenings will be done yearly as required by law. Hearing Screenings will be done for students in grades K, 1, 2, 3, 7, and 11 as required by law. Scoliosis screenings will be done for all 7th grade students as required by law. **Students who do not submit required immunization and health screenings paperwork by deadlines set by the district will be excluded from school until this paperwork is submitted to the school nurse.**

7. Students are not permitted to be in school with lice. If a student is found to have lice during the school day, the parent will be contacted and the child will be sent home. **Students will also be sent home if nits (lice eggs) are found and the student was not recently treated with a lice shampoo.** It is the parent/guardian's responsibility to properly treat the lice, and **return the student to school the next school day to be checked by the school nurse.** If the student does not return to school the next school day, the student will only be excused for the day the student was sent home by the nurse.

8. Please address hygiene issues with your children at home. Please be aware that children can be sensitive to odors, such as odors from animals that may linger on clothing, chemicals, perfumes, and personal body odor.

9. Extra clothes – The nurses recommend that all students carry an extra set of clothes in their backpacks or store in lockers. Many times, extra clothes are needed for reasons such as bowel or bladder accidents, menstrual problems, muddy/wet clothes, or food spills.

10. Temperature Checks - The District reserves the right to conduct temperature checks upon arrival for all employees, students and visitors throughout the school years as warranted by increased illness rates.

DELIVERY AND STORAGE OF MEDICATION

All medication shall be brought to the nurse's office, or the main office if the nurse is in another building, by the parent/guardian or by another adult designated by the parent/guardian. All medication shall be stored in the original pharmacy-labeled container and kept in a locked cabinet designated for storage of medication. Medications that require refrigeration shall be stored and locked in a refrigerator designated only for medications. The district shall not store more than a thirty-day supply of an individual student's medication.

Medication should be recorded and logged in with the date, name of student, name of medication, amount of medication, and signatures of the parent/guardian or designated adult delivering the medication and the school health personnel receiving the medication.

Nonprescription medication must be delivered in its original packaging and labeled with the student's name.

Prescription medication shall be delivered in its original packaging and labeled with:

1. Name, address, telephone and federal DEA (Drug Enforcement Agency) number of the pharmacy.
2. Student's name.
3. Directions for use (dosage, frequency and time of administration, route, special instructions).
4. Name and registration number of the licensed prescriber.
5. Prescription serial number.
6. Date originally filled.
7. Name of medication and amount dispensed.
8. Controlled substance statement, if applicable.

All medication shall be accompanied by a completed Medication Administration Consent and Licensed Prescriber's Medication Order Form, or other written communication from the licensed prescriber.

ATTENDANCE

GENERAL ATTENDANCE POLICY INFORMATION

Regular daily attendance is an integral part of an effective educational environment. There is a positive relationship between regular attendance and success in both school and the world of work. Daily attendance contributes to a student's sense of responsibility, self-discipline, and good work habits. Regular attendance is essential if students are to understand the continuity of the curriculum and derive the maximum benefit from their fullest potential.

Compulsory school attendance is also a requirement in the Pennsylvania School Code. Every child of compulsory school age is required to attend school, unless absent for an approved reason. Parents/guardians are charged with the responsibility for their child's/children's school attendance. School attendance is also mandated at the federal level, with the federal law known as No Child Left Behind. This law sets benchmarks for percent attendance rates to meet Adequate Yearly Progress.

Because of state law and federal mandates, and to try to ensure the success of all students, the following attendance policies have been developed.

SUBMITTING EXCUSES

Any time your child is absent from school, or any part of the school day, you must do the following:

Submit a written excuse for the date(s)/time(s) your child missed school.

NOTE: By state law, this written excuse MUST be received within 3 days of your child's return to school. If it is Not received within 3 days, the absence will be marked as Unexcused. THE ABSENCE WILL NOT BE CHANGED TO EXCUSED IF IT IS BROUGHT IN AFTER THE 3-DAY PERIOD.

Excuses can now be submitted to the secretaries via Parent Square by replying to the absence message the parent receives for each absence.

If you feel there is an error (your child was in school) or if you do not receive a message when your child is absent, please contact the elementary office so we can correct this.

TYPES OF EXCUSES

TYPE OF EXCUSE	WHEN MUST IT BE TURN IN?	WHAT INFORMATION MUST BE ON THE EXCUSE?				
		CHILD'S NAME?	DATE(S) OF ABSENCE?	REASON FOR ABSENCE?	SIGNATURE?	OTHER INFORMATION?
PARENT EXCUSE	<p>Within 3 days of the child's return to school</p> <p>If the excuse is not received within 3 days, the absence will be Unexcused.</p>	YES	<p>YES</p> <p>Only the date(s) listed on the excuse will be considered Excused.</p>	YES	YES	NONE
MEDICAL EXCUSE	<p>See Above</p> <p>If the doctor's office says they are faxing an excuse, please contact the school to make sure we have received the excuse. If we do not receive it within the 3-day window, we cannot accept it.</p>	YES	<p>YES</p> <p>See Above</p> <p>Any date(s) not listed on the doctor's note require a parent note, or they will be considered Unexcused.</p>	YES	YES	<p>TIME OF APPOINTMENT</p> <p>If a student is absent for a full day of school for an appointment the time and location of the appointment will be looked at to decide if the student will be considered absent Excused the full day, or if only half the day will be Excused (the other half day would be Unexcused).</p>

ATTENDANCE POLICIES/REGULATIONS

Absences will generally be recognized as **Cumulative** or **Noncumulative**. **Cumulative absences** refer to days that contribute to the allotted number of days a student may be absent before a doctor's note is required (10 days).

Noncumulative absences do not contribute to the allotted number of days.

TYPES OF ABSENCES

CUMULATIVE ABSENCES – These absences count toward the 10 parent absences permitted before a doctor's note is required.

EXCUSED ABSENCES

REASON FOR ABSENCE	INFORMATION ABOUT ABSENCE
Student absent from school with parent note	Parents may provide notes for 10 days of absence. Once a student reaches 10 cumulative absences a doctor's note is required for all future absences. NOTE: Parent note must be turned in within 3 days after the student returns to school. If a note is not turned in within 3 days the absence becomes unexcused. Any illness or injury that exceeds three (3) days must be substantiated by a doctor's note.
Pre-approved Educational Trip	Students are permitted a maximum of five (5) days of absence per school year for Educational Trips. If the student has 10 cumulative absences prior to or during the Educational Trip, the trip will not be approved. For example , if a student has eight absences and applies for a five-day educational trip, two educational trip days may be approved, but the remaining three will be counted as unexcused absences. If you would like to have an educational trip pre-approved, please obtain a form from the elementary office. If you do not get your trip pre-approved, all absences will be counted as unexcused.
Funeral for a non-family member	This will be considered excused as long as the student has not reached 10 cumulative absences.
Student sent home from the nurse's office – no doctor note received	If the student is later seen by a doctor and we receive a doctor's note within 3 days, the absence will be Noncumulative (see below). If we do not receive a doctor's note, the absence will be considered a parent note absence and count toward the 10 days before a doctor's note is required. To be in compliance with attendance requirements, if a student has missed over 10 cumulative days of school and leaves due to illness or injury, a doctor's excuse must be provided for the absence to be considered excused. If the student does not turn in a doctor's note, the absence will be considered unexcused. The school nurse is not able to write a medical excuse for the student.

Excused Absence	District Consequences
1-4	Safety phone call will be made from attendance officer
5	A letter will be sent from the attendance officer explaining the attendance rules
8	A phone call will be made from the attendance officer to verify understanding of attendance rules
10	A phone call will be made and a letter will be sent to verify that the child must bring a doctor's note for any additional absences throughout the remainder of the school year. Any absence without a doctor's note will be considered unexcused.
17	A phone call will be made and a letter will be sent to verify that the student is reaching the limit of 24 days absent, and a mandatory parent meeting will be scheduled. Additionally, the student will lose permission to attend field trips until he/she attends school for 45 school days after the 17th absence.
24	A phone call will be made and a letter will be sent to verify that the student may not pass for the year due to excessive absences and a mandatory parent meeting will be schedule. The student will lose permission to attend field trips until he/she attends school for 45 school days after the 24th absence.

UNEXCUSED/ILLEGAL ABSENCES

REASON FOR ABSENCE	INFORMATION ABOUT ABSENCE
Student absent from school without parent note turned in within 3 days	By state law we cannot accept a note after 3 days of a student's return to school.
Student has missed 10 cumulative days and turns in a parent note, or no note	Once a student reaches 10 cumulative days of absence we can no longer accept parent notes. A doctor's note must be submitted for these absences, or the absence is considered unexcused.
Any absence not approved by administration	If a student misses school for any other reason than above, and the absence is not pre-approved by administration, the absence is considered unexcused.
Truancy	See Procedures for Illegal/Unexcused Absences

NOTE: Examples of unexcused/unlawful absences include (this list is not all inclusive):

shopping babysitting fishing/hunting
Educational Trips **not approved in advance** missing the bus/oversleeping

PROCEDURE FOR TRUANCY - ILLEGAL/UNEXCUSED ABSENCES

Students who are absent from school without a legal excuse are considered truant. The following steps will be taken:

Un-excused Absences	Parent Letter Sent?	Parent Meeting?	Student/Parent Fined Through Magistrate's Office?	Children and Youth Services Contacted?
1st and 2nd	NO A letter is sent to the parent after the 3 rd Unexcused Absence. A parent phone call will be made.	NO A parent meeting is scheduled after the 3 rd Unexcused Absence. A Truancy Elimination Plan will be developed to avoid any further Unexcused Absences.	NO The student and parent are not fined until the first Unexcused Absence after the date of the parent meeting. The student and parent will be fined for every further Unexcused Absence.	NO Children and Youth Services will be contacted for Truancy if a student continues to have Unexcused Absences after the student and parent have been fined through the magistrate's office.
3rd	YES See Above	YES See Above	NO See above	NO See above
4th	NO A parent phone call will be made.	NO	YES See Above	NO See above
5th and further	NO A parent phone call will be made.	NO	YES See Above	YES See above
10th	YES See above A parent phone call will be made.	YES See above	YES See Above	YES See above
11th and further	NO A parent phone call will be made.	NO	YES See Above	YES See above

BAD WEATHER/IMPASSABLE ROADS

The superintendent will make the final decision on whether absences for these reasons will be considered Excused or Unexcused. If an absence is considered Excused it would be a Cumulative Absence and fall under this category (**see above for more information**).

NONCUMULATIVE ABSENCES – These absences **DO NOT** count toward the 10 parent absences permitted before a doctor's note is required.

Reason for absence	Information about absence
Suspensions from school	Since the school is suspending the student, a note from the parent is not required.
Illness verified by a doctor's note	The doctor's note must be submitted within 3 days of the student's return. If a physician's note is not received within three (3) days of a student's return, the absence will be considered a cumulative unexcused absence. Parents are responsible for ensuring the school receives a physician's note. If the physician's office is faxing a note, please check with the physician to make sure the note was faxed, and with the school to make sure the note was received. The District reserves the right to contact the dentist or physician to verify appointments.
Death in the family	The student will be considered excused from the date of death until two (2) days after the funeral unless otherwise authorized by the principal or designee. The parent must send in a note listing all of the days absent for the absence to be Excused (note must be submitted within 3 days of the student's return).
Religious holidays	The parent must submit a note detailing the reason for the absence within 3 days of the student's return to school.
School-sponsored activities	If the student is absent for a field trip or some other trip, the student will be considered Excused. No note is required to excuse the absence.
Medical appointments (i.e. doctor/dentist)	An excuse must be submitted from the doctor/dentist within 3 days of the student's return. The excuse should include: student's name, date of appointment, time of appointment, doctor signature. If a doctor's note is not received for the appointment, the absence will be considered a parent note absence (Cumulative Absence) and count toward the 10 days (before a doctor's note is required).
Student sent home from the nurse's office – doctor note received	If the student is later seen by a doctor and we receive a doctor's note, the absence will be Noncumulative (see below). If we do not receive a doctor's note, the absence will be considered a parent note absence and count toward the 10 days before a doctor's note is required.

ARRIVING AT SCHOOL LATE/TARDY

Time Arriving at School?	Is the Student Tardy (Late) or Absent?	Is a Note Required?
Before 9:00 a.m.	The student is considered on time.	NO
9:00 a.m. until 9:45 a.m.	The student is considered TARDY (LATE) to school.	YES See Late/Tardy to School Policy
9:45 a.m. through 12:15 p.m.	The student is considered ½ DAY ABSENT.	YES If a note is provided, the student has a ½ day Excused Absence. If a note is not provided, the student has a ½ day Unexcused Absence.
After 12:15 p.m.	The student is considered ABSENT for the whole day.	YES If a note is provided, the student has an Excused Absence. If a note is not provided, the student has an Unexcused Absence.

Students will have three (3) days to bring in an excuse for being tardy to school. If a valid excuse is not submitted within three days, the tardy will be marked unexcused/illegal. The day the student is tardy is counted as the first day of the three days the student may submit the excuse.

NOTE: All doors will be secured at 8:55 a.m. Students arriving after this time must buzz in to the office and sign in.

UNEXCUSED TARDIES TO SCHOOL (student has no excuse or an illegal excuse)

The following discipline will be enforced for unexcused tardies to school:

TARDY #	CONSEQUENCE
1	verbal warning from homeroom teacher
2	verbal warning from homeroom teacher
3	a phone call to parents/guardians will be made by attendance officer
4	a phone call to parents/guardians will be made by attendance officer
5	parent meeting held to discuss tardiness with attendance officer
6	student will receive an after-school detention until 4:15 pm
7	student will receive an after-school detention until 4:15 pm
8+	each unexcused tardy will result in a ½ day Unexcused absence

EXCUSED TARDIES TO SCHOOL (with a legal excuse)

The following will be enforced for excused tardies to school:

TARDY #	CONSEQUENCE
1 -2	no discipline action or attendance action will be taken
3-4	a phone call to parents/guardians will be made by attendance officer
5 - 7	A letter will be sent from the attendance officer that a doctor's note will now be required, otherwise additional tardies will be counted as unexcused and follow the unexcused tardy discipline policy
8+	each excused tardy (doctor's note required) will result in a ½ day excused absence

EARLY DISMISSAL

Time Leaving School?	Is the Student Absent?	Is a Note Required?
Before 12:15 p.m.	The student is considered ABSENT for the whole day.	YES If a note is provided, the student has an Excused Absence. If a note is not provided, the student has an Unexcused Absence.
12:15 p.m. through 2:55 p.m.	The student is considered ½ DAY ABSENT.	YES If a note is provided, the student has a ½ day Excused Absence. If a note is not provided, the student has a ½ day Unexcused Absence.
After 2:55 p.m.	The student is considered PRESENT for the whole day.	YES A note needs to be sent stating that the student is leaving early. See Early Dismissal Policy

Early dismissal will be granted under certain conditions for medical appointments. When requesting an early dismissal, a written request must be presented to the office at least one (1) day in advance of the requested day. If a request is not presented at least one (1) day in advance the parent/guardian will be required to come to the school and sign the student out. Parents must report to the office before picking up a student. Students are responsible for all work missed due to an early dismissal. **All students, regardless of age must adhere to this policy!**

NOTE: A student must have a valid reason to be excused early from school. If a student does not have a valid reason for dismissal, the absence will be counted as an unexcused absence. If a student has an early dismissal for a doctor appointment, the student must provide a physician's note within three (3) days of their return to school for the excuse to be counted as an excused absence. If a doctor's note is not received within three (3) days, the absence will be considered unexcused/illegal.

WITHDRAWAL - 10 OR MORE DAYS OF CONSECUTIVE ABSENCE

If a student is absent from school for ten (10) consecutive school days, the student will be removed from the active school roster unless one of the following occurs:

- The district has been provided with evidence that the student's absence may be legally excused
- Compulsory attendance prosecution has been or is being pursued

EXCESSIVE ABSENCES and 24 DAY RULE

Letters will be sent for absences according to the following chart. Information on each letter is also in the chart.

Cumulative (Excused or Unexcused) Absence	Contents of Letter			
	Doctor's Note Required?	Mandatory Parent Meeting?	Loss of Field Trips?	Student Retained in Same Grade?
5 th Cumulative Absence	NO A doctor's note is not required until after the 10th cumulative absence.	NO A mandatory parent meeting will be held once a student misses 17 total days (cumulative and noncumulative).	NO Once a student reaches 17 total absences the student will not be permitted to attend field trips until he/she attends school for 45 school days after the 17th total absence.	NO A student will be retained in the same grade for the following school year if a student misses 24 total days (cumulative and noncumulative combined).
10 th Cumulative Absence	YES All further cumulative absences require doctor notes, or they will be Unexcused absences (see Unexcused absence policy).	NO See above	NO See above	NO See above
17 th Total Absence (Cumulative and Noncumulative combine)	YES See Above	YES If the parent/guardian does not attend the meeting the student will be suspended until the parent attends the meeting. CYS will be contacted if the parent still refused to attend the meeting.	YES See Above	NO See above
24 th Total Absence (Cumulative and Noncumulative combine)	YES See Above	YES If the parent/guardian does not attend the meeting the student will be suspended until the parent attends the meeting. CYS will be contacted if the parent still refused to attend the meeting.	YES See Above	YES The student will be retained in their same grade for the following school year. The student must continue to attend school or he/she will face consequences under the Unexcused Absence Policy.

NOTE: Out of School Suspension days will not be counted toward the 24-day rule. Also, periods of extended medical absences of consecutive days verified by a physician's note may NOT be combined toward the 24 Day Rule. Each individual absence counts as 1 day toward the 24 Day Rule and retention in the same grade.

APPEALS PROCESS

To appeal student retention due to 24 total absences, the parent/guardian must submit a written request for appeal to the principal within 10 days of receiving the 24-day letter. A meeting will be held with a committee appointed by the principal. At this meeting the parent may present appropriate evidence. The burden of proof of attendance shall be on the student/parent/guardian.

NEW STUDENTS

New students who enter during the school year will follow the same guidelines with allowable limits prorated according to the date of entry.

EDUCATIONAL TRIP GUIDELINES

- A. The completed Educational Trip form **WITH ALL OF THE SIGNATURES** (student, parent, and teachers) must be turned in to the elementary office **AT LEAST ONE WEEK PRIOR TO THE TRIP. If the Educational Trip form is not turned in at least one week prior to the trip, the days missed may be counted as unexcused/illegal absences.**
- B. Students with attendance, academic, or discipline issues may not receive approval. **NOTE: If the student has missed 10 cumulative days or 17 total days prior to submitting the request, or if the student will miss over 10 cumulative days or 17 total days counting the trip, the request will NOT be approved. Days missed will be considered as unexcused/illegal absences.**
- C. **Students are only permitted a maximum of 5 days total per school year for Educational Trips.**
- D. Students are responsible for getting work from their teachers **PRIOR TO** going on the trip. Students should have work to turn in upon their return from their trip.
- E. Parents/Guardians will be responsible for the education of the student during the trip, assuring the completion of assignments and any make-up work.
- F. Upon their return to school, students should turn in their assigned work. They must also complete any other work missed during their trip.
- G. **STUDENTS MUST HAVE ALL WORK SATISFACTORILY COMPLETED AND TURNED IN TO THEIR TEACHERS FIVE DAYS AFTER THEIR RETURN. IF WORK IS NOT SATISFACTORILY COMPLETED AND TURNED IN TO THEIR TEACHERS WITHIN FIVE DAYS OF THEIR RETURN TO SCHOOL, THEIR ABSENCES FOR THE EDUCATIONAL TRIP WILL BE CONSIDERED UNEXCUSED.**
- H. The School District shall accept neither financial responsibility nor liability for students excused for the purpose of educational travel.
- I. **DAYS MISSED FOR EDUCATIONAL TRIPS WILL COUNT INDIVIDUALLY TOWARD THE 24 DAY RULE.**
- J. Educational trips may not be approved during periods of district testing (i.e. PSSA exams, 4Sight Exams, etc.).

TRANSPORTATION

SCHOOL BUS PROCEDURES

REGULATIONS

The School Laws (24-2421) of Pennsylvania permit school boards to provide transportation for elementary students living more than one and a half (1 ½) miles from school and for secondary students living more than two (2) miles from school. The transportation service provided by the West Branch Area Board of Education is a privilege which may be denied to students who misbehave on the bus. Students and parents/guardians must be aware of and observe the following regulations:

1. The bus driver is in charge of maintaining discipline on the bus and has the authority to verbally reprimand any student who misbehaves. The bus driver may assign seats for students and may change seat assignments at any time in order to control student behavior. For their own safety all students are expected to remain seated at all times while the bus is in motion.
2. Bus riding privileges may be suspended for up to ten (10) days for misbehavior. Examples:
 - Failing to follow reasonable instructions from the driver
 - Eating, drinking, or chewing gum on the school bus
 - Entering or leaving the bus at any other point than the front door
 - Not keeping arms, hands, and heads inside the bus at all times
 - Not keeping conversations at low volume, as prescribed by the bus driver. There should be no shouting or screaming, or any behavior which might endanger anyone's safety.

NOTE: For serious or repeated offenses, a student may lose riding privileges for more than 10 days (possibly for the remainder of the school year).

3. The parent/guardian must reimburse the bus contractor the full amount of repair/replacement costs or any intentional damage to a bus by a student.
4. In addition to suspension of riding privileges, misconduct on a school bus can also result in detention or suspension.
5. When a student's bus privileges have been suspended, the parent/guardian will be notified by phone and/or in writing. The parent/guardian will be responsible for the suspended student's transportation and attendance during the suspension.

STUDENT BUS RULES

NOTE: Parents are asked to keep your address correct with the school so that your child can receive the appropriate transportation throughout the school year. It is also required that all students utilize their assigned bus stop on a daily basis unless a note is present at the school and in the possession of the student; we ask that this be done so accurate records are available in case of an emergency.

NOTE: Senate Bill 1077, Act **56 of 2016**. The bill permits those school districts engaging in audio recording on school busses to fulfill the notification requirement, which originally required an annual notice to be mailed home to each student, by including the policy in a student handbook and in any other publication of the school entity that sets forth the comprehensive rules, procedures and standards of conduct for the school entity as well as posting a notice of the policy on the district website.

LOADING AND UNLOADING AT THE BUS STOP

1. Be at your assigned loading zone on time (5 minutes before pickup). Buses cannot wait for late students and still get to school on time.
2. Exercise extreme caution in getting to and from your assigned bus stop.
3. Look in both directions before stepping from behind parked cars.
4. Stay well off the roadway until the bus comes to a complete stop and the bus driver indicates that it is safe to board.
5. Do not play on or near the road while waiting for the bus to arrive.

6. Look in both directions before crossing the roadway.
7. Never walk on the road when there is a sidewalk or pathway.
8. Always walk on the left side of the road facing oncoming traffic and step off the road when a motor vehicle approaches.
9. Wait until the bus comes to a complete stop before trying to load or unload.
10. All articles of clothing or attachments that dangle or swing freely while a student is walking must be secured before boarding the bus.
11. Use the handrail while getting on and off the bus.
12. If possible, wear white or light-colored clothing or carry a flashlight if you walk on the roadway in the dark in order that the motoring public can see you.
13. When you must cross the road to board or exit the bus always cross at least 10 feet in front of the bus after getting the “okay” from the driver.
14. Occasionally buses are delayed due to weather or traffic conditions. Student should wait a reasonable amount of time for a bus that is late. Parental discretion is needed for the amount of time depending on weather conditions. If a bus is more than fifteen minutes late please call the school office.

Due to the obvious lack of supervision the school can provide at bus stops, parents must assume responsibility for the conduct and safety of their own child as they walk to (and from) the stop and wait for the bus. Rules/regulations of student conduct and appropriate behavior also apply at these times. Students who violate them are subject to the school discipline code. **Throwing rocks, snowballs or other harmful objects is not permitted at bus stops.**

Students in Kindergarten, First, and Second grade must have an adult (16 years of age or older) present at the bus stop in order to be permitted to exit the bus. If no adult is present, the student will be brought back to the school. At that time, an adult will be required to pick the student up from school. In the event that this happens three (3) times within a semester (2 marking periods), the student will lose their bus riding privileges for three (3) days. These days will reset with the change of the semester.

BUS NOTES

West Branch Area SD may provide transportation to/from an alternate location, provided there is room available on the route and the following guidelines are met:

1. The alternate location is consistent five days per week for morning and afternoon. Alternative locations will remain the same for at least one semester. Example: Student may be transported from one location to school in the AM and from one school to another location in the PM.
2. The alternate location is along a regularly scheduled route at a regularly scheduled stop.

WHILE ON THE BUS/GETTING ON THE BUS AT SCHOOL

The rules/policies for Riding the Bus and Getting on the Bus at School are included in the Discipline section of this handbook. Please read this section (Under School-Wide Positive Behavior Support).

EXTRA-CURRICULAR PARTICIPATION

GENERAL RULES OF PARTICIPATION

The West Branch Area School District reserves the right to restrict participation in extracurricular activities (i.e. field trips, assemblies, class trips, etc.). Students will be ineligible to participate in extracurricular activities if any of the following occur:

ACADEMIC ISSUES

Students must meet basic academic requirements to participate in extracurricular activities. Students who have academic issues (i.e. low grades, incomplete homework) will not be allowed to participate in extracurricular activities until all work is made up. In order to participate in any activities relating to PSSA test, the student must participate in the assessment.

ATTENDANCE

Any student accruing 17 days of absence will be ineligible to participate in extracurricular activities until the student is present for 45 school days. Any days the student is absent will not count toward the 45-day requirement.

Any student accruing 24 days of absence will be ineligible to participate in extracurricular activities for the remainder of the school year.

DISCIPLINE

*Discipline referrals refer to Major behavior infractions, as explained in the PBS Section of the handbook.

Any student accruing 10 discipline/attendance referrals will be ineligible to participate in extracurricular activities for 45 school days. Any additional referrals during the 45-day period will result in an additional 5 days added on to the ineligibility period.

Any student accruing 15 discipline/attendance referrals will be ineligible to participate in extracurricular activities for the remainder of the school year.

OUTSTANDING OBLIGATIONS TO THE SCHOOL DISTRICT

The West Branch Area School District reserves the right to restrict participation in extracurricular activities if students have any outstanding obligations to the district. Examples would include: overdue lunch account balances, overdue library books, vandalism, fundraising debts, etc. Participation in extracurricular activities and field trips will be restored when all obligations have been fulfilled.

PROCEDURES AND EXPECTATIONS FOR STUDENTS ON OVERNIGHT TRIPS

The West Branch Area School Board is supportive of our student groups when requesting overnight trips. These trips many times allow for greater competition and the opportunity for our students to learn and/or improve their skills. We also understand that there are many more risks for our students' safety. To help keep our students safe the following procedures and expectations will be in effect.

1. **Rules:** All school rules apply during overnight trips. School rule violations preceding the trip may result in the denial of attending the trip. Coaches/advisors will review these rules with students before the trip departs. Students are reminded that they must respect each other and that there must be no bullying, harassment, hazing, fighting, or other misconduct. Students should report any misconduct immediately to a coach/advisor. The staff will be even more vigilant about enforcing school rules on the trip and students will face serious disciplinary action for any misconduct. Students are expected to remain in their rooms in the direction of their coach/advisor and/or chaperone at all times. Violations will result in administrative review. Following the review, disciplinary action up to and including removal from the team/student group will be administered. Violations relating to drugs, alcohol, and/or weapons will result in an immediate call to the appropriate authorities.
2. **Supervision:** The coaches/advisors and their assistants/chaperones must supervise students whenever possible during the trip, including in the middle of the night. Students are expected to adhere to all directives given by coaches/advisors and/or chaperones.
3. **Searches:** Searches of students' personal property, purses, briefcases, backpacks, and bags will be conducted if there is reasonable suspicion that a student is violating school rules or the law. These searches may occur at any time; before, during, and/or after the trip. Coaches/advisors and/or chaperones will be in contact with administration during the search process.
4. **Release of Student:** If a student has violated the law, such as by possessing drugs, alcohol, or a weapon, in addition to calling the authorities, parents may be requested to retrieve their child from the trip. In the event of parent/guardian refusal to retrieve their child from the trip, any associated costs to return the student will be the responsibility of the parent/guardian.

CAFETERIA PROCEDURES & GENERAL POLICIES

The goal of cafeteria services is to provide nutritious meals, within USDA-approved guidelines, to promote optimum student performance in the classroom. Menus are posted in the cafeteria and circulated throughout classrooms and offices. Menus are also posted on the school's web page (www.westbranch.org).

At West Branch, students may choose whether or not to participate in lunch meal programs.

Teachers and/or monitors are responsible for maintaining an orderly and pleasant atmosphere in the cafeteria. Shouting, unnecessary moving around, and boisterous behavior which interferes with a climate conducive to good eating habits and a comfortable environment for all are not permitted.

MEAL PRICES AND BUYING PROCEDURES

****All students receive free breakfast and lunch. Extras and snacks will be charged to the student's account. All students will still be required to enter their account code into the system to aide staff in tracking and ordering supplies.**

A computerized pre-pay accounting system maintains student accounts and meal data. Parents may send payments of cash or checks payable to West Branch Cafeteria for deposit into individual student accounts. Payments should include name, homeroom, and amount enclosed to assure accuracy. Payment boxes are provided in the office and cafeteria to collect payments every morning. Payments must be deposited by 8:40 AM to ensure same day credit. Payment can also be made via the My School Bucks website, which can be accessed under the Food Service tab on the West Branch website. These accounts are debited as students purchase meals, milk, etc.

Students report to the cafeteria at their designated lunch time, receive their tray, and enter their individual PIN number. The transaction is entered into the computer and the student's individual account is debited.

Students are encouraged to bring in payments without excessive reminders. Parents are also encouraged to keep records at home so payments can be sent in a timely manner. This reduces paperwork and time spent maintaining the system. Individual student account information is available upon request. We encourage payments to be made in the form of a check. This ensures that we can track your child's payments. Cash payments are not traceable. **Large amounts of change must be rolled. We will not accept large amounts of loose change. A \$25.00 fee plus banking charges will be charged for any returned checks.**

As a matter of standard practice, refunds are processed for students who withdraw and graduating seniors, for account balances over \$2.00 after the end of the school year. The school reserves the right to initiate legal action for unpaid negative account balances. **Students with negative account balances of \$5.00 or more will not be allowed to participate in extracurricular activities (i.e. field trips, assemblies).**

At West Branch, students may choose whether or not to participate in lunch meal programs. The cafeteria provides meals via an offer versus serve system. Under this system, the student may decide not to select any one of the five lunch items required to be served on the menu. A-la-carte food and drink items are sold in the cafeteria daily. Third and fourth grade students may purchase snacks, including ice cream, on designated days. Students must have a positive balance in order to purchase a-la-carte items. See Appendix I for pricing.

Questions regarding cafeteria accounts, menus, and snacks can be directed to Tiffany English, 814-345-5615, ext. 3851.

CAFETERIA ETIQUETTE AND PROCEDURES

The cafeteria is for the convenience of every pupil. In addition to the school discipline code, students are to adhere to the following:

<ul style="list-style-type: none">● Please properly dispose of trash.● Please keep your table area clean.● Please remain in your assigned seating area.● Throwing food, paper, or other items is unacceptable and will result in disciplinary action.	<ul style="list-style-type: none">● Students are to use the restroom closest to the cafeteria (near elementary office).● Students may not have food delivered from local restaurants.● Please be respectful of others.
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INTERNET USE RULES AND REGULATIONS

The West Branch Area School District Acceptable Use Policy outlines all of the policies and regulations governing the West Branch Area School District computer network. Students and their parents/guardians must read the West Branch Area School District Acceptable Use Policy, as well as the West Branch Area School District Acceptable Use Policy User Agreement.

The West Branch Area School District Acceptable Use Policy User Agreement must be completed in InfoSnap. A computer account for the student will not be created until the West Branch Area School District Acceptable Use Policy User Agreement is completed and signed by both the student and the parent/guardian via InfoSnap.

A copy of the West Branch Area School District Acceptable Use Policy is in Appendix D.

DISCIPLINE PROCEDURES, POLICIES, GUIDELINES

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

The purpose of the School-Wide Positive Behavior plan at West Branch Elementary is to ensure a positive school climate that fosters cooperation, academic excellence, safety, respect, and readiness.

We can Be safe — Keep your hands, feet, and objects to yourself. Consider the personal space of others while remaining calm and in control of yourself.

We can Be respectful — Use language and actions that show concern and consideration toward all adults, fellow students, and school property.

We can Be ready — Be where you are supposed to be on time. Have all of your materials (homework, pen/pencil, books, etc.) out and ready to go. Be attentive.

The PBS program is a school-wide behavior program. Research shows us that students achieve at a higher level when they know the expectations and feel safe. Positive Behavior Support will help us improve both of these. Our plan provides detailed expectations in every area of the school while putting an extreme emphasis on safety, respect, and readiness.

We display posters around the building, in classrooms, and during classroom activities. All staff will take the time to teach their students the positive behaviors they are expected to demonstrate at school, as well as the consequences for not following these behaviors. We will acknowledge and reinforce students who consistently demonstrate these positive behaviors.

Research shows us that school behavior plans that are followed in the home greatly improve their effectiveness in the school. Throughout this process, West Branch Elementary will provide information to parents to help with home implementation of the Positive Behavior Support Plan.

PARENTS/GUARDIANS:

Please take some time to review with your child the positive behavior expectations described on the attached matrix and throughout this plan. Ask your child questions to make sure he/she understands the expectations in different environments around the school. Please discuss the importance of these concepts and encourage your child to be a positive influence in the school. With your continued support and involvement, there is no question that West Branch Elementary will continue to be a place where students can excel in a safe and stimulating environment.

****Note:** To align with our discipline referral system (Educator Handbook), Level 1 and 2 Infractions are now referred to as “Minor” infractions and are handled at the classroom level with consequences assigned by the teacher; Level 3 and 4 Infractions are now referred to as “Major” and may result in an office referral with consequences assigned by the principal.

The elementary school offers various levels of support based on student needs.

The Tier I PBS Team manages the general expectations and rewards that apply to all students. The Tier II Team offers additional support at the school level for students who struggle to meet academic or behavior expectations. The ESAP/Tier III Team offers support for major academic and behavior concerns that may include outside services to address issues such as drug/alcohol use, suicide concerns, etc. Each team is composed of grade level teachers, specials teachers, and other school staff as appropriate. Each team is overseen by the principal and guidance counselor. See additional details for each Tier Team below.

Tier I Program and Team

One important aspect of this program is creating a set of school-wide rules and expectations. These rules/expectations will be followed no matter where the student is – classroom, hallway, playground, cafeteria, specials, buses, etc. PBS The Tier I Team ensures PBS lessons are taught by classroom teachers and administrators at the beginning of the school year and as refreshers throughout the school year.

The Tier I Team is also responsible for developing, tracking, and updating the rewards system described below.

REWARDS FOR POSITIVE BEHAVIOR

Students who respect the guidelines for acceptable behavior will be rewarded with success in school, respect from others, personal recognition, and participation in school-wide events. Recognition for appropriate behaviors includes, but is not limited to:

Recognition Plan	WHAT	WHO	WHERE	COST
High Frequency	<ul style="list-style-type: none"> Watching Outstanding Warriors (WOW) Cards – trade cards for a chance to win prizes during weekly drawings Daily Message Student of the Day: Name called over morning announcements, Sign outside classroom, Name written on Recognition Wall 	<ul style="list-style-type: none"> Office Students and staff doing AM and PM announcements Teachers nominate and office and guidance provide sign and write name on wall. Randomly drawn. 	<ul style="list-style-type: none"> Office Announcement /office Announcement /office 	<ul style="list-style-type: none"> Printing WOW cards None None
Weekly	<ul style="list-style-type: none"> Every Friday afternoon, WOW cards are randomly drawn from the boxes in the office. Winners' names are called over the intercom during Friday afternoon announcements. 	<ul style="list-style-type: none"> Office and Guidance 	<ul style="list-style-type: none"> Office 	<ul style="list-style-type: none"> Prizes Local donations
Intermittent	<ul style="list-style-type: none"> Monthly event – Student activity for those with no office referrals (Major) 	<ul style="list-style-type: none"> A few teachers from each level 	<ul style="list-style-type: none"> Gym/ auditorium/ outside 	<ul style="list-style-type: none"> None
Celebration	<ul style="list-style-type: none"> Announce Birthday – badge & pencil 	<ul style="list-style-type: none"> Office 	<ul style="list-style-type: none"> Office 	<ul style="list-style-type: none"> None
Long Term	<ul style="list-style-type: none"> End-of-the-year reward day. Students without (3) or more Major infractions. 	<ul style="list-style-type: none"> Committee and PTO 	<ul style="list-style-type: none"> TBA 	<ul style="list-style-type: none"> Local Donations PTO

CONSEQUENCES AND DOCUMENTATION

In addition to rewards, the Tier I PBS team is responsible for regularly reviewing, updating, and tracking consequences.

Despite teaching, modeling and reinforcing expected behaviors within the school setting, students will make mistakes and demonstrate poor choices. When inappropriate behaviors are displayed, students should be redirected and reminded of appropriate behaviors. However, when students continue to display inappropriate behaviors, despite redirection, or when students demonstrate behaviors that put others at risk, consequences for those behaviors must be provided.

In order to increase tracking of student behavior, West Branch Elementary School documents problem behaviors online. This allows staff members to document a student behavior via drop-down menu choices. Furthermore, staff members are able to look up student's discipline records and graph data based upon student, location, time, or behavior. Graphs will be provided to staff members monthly to determine where additional interventions may be needed.

Minor Referral (previously referred to as level 1 and 2 infractions):

Minor Documentation: Students who have been documented as displaying guidance concerns/minor behaviors will not receive consequences for these behaviors. The guidance concerns are logged so that teachers and guidance counselors may track changes in student behavior that could be related to mental health issues or significant changes in student environments that could have an effect on educational success.

Minor Referrals: Students who demonstrate classroom-managed behavior concerns should be re-taught/redirected following the behavior.

- If the student has been retaught/redirected regarding a specific behavior, and that behavior continues, the teacher should 1) reteach the appropriate behavior, 2) provide a classroom-based consequence, and 3) log the behavior and the consequence within the discipline tracking system web site.
- If the student continues to demonstrate the inappropriate behavior, the teacher should 1) reteach the appropriate behavior, 2) provide a classroom-based consequence, 3) contact the parent, and 4) log the behavior, parent contact, and the consequence within the discipline tracking system web site.
- If the student continues to demonstrate the inappropriate behavior, the teacher should 1) reteach the appropriate behavior, 2) provide a classroom-based consequence, 3) contact the parent, and 4) log the behavior as an office referral: Major Repeated Disruption of Educational Environment.

Major "Office" Referrals (previously referred to as level 3 and 4 infractions):

Major: If a student demonstrates a Major behavior concern (see Infraction List on next page), the teacher should immediately contact the office (Principal and Director of Special Ed, if applicable) and/or School-Based (for identified students) and document the behavior and any classroom consequences in Educator Handbook. The student will receive an office-based consequence (i.e. detention, ISS, OSS), and a consequence letter will be sent to the student's parent/guardian. A signed copy of the consequence letter should be returned to the office the following day.

Students who exhibit Major behaviors will be referred to the Tier 2 Team for additional support.

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Infraction List

Infraction List		
	Minor Behavior (Classroom Managed)	Major Behavior (Classroom and/or Office Managed)
Minor Behavior (Guidance, Documentation- only) - Isolated from Peers - Hygiene Concerns - Emotional/Crying in Class - Easily Frustrated - Sudden Change in Grades/Performance - Deteriorating Appearance	- Inattention	- Name Calling/Teasing/Bullying
	- Unprepared for Class	- Work Refusal
	- Forgot Library Book	- Verbal Aggression
	- Dress Code Violation	- Stealing
	- Talking out	- Cheating
	- Gum chewing	- Lying
	- Computer Misuse	- Insubordination
	- Electronic Devices	- Physical Aggression
	- Mistreating School Property	- Lewd Notes
	- Running in the Hall	- Refusal to Leave Assigned Area
	- Disrupting Educational Environment	- Perceived or Confirmed Threats
	- Not Following Directions	- Vandalism
	- Bathroom Misuse	- Inappropriate Language/Vulgarity
	- Personal Space Violations	- Leaving Assigned Area without Permission
	- Horseplay	- Cafeteria Misuse
		- Repeated Disruption of Educational Environment
		- Disrespect
		- Inappropriate Display of Affection
		- Bus Misbehavior
		- Forgery
		- Bus misuse

**Major Behavior
(Office Managed)**

- Repeated Harassment
- Leaving School Property
- Weapons
- Repeated Computer Misuse
- Drug Policy Violation
- Tobacco Violation
- Severe Computer Misuse
- Fighting
- Other
- Repeated Bus Misbehavior

TIER 2 Program and Team

West Branch Elementary staff members are providing continued redirection, modeling and reinforcement for appropriate student behavior throughout the year. However, some students may still struggle to demonstrate expected behaviors. These students may demonstrate internalizing, externalizing, or organizational concerns. When staff members (teachers or the Tier 1 Team) identify such students, they should be referred to the Tier 2 Team. The Tier 2 Team will determine if a student should be included in one of our many intervention options based on his/her individual needs.

Parents will be notified when a student is recommended for Tier 2 and why. All suggested interventions will be shared with parents. Communication between the school and parents is an important part of all levels of the PBS program. All interventions will be monitored by the Tier 2 Team to ensure they are appropriate for the student and meet the student's individual needs. Data will be collected to determine the level of success of interventions and changes will be made as needed.

An example of a Tier 2 Intervention is a Check In/Check Out. The student would:

- Check in with an adult before school
- Carry a tracking form
- Ask their teacher to rate their behavior
- Check out at the end of each day
- Take the form home to parents
- Return the form the next day

Tier 2 is designed to facilitate positive interactions between students and assigned adults, teach good behavior skills, and provide a means for home-school communication.

Parents can refer their child to the Tier II Team with any concerns by contacting the child's homeroom teacher.

TIER 3/ESAP Program and Team

The Elementary Student Assistance Program is a team of professionals working together to provide help for students who are experiencing problems. Alcohol and other drug abuse, disruptions at home, depression, pressure from peers, trouble at work, loss of a loved one, or many other factors can lead a student to feel alone and hopeless. The cause may differ, but the result is usually the same - the student's problems interfere with educational process - a student who is troubled struggles to learn.

SAP Team:

Ms. Michaels	Ms. Lucas	Mrs. Herring	Mrs. Gibson	Mrs. Ewing	Mrs. Dixon
Mrs. M. Koleno	Mrs. A. Koleno	Mrs. Koot	Mrs. McGonigal	Mrs. Goodrow	Mrs. Hubler

It is the parent's right to be involved in the process and to have full access to all school records under applicable state and federal laws and regulations. Involvement of parents in all phases of the student assistance program underscores the parent's role and responsibility in the decision-making process affecting their child's education and is key to the successful resolution of problems.

A student can be referred to the program by parents, teachers, and/or friends. This can be accomplished by contacting any SAP team member or completing the referral form on the school website. From there, the referral is considered by the team and recommendations are made for support such as: Tier 2 Intervention, homework club, school-based support services, etc. The information gathered is confidential. The evaluation service is at no cost to the family or student. We are here to help!

STUDENT DISCIPLINE

LUNCH DETENTION

Student sits in a designated area of the cafeteria or is removed the cafeteria during their lunch period- student still receives lunch and a full lunch period.

RESTRICTED RECESS

Students will be assigned an activity to do during this time (i.e. walking the perimeter of the playground, writing an apology, etc.). During this time, they may not participate in any other activities (i.e. team sports, swinging, etc.)

DETENTION

Detention will be held from after school until 4:30 p.m. Students are expected to serve detention on the assigned day. Parents must pick up their children at the elementary office at 4:30 p.m. – transportation home is not provided. Students must bring work to detention, as this is a silent work period.

IN-SCHOOL SUSPENSION

Students who have ISS must report to the elementary office after announcements. Students must have all necessary materials (books, A.R. book, etc.) when they arrive at the ISS room. Students must work on their assignments and are not permitted to talk. Failure to complete any assigned class work could result in a 0% for that assignment. Students will be dismissed to their homeroom to get all materials to take home.

OUT OF SCHOOL SUSPENSION

Students who receive OSS are not permitted on school property during the length of their suspension. If the suspension includes Friday, the student is not permitted on school property over the weekend. The student is not permitted to participate in any extracurricular activities during the length of the suspension (including weekends if the suspension includes a Friday). At the student or parent's request, the guidance office will attempt to furnish assignments. Students are still responsible for all work.

EXPLUSION

See Appendix J for School Board Policy 233 on Expulsion.

SEARCHES AND SEIZURES

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student's locker and desk and may seize any illegal, unauthorized or contraband materials discovered in the search. Student desks and lockers are school property and may be searched at any time by authorized school officials. Periodic inspections of lockers and desks may be conducted at any time by school personnel without notice.

Students' personal effects (book bag, purse, athletic bag, etc.), as well as a motor vehicle parked on school property, may be searched if there is a reasonable suspicion to believe that illegal or unauthorized materials may be found, or that the student is violating law, school board policy or school rules, or poses a threat to the student or the school population. Searches conducted by the administration may include, but not be limited to, utilization of certified drug dogs or any device used to protect the health, safety, and welfare of the student and the school population. A student's failure to permit searches and seizures will result in a 5-day suspension and possible police contact.

VIDEO SURVEILLANCE

To ensure the safety of all students and visitors, the high school building is equipped with video cameras and recording devices. All students and visitors who enter the high school building acknowledge that they are subject to video surveillance upon entering the building. These recordings may be used as evidence against the student/visitor in disciplinary, juvenile, or criminal proceedings.

REASONABLE FORCE

Reasonable force may be used by teachers, staff, and school administrators to protect the health, safety, and welfare of all students, staff, and visitors.

TOBACCO POLICY

Any person who uses or possesses tobacco products or look-alike products in any form in the building, on school buses, or on school property will be subject to a fine through the local magistrate's office.

WEAPONS POLICY

The Gun-Free School Act of 1994 and Act 26 of 1995 requires that no student be allowed to have a weapon on school property. Students are also prohibited from having any toy, replica, or other look-alike instrument represented as a weapon. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. It shall also include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, and any other tool or instrument capable of inflicting serious bodily injury.

Weapon – Shall include any toy, replica, or other look-alike instrument, represented as a weapon.

Destructive Device – Any explosive, incendiary, or poison gas bomb; grenade; rocket having a propellant charge of more than four (4) ounces; missile having an explosive or incendiary charge of more than one-quarter ounce; mine or device similar to any of the devices described in preceding; any type of weapon by whatever name known which will, or which may be readily converted to expel a projectile by which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended to be used in converting any device into a destructive device described as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive or the frame or receiver of any such weapon and from which a destructive device may be readily assembled.

Guidelines – Any student who is determined to have brought or possessed a weapon in school or school facility shall be expelled from school for a period of not less than one (1) year. The expulsion proceeding shall follow the procedures outlined in **West Branch Area School District Policy #233**. The Superintendent may recommend discipline short of expulsion on a case-by-case basis.

The Superintendent may, on a case-by-case basis, modify the period of expulsion for those students receiving services under the Individuals with Disabilities Education Act, consistent with the rules and regulations governing the education of exceptional children there under.

Students and staff shall be informed concerning this policy at least annually.

An exception to this policy may be made by the Superintendent, who shall prescribe special conditions or procedures to be followed.

Weapons under the control of law enforcement personnel are permitted on school property.

The principal will report the discovery of any weapon prohibited by the weapons policy to the student's parents and to local law enforcement officials. The superintendent will report all expulsions for possession of a weapon to the Department of Education.

CONFIDENTIAL COMMUNICATIONS

Statutes govern the use of a student's confidential communications to school personnel in legal proceedings and regulations appropriate to the proceeding. 42 PA C.S. ss5945 (relating to confidential communications to school personnel)

Information received in confidence from a student may be revealed to the student's parents, the principal or other appropriate authority where the health, welfare or safety of the student or other persons is clearly in jeopardy.

SEXUAL HARASSMENT

Sexual harassment is unwelcome sexual advance, request for sexual favors, and/or inappropriate verbal or physical conduct. Sexual harassment may include, but is not limited to, the following: Verbal harassment or abuse, pressure for sexual activity, repeated remarks with sexual or demeaning implications, unwelcome touching, suggesting or demanding sexual involvement accompanied by implied or explicit threats (see West Branch Area School District Policy #248).

Any person who alleges sexual harassment may file a complaint with the building principal. A substantiated charge will result in disciplinary action. All complaints will be sent to the Title IX coordinator for action.

HEARINGS

Education is a statutory right, and students must be afforded all appropriate elements of due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing, which is a fundamental element of due process (see West Branch Area School District Policies #219 and #233).

DRESS CODE

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board has the authority to impose limitations on students' dress in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or affect the health and safety of others.

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student.

The building principal or designee shall be responsible to monitor student dress and grooming and to enforce Board Policy and school rules governing student dress and grooming. The Superintendent or designee shall ensure that all rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality. Staff members shall be instructed to demonstrate by example positive attitudes toward neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.

Therefore, these rules can be changed at the discretion of the School Board and/or the Administration. The following is a list of guidelines and inappropriate articles of clothing or accessories which are expressly forbidden:

GENERAL

1. Footwear must be worn. Shoes that may damage floors are not permitted.
2. Shirts, t-shirts, pants, or other articles of clothing, including facemasks with written and/or pictured references to drugs, alcohol, sex, tobacco products, and nudity are unacceptable. This shall include clothing with vulgar language, double meanings, or disrespectful references to religion, race, or ethnic origin.

3. Heavy winter jackets, gloves, and trench coats are prohibited during school hours. Students must keep them in their designated areas.
4. Pants that are worn in such a manner as to expose underwear are unacceptable.
5. Students may be required to wear certain types of clothing and footwear while participating in physical education classes, extra-curricular activities and other situations where special attire may be required to ensure health and/or safety of the student.
6. At the principal's discretion, "School Spirit Days" (i.e. Homecoming Week) may be held. Appropriate attire for these days will be determined by the building principal and announced/presented to the students prior to these days.

TOPS

1. Tank tops are unacceptable style of dress for boys unless worn under another shirt. Sleeveless tops or dresses are permitted **with a two-inch minimum strap**. A sleeveless top/dress that is between 1 and 2 inches, requires a sweater or shirt worn on the outside. Spaghetti strap dresses must have a T-shirt underneath. Sleeveless tops/dresses must have a tighter fit and high scoop armholes and neckline. Sleeveless tops with large or low-cut armholes are not permitted.
2. Any top determined by the principal or his designee to be too revealing is not acceptable. Students are asked to exhibit modesty in their dress. Examples could include mesh or see-through tops, low cut tops, half-shirts, and halter tops.

PANTS/SHORTS/SKIRTS/SKORTS

1. Pants, shorts, skirts, skorts must be secured and worn no lower than the hip. Low riding/sagging style is not permitted.
2. Length of pants should not extend beyond the bottom of the shoe and should not drag on the floor.
3. Boxer shorts or undergarments worn as outerwear are not permitted.
4. All shorts, skirts, and skorts must be no shorter than four inches (4") above the knee. Wearing a longer pair of Spandex shorts or other clothing under shorts, skirts, and skorts DOES NOT meet the four-inch (4") requirement.
5. Shorts, skirts, skorts may not be fashioned so as to be revealing or offensive.
6. Cut-offs of any type are not permitted.

FOOTWEAR

1. Students may be required to wear certain types of clothing and footwear while participating in physical education classes, extra-curricular activities and other situations where special attire may be required to ensure health and/or safety of the student.
2. Any shoe that poses a safety hazard, as determined by the administration and/or school board, is not permitted.

JEWELRY/ACCESSORIES

1. Piercings. Hoops or bars to the nose, mouth, eyebrows, or face are not allowed.
2. Consistent with the weapons policy, there shall be no chains worn, including wallet chains, other than those designated as jewelry. All necklaces/jewelry will not exceed ½" in width, and will be limited in length in the neckline area to be considered jewelry. All bracelets and watches must be snug fitting. There will be no safety pins, pointed studs, or pins worn on clothing, hats, book bags, etc., except for practical application.

HEADWEAR/HAIR

1. Hats, caps, bandanas, hoods, sunglasses, visors, sweatbands, and other head coverings are not permitted. They must be taken off upon entering the building, and left in the proper designated area.
2. Students are not permitted to carry headwear to classes or in the hallway during the school day.
3. Hair coloring of a fluorescent or distracting color shall not be permitted.
4. Hairstyle should be acceptable to the school setting.

HEALTH AND HYGIENE

1. Any apparel that is judged to be unhealthy or unsanitary (i.e. clothing that is dirty and/or gives off a foul odor) is not permitted.
2. Each student is expected to maintain good personal hygiene.

CELL PHONES AND MUSIC/ELECTRONIC DEVICES

Cell phones and electronic devices are not to be used in the school building between the hours of 8:30 a.m. (student drop off) and 3:25 p.m. (prior to bus dismissal). Any cell phones or music/electronic devices used by students or visible to staff during these hours will be considered a violation of this policy. It is also a violation to use cell phones on the bus for purposes of recording or taking videos or pictures of any kind. Violations will be dealt with according to the School-Wide Positive Behavior Support system.

NOTE: Any student refusing to turn over a cell phone or music/electronic device to staff will be suspended out of school until a parent meeting is held.

STUDENTS ARE NOT PERMITTED TO TAPE OR RECORD EVENTS IN THE CLASSROOM, ANYWHERE IN THE BUILDING, OR ON THE BUS, UNLESS ADMINISTRATIVE APPROVAL IS GIVEN (i.e. for a class project). CELL PHONES WILL BE SEARCHED AND TEXT MESSAGES WILL BE READ IF THERE IS REASONABLE SUSPICION THAT A VIOLATION OF SCHOOL RULES OR CRIMINAL ACTIVITY HAS TAKEN PLACE.

THE SCHOOL IS NOT RESPONSIBLE FOR THE LOSS OF A CELL PHONE OR ELECTRONIC DEVICE (i.e. Nintendo DS, MP3 player, etc.). THE SCHOOL WILL NOT SEARCH FOR LOST DEVICES, AS POSSESSION OF THEM IS A VIOLATION OF SCHOOL POLICY.

DRUG POLICY

The Drug Policy chart (see APPENDIX E) details guidelines for discipline based on listed offenses. Discipline given to students may be increased or decreased based on the specific infraction(s).

NOTE: Students having assessments as a result of policy violations must comply by those recommendations at parental expense or be subject to exclusion from school. A timetable will be set.

PROGRAMS FOR ELIGIBLE OR PROTECTED HANDICAPPED STUDENTS

In compliance with the state and federal law, notice is hereby given by the West Branch Area School District that it conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may need special education and related services. If your child is identified by the District as possibly in need of such services, you will be notified of applicable procedures. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions:

1. Autism/pervasive developmental disorder
2. Blindness or visual impairment
3. Deafness or hearing impairment
4. Developmental delay
5. Mentally gifted
6. Intellectually disabled
7. Multi-handicapped
8. Neurological impairment
9. Other health impairments
10. Physical disability
11. Serious emotional disturbance
12. Specific learning disability
13. Speech and language impairment

If you believe that your school-age child may need special education services and related programs, or your child (age 3 to school-age) may need early intervention, screening, and evaluation processes designed to assess the needs of the child and his/her eligibility are available to you at no cost, upon written request. You may request screening and evaluation at any time, whether or not your child is enrolled in the District's public-school program. Requests for evaluation and screening are to be made in writing to the principal or special education supervisor.

In compliance with state and federal law, the West Branch Area School District will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

For further information on the rights of parents and children, provision of services, evaluation and screening (including purpose time and location), and the rights to due process procedures, you may contact the special education supervisor.

HOMELESSNESS POLICY

See Appendix G for the Board Policy pertaining to students experiencing displacement.

APPENDICES

APPENDIX A Integrated Pest Management



WEST BRANCH AREA SCHOOL DISTRICT

*356 ALLPORT CUTOFF
MORRISDALE, PA 16858*

www.westbranch.org Fax: 814-345-5220

Mark Mitchell Superintendent 345-5615, ext. 4950

Dear Parents / Guardians:

West Branch Area School District has an Integrated Pest Management (IPM) Program for control of insects, rodents and weeds. Our IPM Program focuses on making the school building and grounds an unfavorable habitat for pests by removing food and water sources and eliminating pests' hiding and breeding places. We accomplish this through routine cleaning and maintenance. We monitor the school buildings and grounds to detect any pests that are present. The pest monitoring team consists of our building maintenance, office, and teaching staff, as well as our students. Pest sightings are reported to our IPM Coordinator who evaluates the 'pest problem' and determines the appropriate pest management techniques to address the problem. The techniques can include increased sanitation, modifying storage practices, sealing entry points, physically removing the pest, 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 possible. Applications will be made only when teachers and students do not have access to the area(s) being treated. 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 request to be placed on the school's 'Notification Registry'. If you would like to be placed on this registry, please send a signed letter to your child's principal requesting to be added to the registry. Each year the district will prepare a new Notification Registry.

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

This letter conforms to the requirements of the Integrated Pest Management Act 35 of 2002 and assures parents and guardians of our commitment to continue providing the safest atmosphere possible for our students. If you have any questions, please contact Mr. David Catherman, IPM Coordinator at 345-5627.

Sincerely,

Mr. Mark Mitchell
Superintendent

APPENDIX B Asbestos Management



WEST BRANCH AREA SCHOOL DISTRICT

356 ALLPORT CUTOFF

MORRISDALE, PA 16858

www.westbranch.org Fax: 814-345-5220

Faculty, Staff, Parents and Guardians:

This letter is to give notice and to comply with the AHERA rules that the West Branch Area School District has an Asbestos Management Plan in place that was completed by a certified environmental service company. This Plan is in place to provide a safe environment for our students and staff. The company completing the plan for the district was Volz Environmental Services, Inc. of Pittsburgh, PA.

The Management Plan which consists of the AHERA 3 Year Reinspection Report and Management Plan Update for the district satisfies of the Environmental Protection Agency's (EPA) Asbestos Hazard Emergency Response Act (AHERA) as they pertain to 40 CFR Part 763, Section 763.85 of the Asbestos – Containing Materials in Schools, Final Rule and Notice. The Management Plan is kept in the District's Administration Business Office and is available for inspection.

The District's contact person concerning the Asbestos Management Plan is Mr. David Catherman – Maintenance Supervisor.

Sincerely,

Mr. Mark Mitchell
Superintendent

APPENDIX C Bullying/Harassment Complaint Form



WEST BRANCH AREA SCHOOL DISTRICT

356 ALLPORT CUTOFF
MORRISDALE, PA 16858

www.westbranch.org Fax: 814-345-5220

Angela Michaels, Elementary Principal
814-345-5615, ext. 2000

BULLYING OR HARASSMENT COMPLAINT

Incident Date: _____

Incident Time: _____

Name: _____ Phone: _____

Address: _____

Who committed the acts(s) against you? _____

Witnesses to the incident _____

Were you kicked, shoved, struck, or threatened? Yes () No ()

If so, explain _____

Has the person engaged in these activities repeatedly? Yes () No ()

If so, when and what happened? _____

Has the person teased or taunted you in any way? Yes () No ()

If so, how? _____

Notice: False reports- A person who knowingly gives false information to any person of authority with the intent to implicate another of harassment will incur discipline equal to the false allegation.

APPENDIX D Acceptable Use Policy

West Branch Area School District 2023-2024 Acceptable Use Policy

Please read the following Acceptable Use Policy carefully before signing the User Agreement in InfoSnap. No account will be created until the User Agreement has been signed and returned.

New technologies are shifting the ways that information may be accessed, communicated, and transferred. Those changes may also alter instruction and student learning. West Branch Area School District offers students and staff members access to the electronic information highway and the Internet.

Along with access to computers and people all over the world, comes the availability of materials that may not be considered appropriate in the classroom. However, on a global network it is impossible to control all materials. Ultimately, the school staff and parents/guardians of minors are responsible for setting and conveying the sources. West Branch Area School District supports and respects each family's right to decide whether or not to allow their child to apply for access to the Internet.

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

West Branch Area School District Internet is provided for the student to conduct research and communicate with others in relation to school and community work. Access to network services is given to students who agree to act in a considerate and responsible manner. Parents/guardians permission is required, by signing the Acceptable Use Policy. Access is a privilege, not a right. Teachers and the administration will deem what is inappropriate use and provide appropriate sanctions, if deemed necessary.

Educational Purpose

The West Branch Area School District computer network has been established for a limited educational purpose. The term "educational purpose" includes classroom activities and career development activities. The West Branch Area School District computer network has not been established as a public access service or a public forum. The West Branch Area School District has a right to place reasonable restrictions on the material you access or post through the system. You are expected to follow the rules set forth in the Student Handbook, as well as the law, in your use of the West Branch Area School District computer network. You may not use the West Branch Area School District computer network for commercial purposes. This means you may not offer, provide, or purchase products or services through the network.

Student Internet Access

All students will have access to Internet World Wide Web information resources through their classroom, library, or school computer lab. The District will utilize filtering software or other technologies to prevent students from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. Educational staff will, to the best of their ability, monitor minors' use of the Internet in school, and will take reasonable measures to prevent access by minors to inappropriate material on the Internet and World Wide Web, and restrict their access to materials harmful to minors.

Unacceptable Uses

Personal Safety. Students/staff will not post personal contact information about yourself or other people. Personal contact information includes your address, telephone, school address, work address, social security number, credit card number, etc. You will promptly disclose to your teacher or other school employee any message you receive that is inappropriate or that makes you feel uncomfortable. Personally, identifiable information concerning students will not be disclosed or used in any way on the Internet without the permission of a parent or guardian.

Email, Blogging, Chat, and Instant Messaging. Students/staff will not use commercial Web-based mail (Hotmail, Yahoo Mail, etc.) on any school computer, or any type of instant messaging including, but not limited to, AOL Instant Messenger, MSN Messenger, and ICQ. You are not permitted to contribute to weblogs or to be in online Web-based chatrooms unless it is

part of a collaborative sharing project under the direct supervision of a teacher and are prohibited from using IRC chat programs on any school computer.

Social Networking Sites. Accessing Social Networking websites from the West Branch Area School District computer network is prohibited. Such websites include, but are not limited to, MySpace, Xanga, and Facebook.

Games/Online Games. The playing of games, including online games, without the consent of the teacher is prohibited. Downloading/saving of any games is also prohibited.

Illegal Activities. Students/staff will not attempt to gain unauthorized access to the West Branch Area School District computer network or to any other computer system through the West Branch Area School District computer network or go beyond your authorized access (“hacking”). This includes attempting to log in through another person’s account or accessing another person’s files. These actions are illegal, even if only for the purpose of “browsing.” You will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal. You will not use the West Branch Area School District computer network to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.

System Security. You are responsible for your individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person. You will immediately notify a teacher or the system administrator if you have identified a possible security problem.

Inappropriate Language/Harassment. Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages. Students/staff must not use the system to create, send, receive, or use any offensive or disruptive materials or messages. Messages which are considered to be offensive include, but may not be limited to, those which contain sexual implications, racial slurs, gender-specific comments, or any other comments that offensively address someone’s sex, sexual orientation, religious or political beliefs, national origin, or disability. Also considered offensive are messages or materials which are fraudulent, harassing, or obscene, and those which contain abusive, profane, or offensive language. You will not post information that could damage or endanger another’s reputation. You will not engage in personal attacks, including prejudicial or discriminatory attacks. You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending them messages, you must stop. You will not knowingly or recklessly post false or defamatory information about a person or an organization.

Respecting Resource Limits. Students/staff will use the system only for educational activities. **You will not download any files. Loading or use of unauthorized games, programs, files, or other electronic media is prohibited.** No software is to be installed onto the network by students at any time for any purpose. You will not post chain letters or engage in “spamming.” Spamming is sending an annoying or unnecessary message to a large number of people. Students/staff will be given a set amount of space on the network server to save appropriate/educational data. Students/staff should periodically review the information saved on their server location and delete any outdated and/or unnecessary information.

Plagiarism and Copyright Infringement. Students/staff will not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours. You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions, ask a teacher.

Inappropriate Access to Material. Students/staff will not use the West Branch Area School District computer network to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). A special exception may be made for hate literature if the purpose of your access is to conduct research and both your teacher and parent have approved. If you mistakenly access inappropriate information, you should immediately tell your teacher or other District employee. This will protect you against a claim that you have intentionally violated this Policy. Your parents should instruct you if there is additional material that they think would be inappropriate for you to access. The district fully expects that you will follow your parents’ instructions in this matter.

Vandalism. Vandalism is defined as any malicious attempt to harm or destroy data of another user, hardware or software utilized on the network, hardware or software with any individual device, or other networks that are connected to the West Branch Area School District computer network. Vandalism by a user will result in immediate cancellation of privileges. No

user shall upload, download, or create computer viruses. You will be responsible for any damages done to the equipment, system, and software.

Future Rules

Additional rules and restrictions may be added if the need arises. Students and staff are responsible for reading and following these rules.

Security

Monitoring

The West Branch Area School District reserves the right to log, monitor and review Internet, E-mail and other network use of each user. This logging, monitoring and review may be conducted without cause and without notice. Each user of a West Branch Area School District's computer by the use thereof agrees and consents to such logging, monitoring and review and acknowledges that s/he has no right or expectation of confidentiality or privacy with respect to the Internet, E-mail or other network usage. Network storage areas may be treated like school lockers. Network administrators may review student and staff files and communications to maintain system integrity and ensure that students and staff are using the system only for appropriate purposes. Users should expect that files stored on district servers or computers will not be private.

Electronic Mail (E-Mail)

Users of the network are hereby notified that the West Branch Area School District administration has the authority to intercept and monitor e-mail messages of all persons using the West Branch Area School District computer network. The West Branch Area School District does not recognize the right to privacy of any user or the statements, writings, graphics, e-mail messages or other electronic or video transmissions of any user as a result of access over or through the West Branch Area School District computer network. All users are bound by the Electronic Communications Privacy Act of 1986, as amended, and the Communications Decency Act, which prohibit the unauthorized interception or disclosure of e-mail messages by third parties, as well as the appropriateness of certain material being remitted on the Internet. No user shall intercept or disclose any information garnered as a result of access to the West Branch Area School District computer network without the consent of the sender or receiver of the communication. The Act recognizes that the West Branch Area School District may monitor an employee's e-mail messages, as long as the interception device is included in the e-mail equipment.

Search and Seizure. The West Branch Area School District reserves and intends to exercise the right to review, audit, intercept, access, and disclose all uses of the system. The contents of electronic communications may be disclosed within the West Branch Area School District or to law enforcement officials without the permission of the author. You should not assume confidentiality of any material produced. Even when the material is erased from the system, it is usually possible to retrieve that material. Further, the use of passwords for security does not guarantee confidentiality or privacy. Routine maintenance and monitoring of the West Branch Area School District computer network may lead to discovery that you have violated this Policy, the provisions of the Student Handbook, or the law. An individual search will be conducted if there is reasonable suspicion that you have violated this Policy, the provisions of the Student Handbook, or the law. The investigation will be reasonable and related to the suspected violation. Your parents have the right at any time to request to see the contents of your files.

Due Process. The West Branch Area School District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the West Branch Area School District computer network. If the violation also involves a violation of other provisions of the Student Handbook, it will be handled in a manner described in the Student Handbook. Additional restrictions may be placed on your use of your Internet account.

District Limitation of Liability. The West Branch Area School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school district is not responsible, and will not be responsible for any damages, including loss of data resulting from delays, non-deliveries, missed deliveries, or service interruption. Use of any information obtained through the use of the West Branch Area School District's computer network is at the user's risk. The West Branch Area School District disclaims responsibility for the accuracy or quality of information obtained through the Internet or E-mail.

Filtering. The West Branch Area School District has provided a filtering solution for the district in compliance with the Children Internet Protection Act, a federal law. Filtering is being done based on certain categories as determined by the administration of the school district. Though filtering is being provided, it is to be considered neither a failsafe system nor a guarantee that all controversial or inappropriate materials are blocked. Students and staff should follow proper procedures and report any sites that may be deemed inappropriate to the computer department so that steps may be taken to block those sites. Users who access inappropriate sites or fail to report unblocked inappropriate sites may find themselves losing their Internet privileges.

VIOLATIONS OF THIS POLICY

Violation of the West Branch Area School District's Acceptable Use Policy in any way may result in loss of the privilege to access the Internet or other technology resources provided by the school. Other disciplinary action may be taken in accordance with existing West Branch Area School District policies and will be tailored to meet specific concerns related to the violation. When necessary, the District may call in law enforcement agencies. The district will cooperate fully with local, state or federal officials in any investigation concerning or relating to any illegal activities conducted through the district system.

Category 1 Violation

Examples (not a complete list): Accessing non-education websites, playing games, printing non-education material (i.e. game codes, pictures not pertaining to a class, etc.)

First offense: Loss of privileges 15 days/other possible discipline sanctions

Second offense: Loss of privileges 45 days/other possible discipline sanctions

Third offense: Loss of privileges remainder of year/other possible discipline sanctions

Category 2 Violation

Examples (not a complete list): Attempting to bypass the security/filtering system (i.e. accessing proxy websites), accessing Social Networking Websites (i.e. MySpace, Xanga, Facebook, etc.), hacking, giving out your password to another student, using another student's password to access the computer network, downloading any files (games, pornography, etc.)

First offense: Loss of privileges 90 days/other possible discipline sanctions

Second offense: Loss of privileges remainder of year/other possible discipline sanctions

NOTE: Any student who is taking a computer class and loses their computer privileges may receive a failing grade and be removed from the course.

Vandalism

Vandalism will result in cancellation of privileges for the remainder of the school year. The violator will also be financially responsible for repair/replacement of software, equipment, etc.

Offenders may also be subject to criminal prosecution. Under Pennsylvania law, it is a felony punishable by a fine of up to \$15,000 and imprisonment of up to seven (7) years for any person to access, alter or damage any computer system, networking, software or database, or any part thereof, with the intent to interrupt the normal functioning of an organization. Knowingly and without authorization, disclosing a password to a computer system, network, etc. is a misdemeanor punishable by a fine of up to \$10,000 and imprisonment of up to five (5) years, as it is intentional and unauthorized access to a computer, interference with the operation of a computer or network, or alteration of computer software.

APPENDIX E Drug Policy

DRUG POLICY

Situation/ Category	Immediate Action	Investigation	Notification of Parents	Notification of Police	Disposition of Substance	Discipline/ Rehabilitation
1. A student volunteer information about personal drug or alcohol use and asks for help	The student is informed of services available, encouraged to seek help. No disciplinary action will be taken against students seeking help	A staff member will request advice from the Student Assistance Team, counselor, Nurse, or principal	Only with the consent of the student, unless there is clear and imminent danger	No	Not Applicable	No disciplinary action will be taken against students asking for help. Possible referral to Student Assistance Team
2. A student contacts a staff member in regard to the drug use or alcohol use of another student	Student who contacts a staff member is encouraged to get the student with a problem to personally seek help.	A staff member will request advice from the Student Assistance Team, counselor, nurse or principal.	Not applicable	No	Not Applicable	No disciplinary action will be taken against students asking for help. Possible referral to Student Assistance Team
3. The possible use of drugs, alcohol or mood altering substance by a student is indicated, but there is no evidence of violation of law or school regulations	Principal or his/her designee is summoned. Staff member writes an anecdotal report of the incident	The principal or his/her designee will investigate. This may include search of the student, his/her locker and other possessions	Notification of behavior and/or performance indicators if warranted	No	Not Applicable	Referral to the Student Assistance Team
4. The student has a drug, mood-altering substance, alcohol-related medical emergency	Standard health and procedures will be followed. Parents will be summoned as soon as possible. Student will be transported to a medical facility at parental expense.	The principal and his/her designee will investigate. This may include search of the student, his/her locker and other possessions	Yes, parents notified as soon as possible	Yes, at the discretion of the principal or his/her designee	Confiscate the material. Analysis will be made if necessary for use in further proceedings.	Referral to the Student Assistance Team upon evidence of violation. Refer to appropriate situational category
5. A student possesses drugs, mood-altering substances, look-alike drugs, paraphernalia, anabolic steroids, or alcohol. This includes aerosol cans, gasoline, flammable glue, paint and paint thinners, CO ₂ , butane fluid or any other flammable product, at school or any school function.	Principal or his/her designee is summoned. Staff member immediately confiscates the material and writes an anecdotal report of the incident	The principal or his/her designee will investigate. This may include search of the student, his/her locker and other possessions	Yes, Parental conference at the discretion of the principal or his/her designee	Yes, at the discretion of the principal or his/her designee	Confiscate the material. Analysis will be made if necessary for use in further proceedings.	0-10 day suspension. Formal School Board expulsion hearing may be held. Referral to the S.A. Team and abide by their recommendations which may include an assessment by a licensed D/A assessor & compliance w/recommendation of the assessor. Loss of all extra-curricular activities for a period of 45 school days.

Situation/ Category	Immediate Action	Investigation	Notification of Parents	Notification of Police	Disposition of Substance	Discipline/ Rehabilitation
6. A student is caught AGAIN in possession, use of, or under the influence of drugs, mood-altering substances, look-alike drugs, paraphernalia, anabolic steroids, or alcohol	Principal or his/her designee is summoned. Staff member immediately confiscates the material and writes an anecdotal report of the incident	The principal or his/her designee will investigate. This may include search of the student, his/her locker and other possessions	Yes, Parental conference arranged as soon as possible	Yes, at the discretion of the principal or his/her designee	Confiscate the material. Analysis will be made if necessary for use in further proceedings.	10-day out of school suspension. Formal School Board expulsion hearing may be held. Referral to the S.A. Team and abide by their recommendations which may include an assessment by a licensed D/A assessor & compliance w/recommendation of the assessor. Loss of all extra-curricular activities for a period of one calendar year.
7. A student is distributing drugs, mood-altering substances, look-alike drugs, paraphernalia, anabolic steroids, or alcohol	Principal or his/her designee is summoned. Staff member immediately confiscates the material and writes an anecdotal report of the incident. Police may be notified	The principal or his/her designee will investigate. This may include search of the student, his/her locker and other possessions	Yes, Parental conference arranged as soon as possible	Yes, at the discretion of the principal or his/her designee	Confiscate the material. Analysis will be made if necessary for use in further proceedings.	0-10-day suspension. Formal School Board expulsion hearing may be held. Referral to the S.A. Team and abide by their recommendations which may include an assessment by a licensed D/A assessor & compliance with recommendation of the assessor. Loss of all extra-curricular activities for a period of one calendar year.

***Note:** Students having assessments as a result of policy violation must comply by those recommendations at parental expense or be subject to exclusion from school. A timetable will be set.

APPENDIX F Title I Documents



West Branch Area School District Elementary School-Wide Title 1

Local Education Agency Parent and Family Engagement Plan

The West Branch Area School District consists of one elementary, one middle school, and one high school. All schools are housed in the same building. The West Branch Area School District is part of the Title I School-wide program for West Branch Elementary, Grades K-4.

The West Branch Area School District believes that family engagement is critical to the success of its students. To this end, we strive to involve parents and family members in the instructional process, thus helping parents and family members realize the need for school to be a priority in their children's lives. Together our goal will be to enable our students to be responsible, productive adults, and life-long learners in an ever-changing society.

To accomplish these goals, parents and family members will be involved in the joint development, implementation, and review of the Title Consolidate Application.

How will the LEA involve parent and family members in the development of the Consolidated Application?

An annual meeting will be held in the spring to review the Family Engagement Policy and the upcoming 23-24 Consolidated Application. Through the annual meeting, parents and family members will participate in decision-making, budgeting, and monitoring the use of Title funds, as described in the Consolidate Application.

How will the LEA involve parent and family members in the school review and improvement?

Parents and family members will be involved in the process of school review and improvement by assisting Title 1 staff in the development or revision of school plans that are most likely to improve the performance of participating children in meeting Pennsylvania's Common Core and State Academic Standards.

Parents and family members will be expected to participate in the development of a strong Title 1 program through a school-parent compact. These voluntary agreements define goals, expectations, and shared responsibilities of schools and parents as equal partners for student learning. By doing so, each participant envisions what school should be all about. This continual dialogue between families and school professionals defines what works best for student learning.

It is the policy of the West Branch Area School District not to discriminate on the basis of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin or handicap/disability in its educational programs, activities, or employment. Services and facilities are accessible to and usable by disabled persons as required by Title IX, Section 504 and Title VI.

(revised 06/2023)

Through workshops, speakers, small group sessions, and handouts, parents will gain an understanding of things such as:

- a. National Education Goals
- b. Pennsylvania's Common Core and State Academic Standards
- c. State and local assessments and the proficiency levels students are expected to meet
- d. Requirements of Title 1 Family Engagement
- e. Ways parents can monitor their children's progress and work with educators to improve the performance of their child(ren)
- f. Ways parents can participate in decisions relating to the education of their child(ren)

How will the LEA provide technical assistance to schools?

The district will provide coordination, technical assistance, and other support necessary to the elementary school as it works to implement an effective parent program. Technical assistance could take the form of regional or local workshops involving state and local Title 1 personnel.

How will the LEA coordinate with the other federal, state, and local laws and programs?

Through joint agency efforts, we will provide materials and training to our parents in areas where needed, such as literacy training and effective parenting skills. These meetings will be offered at various times to meet the needs of the parents.

Through joint training activities, the district/school will coordinate and integrate its family engagement programs with other programs such as Head Start and other preschool programs where feasible and appropriate. The school district partners with CenClear to provide four PreK classrooms in house, at no cost to families.

How does the LEA evaluate parent and family engagement in all schools?

Annually each spring, an evaluation of our Family Engagement Policy will be conducted. These surveys will be distributed to families through communication apps, as well as email, requesting their input as to the effectiveness of our parent program. These questionnaires will request information as to how we can increase parental participation. Furthermore, these questionnaires will be sensitive to such issues as income, parents with disabilities, limited literacy, limited English proficiency, or any other racial or ethnic consideration. Title 1 staff will use the results of these questionnaires to assist in planning a more effective parent program.

Through the use of questionnaires, parents will be asked for their input as to the use of funds for family engagement. These questionnaires will be distributed by elementary staff through communication apps. Discussion of the results will be discussed at the annual public meeting.

Through the annual evaluation of the Family Engagement Policy, the elementary school will solicit input from parents regarding their dissatisfaction, as well as their satisfaction, with any part of the parent program. All data will be analyzed, and the non-satisfactory parent comments regarding the school's local plan will be attached to the plan when submitted to the state education agency.

It is the policy of the West Branch Area School District not to discriminate on the basis of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin or handicap/disability in its educational programs, activities, or employment. Services and facilities are accessible to and usable by disabled persons as required by Title IX, Section 504 and Title VI.



West Branch Area School District Title I School Parent and Family Engagement Plan

The West Branch Area Elementary believes that family engagement is critical to the success of its students. To this end, we strive to involve parents and family members in the instructional process, thus helping parents and family members realize the need for school to be a priority in their children's lives. Together our goal will be to enable our students to be responsible, productive adults, and life-long learners in an ever-changing society.

How will the school involve parents and family members in the development of the parent and family engagement policy?

To accomplish these goals, parents and family members will be involved in the joint development, implementation, and review of the Title Consolidate Application.

Through the annual meeting, parents and family members will participate in decision-making, budgeting, and monitoring the use of Title funds, as described in the Consolidate Application.

How will the school meet with parents and family members annually?

Two annual meetings will be held, one in the spring and one in the fall, to review the Family Engagement Policy and the upcoming 23-24 Consolidated Application.

An annual meeting will be held in the spring to review the Family Engagement Policy and the upcoming 23-24 Consolidated Application.

What meetings will be held at the school?

Annually each spring, an evaluation of our Family Engagement Policy will be conducted. These surveys will be distributed to families through communication apps, as well as email, requesting their input as to the effectiveness of our parent program. These questionnaires will request information as to how we can increase parental participation. Furthermore, these questionnaires will be sensitive to such issues as income, parents with disabilities, limited literacy, limited English proficiency, or any other racial or ethnic consideration. Title 1 staff will use the results of these questionnaires to assist in planning a more effective parent program.

How will the school inform parents and family members about the Title I Program?

Copy of the Family Engagement Policy will be inserted into the Student Handbook. The Student Handbook must be reviewed and signed off by parents at the beginning of each school year. Additional copies will be provided to parents throughout the year should they request one.

Through the WBASD website and other communications, the school encourages parents to become involved in their children's education and the parent/school partnership and stresses their important role in this home/school effort.

Parent/Teacher Conferences will be encouraged to discuss the student's academic progress. Flexible conference times will be offered to accommodate differing schedules. The Title 1 teacher and Coordinator can be contacted

at any time during the school year. Phone calls to the elementary school secretary at 814-345-5627 will be forwarded to the appropriate staff member. E-mail messages can be sent to the following addresses:

Dr. Angela Michaels, Coordinator amichaels@westbranch.org

Mrs. Ashley White, Title 1 Teacher awhite@westbranch.org

How will the school explain the curriculum, state standards, and assessments?

Through workshops, speakers, small group sessions, and handouts, parents will gain an understanding of things such as:

- a. National Education Goals
- b. Pennsylvania's Common Core and State Academic Standards
- c. State and local assessments and the proficiency levels students are expected to meet
- d. Requirements of Title 1 Family Engagement
- e. Ways parents can monitor their children's progress and work with educators to improve the performance of their child(ren)
- f. Ways parents can participate in decisions relating to the education of their child(ren)

There will be resource materials available for parents to check out in the elementary school. These materials will support the children in their education and will help parents become full partners in the education of their children.

How will the school accommodate meeting requests?

The school district will accommodate parents by offering a variety of meeting times, locations, and formats, including early morning and evening hours, phone or zoom sessions, or home visits. The school may offer childcare to families during meeting times, as well as refreshments.

How will the school meet with parents and family members to develop and discuss the Schoolwide Plan?

Parents and family members will be involved in the process of school review and improvement by assisting Title 1 staff in the development or revision of school plans that are most likely to improve the performance of participating children in meeting Pennsylvania's Common Core and State Academic Standards.

How will the school involve parents and family members in the development of the school-parent compact?

Parents and family members will be expected to participate in the development of a strong Title 1 program through a school-parent compact. These voluntary agreements define goals, expectations, and shared responsibilities of schools and parents as equal partners for student learning. By doing so, each participant envisions what school should be all about. This continual dialogue between families and school professionals defines what works best for student learning.

How will the school provide training materials to parents and family members?

Through joint agency efforts, we will provide materials and training to our parents in areas where needed, such as literacy training and effective parenting skills. These meetings will be offered at various times to meet the needs of the parents.

How will the school use parents to train staff on how to work with parents as equal partners?

The district will work to educate teachers and other staff in how to better relate/communicate to parents. The training will focus on the value and usefulness of parental contributions to the educational process. The focus of these efforts will be to build strong ties between the home and school. The district will utilize materials from the PA Title I State Parent Advisory Council, including skits, to educate and inform parents and staff on collaborative efforts.

The district will provide coordination, technical assistance, and other support necessary to the elementary school as it works to implement an effective parent program. Technical assistance could take the form of regional or local workshops involving state and local Title 1 personnel.

How will the school coordinate with other federal, state, and local programs to include public preschool programs?

The school district partners with CenClear to provide four PreK classrooms. These classrooms include PreK Counts students, Head Start students, and community students. The district promotes the PreK program through social media, flyers, and other news sources. The school district's literacy coach engages other local preschools by providing training, resources, and materials and holding a PreK council.

Through joint training activities, the district/school will coordinate and integrate its family engagement programs with other programs such as Head Start and other preschool programs where feasible and appropriate.

How will the school ensure information is in language parents can understand? How will the school include parents and family members of English Learners?

Every effort will be made to ensure that information related to schools and parent programs is distributed in a timely manner. Information for meetings and other activities will be sent to the homes of participating children in their appropriate native language. When necessary, local Title 1 personnel will seek the assistance of state department staff in providing full opportunities for the participation of Limited English Proficient parents and parents with disabilities. This assistance will be in the form of providing information and school profiles in the parents' native language or in a form they can understand.

(revised 06/2023)



Mark Mitchell, Superintendent

Dr. Angela Michaels
Federal Programs Coordinator
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Morrisdale PA, 16858
814.345.5615 x 2850
www.westbranch.org

West Branch Elementary School

Title 1 School-Parent/Guardian-Student Compact

SCHOOL:

The school understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability.

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards.
2. Strive to address the individual needs of your child.
3. Acknowledge that parents are vital to the success of a child and school.
4. Communicate with you about your child's progress, ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
5. Provide a healthy and safe learning environment.

Teacher Signature: _____

Date: _____

PARENT/GUARDIAN:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my abilities:

1. Volunteer in my child's classroom.
2. Supporting my child's learning.
3. Participate, as appropriate, in decisions relating to the education of my child and positive use of extracurricular time.
4. Send my child to school on time, well-fed, and well-rested on a regular basis.
5. Create a home atmosphere that supports learning.
6. Respond to school communication promptly.

Parent/ Guardian Signature: _____

Date: _____

(updated 2023)

STUDENT:

I know my education is important to me. I know my parents want to help me, but I must do the work. I agree to do the following:

1. Come to school on time and prepared, with my homework completed.
2. If I need clarification, I will ask for help.
3. Listen to my teacher and try my best.
4. Be respectful to all school members, including students, teachers, and staff, and to school property.
5. Be responsible for my own actions and make good choices.

Student Signature: _____

Date: _____

(revised 06/2023)



West Branch Elementary School **Title 1 Parent Right to Know**

Dear Parents/Guardians:

As a parent or guardian of a student attending a school that is receiving Federal Title I dollars, you have the right to know the professional qualifications of the teacher(s) and instructional paraprofessional(s) who instruct your child.

Federal law required every Title I school district to comply and to provide you with the requested information in a timely manner. All schools have on file a listing of faculty members and their professional qualifications. At any time, you may ask:

- whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- what undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA), which was signed into law in December 2015, includes additional right to know requests. At any time, you may request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include:
 - subject matter tested,
 - purpose of the test,
 - source of the requirement (if applicable),
 - amount of time it takes students to complete the test, and - time and format of disseminating results.

All of the above information can be requested through your school principal.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact your building's principal.

APPENDIX G Board Policy 251

Title	Students Experiencing Homelessness, Foster Care and Other Educational Instability
Code	251
Status	Active
	PA Education for Homeless Children and Youth State Plan
	Basic Education Circular, August 1, 2022: Act 1 of 2022 - Assisting Students Experiencing Education Instability
	Ensuring Educational Stability for Foster Care Youth - Transportation Plan Guide
Adopted	October 24, 2011
Last Revised	February 27, 2023
Prior Revised Dates	03/27/2017

Purpose

The Board recognizes the challenges encountered by students experiencing homelessness, foster care and other educational instability. The Board is committed to facilitating the immediate enrollment; eliminating barriers to the attendance, education and graduation; and providing additional supports in compliance with federal and state laws, regulations and Board policy, for such students.[\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]\[7\]\[8\]](#)

Authority

The Board directs the district to collaborate with school staff, other school districts, local agencies and other entities in supporting the needs of students experiencing educational instability.

The Board shall ensure that students experiencing educational instability have equal access to the same educational programs, activities and services provided to other district students.[\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]\[7\]](#)

The Board authorizes the Superintendent to waive specific requirements in Board policies, procedures and administrative regulations to the extent that they create barriers for the enrollment and attendance of students experiencing educational instability. Such waivers include, but are not limited to, requirements regarding:[\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]\[7\]](#)

Dress code.[\[9\]](#)

Transportation.[\[10\]](#)

School-sponsored or extracurricular activities for which students meet placement and qualification requirements, including, but not limited to, clubs, athletics, performing arts, class trips, social events, career and technical education, internships and specialized classes.[\[11\]\[12\]\[13\]\[14\]\[15\]\[16\]\[17\]](#)

Fees related to school-sponsored or extracurricular activity participation fees, and other fees including, but not limited to, school identification (badges, cards, etc.), uniforms, materials, lost or damaged items, athletic

physical exams, parking or driving, food services, library, locker or padlock rental or replacement, summer school or credit recovery, technology and graduation regalia.[9][13][14][15][18][19][20][21][22]

Graduation.[19]

Registration deadlines.

It is the policy of the Board that no student shall be discriminated against, segregated or stigmatized based on their status as a student experiencing educational instability.

Definitions

Student Experiencing Educational Instability means a student who has experienced one (1) or more changes in school enrollment during a single school year due to any of the following:[4]

Homelessness.[1][3][7]

An adjudication of:[23][24]

Dependency relating to child protective services and juvenile matters;

Delinquency, if disclosed by the student's parent/guardian; or

As part of court-ordered services under a voluntary placement or custody agreement.

A student experiencing foster care may also qualify as a student experiencing educational instability as defined above, if such circumstances apply.[25]

Enroll or **Enrollment** means attending classes and participating fully in school activities.[26]

Additional costs means the difference between what the district spends to transport a resident student to the student's assigned school and the cost to transport a child in foster care to the child's school of origin.

Foster care means twenty-four (24) hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption or whether there is federal matching of any payments that are made.[25]

Homeless children and youths means individuals who lack a fixed, regular and adequate nighttime residence, and includes:[26]

Children and youths who are:

Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;

Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;

Living in emergency, transitional or domestic violence shelters; or

Abandoned in hospitals;

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;

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

Migratory children who qualify as homeless because they are living in circumstances described above; and

School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

School of origin is the school in which the student experiencing educational instability was last enrolled.

- The school of origin for a *homeless child or youth* - the last school in which the homeless child or youth was enrolled when permanently housed or the school in which the homeless child or youth was last enrolled, including preschool. [\[27\]](#)
- The school of origin for a *child in foster care* - the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin is the school the child is attending immediately prior to each change in placement. [\[8\]](#)
- When the homeless child or youth, or child in foster care, completes the final grade level served by the school of origin, the school of origin shall become the designated receiving school at the next grade level for all feeder schools.

Unaccompanied youth means a homeless child or youth not in the physical custody of a parent or guardian. This includes youth who have run away from home; been abandoned or forced out of home by a parent, guardian or other caretaker; or separated from a parent or guardian for any other reason. [\[26\]](#)

Delegation of Responsibility

The Board designates the Pupil Services Coordinator to serve as the district's point of contact for students experiencing educational instability. [\[4\]\[5\]\[27\]](#)

The name and contact information of the district's point of contact shall be included in the student's education records and provided to the student's education decision maker. [\[4\]](#)

The district's point of contact shall ensure outreach and coordination with the following, as appropriate to each individual student's needs: [\[4\]\[5\]\[27\]](#)

Local children and youth agency to:

Establish formal mechanisms to ensure that the district is promptly notified when a child enters foster care or changes foster care placements;

Develop a protocol on how to make best interest determinations; and

Develop and coordinate transportation procedures.

Other local service agencies and entities that provide services to students experiencing educational instability.

Other school districts on issues of prompt identification, transfer of records, transportation and other inter-district activities.

District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act.[11][28]

State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's point of contact, in consultation with the school counselor, school social worker, home and school visitor or school psychologist and the student's Individualized Education Program (IEP) team or Section 504 Team, shall:[4]

Facilitate the student's expedited consultation with the school counselor or other mental health professionals, as appropriate.

Facilitate the prompt placement of the student in appropriate courses.

Connect the student with educational services that meet the student's specific needs.

Immediately request the prior school entity, county agency and the student's education decision maker to provide the complete student information and records, including an IEP or Section 504 service agreement, if applicable. Within ten (10) business days, the prior school entity located within Pennsylvania, including schools with residential placements, shall provide the requested information and records to ensure proper transfer of course credits, grades and an IEP or Section 504 service agreement, if applicable.

Develop and execute a graduation plan in collaboration with the student in grades nine (9) through twelve (12). The graduation plan shall be customized to meet the specific needs of the student and shall detail the courses necessary for on-time graduation and transition to postsecondary education or the workforce. The graduation plan shall be included in the student's education records.

Additional Responsibilities to Support Homeless Students -

The district's point of contact shall ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents/guardians of homeless children and youths, and unaccompanied youths, including schools, shelters, public libraries and soup kitchens. Such notice shall be provided in a manner and form understandable to the parents/guardians of homeless children and youths, and unaccompanied youths.[27]

The district's point of contact shall provide reliable, valid and comprehensive data to the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state laws and regulations.[\[27\]](#)

Training

The district's point of contact shall provide professional development and training to school staff on the education needs of students experiencing educational instability.

Additional Training to Support Homeless Students -

The district's point of contact shall participate in professional development programs and other technical assistance activities offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.[\[27\]](#)

The district's point of contact shall arrange professional development programs for school staff, including office staff.[\[27\]](#)

School personnel providing services to homeless children and youths, including school enrollment staff, shall receive professional development and support to:[\[27\]](#)

Improve identification of homeless children and youths and unaccompanied youths;

Understand the rights of such children, including requirements for immediate enrollment and transportation; and

Heighten the awareness of, and capacity to respond to, the educational needs of such children.

Guidelines

Students enrolled in this district experiencing educational instability shall be provided support and services, as appropriate to each individual student's needs, in accordance with Board policy.[\[4\]](#)

Minimal documentation shall be required for a student experiencing educational instability to qualify for supports and services. Information used to determine that a student is experiencing educational instability may be confirmed verbally, in writing or by another manner by shelter providers, outreach workers, case managers, juvenile probation officers and others.

Parents/Guardians and students have the authority to determine what information shall be shared with the district.

Information related to the student's educational instability status shall be confidential and disclosed by the point of contact or other administrators only to other school staff who have a legitimate need to know unless authorized by the student or parent/guardian.[\[29\]](#)[\[30\]](#)

Enrollment

Except when an unaccompanied youth or the parents/guardians of a homeless youth request otherwise, it shall be presumed that a student experiencing educational instability shall continue to be enrolled in their school of origin unless it is determined that it is not in the student's best interest to remain in the school of origin.[\[5\]](#)[\[27\]](#)

In accordance with the homeless child's or youth's best interest, the district shall continue to enroll a homeless student in the student's school of origin within the district while the student remains homeless and through the end of the academic year in which the student obtains permanent housing.[\[27\]](#)

An unaccompanied youth or the parents/guardians of a homeless student may request enrollment in any grade-appropriate school within the district regardless of the district attendance area where the student is actually living or a school of origin in another district.[\[27\]](#)

The district's point of contact shall assist an unaccompanied youth in placement or enrollment decisions, giving priority to the views of the student in determining where the student will be enrolled.[\[27\]](#)

Best Interest Determination -

The best interest determination shall be made in accordance with federal and state laws and regulations, court orders and established local procedures.

In making a best interest determination, the district shall:[\[5\]](#)[\[27\]](#)

In the case of a homeless child or unaccompanied youth, give priority to the request of the parent/guardian or unaccompanied youth.

Consider student-centered factors related to impact of mobility on achievement, education, appropriateness of the current educational setting, health and safety, and proximity to living arrangements including foster care placement.

The cost of transportation shall not be used as a factor in the best interest determination.

Documentation related to the best interest determination shall be maintained in the student's education record.[\[29\]](#)[\[30\]](#)

Timeliness of Enrollment -

When a school receives a student experiencing educational instability, the school shall immediately enroll the student and begin instruction, even if:[\[4\]](#)[\[5\]](#)[\[7\]](#)[\[29\]](#)[\[30\]](#)[\[31\]](#)[\[32\]](#)[\[33\]](#)[\[34\]](#)[\[35\]](#)

The student is unable to produce records normally required for enrollment.[\[27\]](#)[\[31\]](#)

The application or enrollment deadline has passed.[\[27\]](#)[\[31\]](#)[\[32\]](#)

The district's point of contact shall immediately contact the school last attended by the student to obtain relevant academic or other records.[\[27\]](#)

The district may require a parent/guardian to submit contact information.

Grade Level Assignment -

If the district is unable to determine the student's grade level due to missing or incomplete records, the district may administer tests or utilize appropriate means to determine the student's assignment within the school.[36]

Dispute Resolution

If a dispute involving a student experiencing educational instability arises, the concern shall be addressed and/or resolved at the lowest appropriate level in accordance with Board policy, unless otherwise stated below.[37]

Dispute Resolution for Homeless Students -

If the district determines that it is not in the student's best interest to attend the school of origin or the school requested by the unaccompanied youth or parent/guardian, the district shall provide the unaccompanied youth or parent/guardian with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the unaccompanied youth or parent/guardian and shall include information regarding the right to appeal.[27]

If a dispute arises over eligibility, enrollment or school selection:[27]

The parent/guardian or unaccompanied youth shall be referred to the district's point of contact, who shall assist in the dispute resolution process.

The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.

The district's point of contact shall issue a written decision of the dispute within twenty (20) business days of being notified of the dispute.

A parent/guardian or unaccompanied youth may file a complaint with the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.

Dispute Resolution for Students in Foster Care -

If a dispute arises over the appropriate school placement for a child in foster care, to the extent feasible and appropriate, the child shall remain in their school of origin, pending resolution of the dispute.[21][38]

Education Records

Information about a student's educational instability shall be treated as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and shall not be deemed to be directory information.[29][30][39]

The district may disclose personally identifiable information from the education records of a student without written consent of the parent/guardian or the eligible student if the disclosure is:[29][30][39]

To comply with a court order authorizing the disclosure of education records in a case where a parent is a party to a proceeding involving child abuse or neglect or a dependency matter.

To an agency caseworker or other representative of a state or local child welfare agency, or tribal organization, who has the right to access a student's case plan, as defined and determined by the state or tribal organization, when such agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the state or tribal laws applicable to protecting the confidentiality of a student's education records.

Comparable Services

Students experiencing educational instability shall be provided services comparable to those offered to other district students including, but not limited to: [\[3\]](#)[\[27\]](#)[\[40\]](#)

Transportation services.[\[10\]](#)

School nutrition programs.[\[21\]](#)

Career and technical education.[\[12\]](#)

Educational programs for which the student meets the eligibility criteria, such as:

Services provided under Title I or similar state or local programs.[\[41\]](#)

Programs for English Learners.[\[42\]](#)

Programs for students with disabilities.[\[11\]](#)

Programs for gifted and talented students.[\[16\]](#)

Preschool programs.

Transportation for Homeless Students -

The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the district. [\[3\]](#)[\[10\]](#)[\[27\]](#)

If the school of origin is outside district boundaries or homeless students 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 transportation. [\[27\]](#)

Transportation for Students in Foster Care –

The district shall ensure that children in foster care needing transportation to their school of origin promptly receive transportation in a cost-effective manner. [\[6\]](#)[\[10\]](#)

To ensure that transportation for children in foster care to their school of origin is provided, arranged, and funded, the district shall collaborate with the local children and youth agency to develop a local transportation plan.[\[6\]](#)

The transportation plan shall address the following:[\[6\]](#)

The procedure the district and local children and youth agency will follow to provide transportation for children in foster care in a cost-effective manner and in accordance with applicable law.[\[8\]](#)

How transportation costs will be covered if additional costs are incurred. Options include:

The local children and youth agency agrees to reimburse the district;

The district agrees to pay for the cost;[\[6\]](#)

The district and the local children and youth agency agree to share the costs; or

The district of origin, the district of foster residence, and the placing children and youth agency agree to share the costs.

Dispute resolution procedures to ensure that any disagreements regarding the cost of transportation are resolved promptly and fairly, and do not impact a student's ability to remain in the school of origin during the dispute resolution process.

The district shall submit the local transportation plan, including any updates or revisions, to the Pennsylvania Department of Education.

Transportation shall be provided to children in foster care in accordance with the local transportation plan regardless of whether transportation is provided to district students.

Course Credit and Graduation

The district shall ensure that each student experiencing educational instability in grades nine (9) through twelve (12) is provided with a graduation plan to facilitate the student's timely graduation. The graduation plan shall specify the courses and other requirements necessary for the student to graduate. The district's efforts to ensure that the student experiencing educational instability graduates in a timely manner may include:[\[4\]](#)[\[5\]](#)[\[6\]](#)

Waiving a specific course required for graduation if similar coursework has been satisfactorily completed in another school entity or the student has demonstrated competency in that content area. Evidence as to whether coursework has been satisfactorily completed and the amount of full or partial credit assigned, may be determined through any of the following:[\[4\]](#)[\[19\]](#)

Competency demonstration, which could include, but is not limited to:

Submission of an essay, presentation or project.

Recognition that the student has already successfully completed a higher-level course, an experiential learning opportunity or internship that demonstrates competence in the content area.

Performance on an examination.

Successful completion of a career and technical education course.

Other evidence or method determined appropriate by the district.

If a specific course requirement cannot be waived, the district shall provide an alternative or modified course of study that is currently offered to students and that will assist the student with acquiring the required work or competency requirements by the anticipated graduation date.

If, after considering full and partial course credits, waiving courses or providing alternative courses of study, the district determines that the student meets the established graduation requirements, the student shall be allowed to participate in the graduation ceremony and graduate with their peers.

If the student is determined not eligible for graduation, the district may request a high school diploma from the prior school entity. The prior school entity may issue a diploma if the student meets the prior school entity's graduation requirements.

Keystone Diploma –

In any school year for which demonstration of proficiency on a Keystone exam is required for graduation, a student who has successfully satisfied the graduation requirements may obtain a secondary school diploma known as the Keystone Diploma from the PA Department of Education, if both of the following provisions apply:[\[4\]](#)[\[43\]](#)

All other graduation options have been exhausted.

The student is unable to obtain a diploma from the student's prior or receiving school entity.

The district's point of contact shall assist the student in determining the student's eligibility for a Keystone Diploma and, if eligible, obtaining the Keystone Diploma from the PA Department of Education.[\[4\]](#)[\[43\]](#)

Students with Disabilities –

Students experiencing educational instability who have an IEP shall maintain the right to special education and the right to graduate either through attainment of credits or through the completion of the goals established in their IEP.[\[11\]](#)[\[19\]](#)

Students with an IEP may elect to remain in school until age twenty-one (21) even if the district determines there is an earlier pathway to graduation. Such students may participate in the graduation ceremony with their current graduating class, even if the student elected to remain in school.[\[19\]](#)



West Branch Area School District
Federal Programs
Equity Plan

2023-2024

Mr. Mark Mitchell
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Dr. Angela Michaels
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Federal Programs Coordinator
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The West Branch Area School District is committed to providing equitable access to services for all students. The following items are included as part of this equity plan:

- School Accountability Status
- School Poverty Percentages (*Free/Reduced Lunch*)
- School Minority Percentages
- Teachers' Certification Status
- Teacher Experience Percentage

The West Branch Area School District receives Title I funding from the United States Department of Education. Therefore, we follow the requirements of the Every Student Succeeds Act (ESSA) of 2015 by developing and implementing an equity plan that ensures our economically disadvantaged and minority students participating in Title programs at the West Branch Elementary School are not being taught at a disproportionate rate by teachers who are inexperienced (less than 3 years of teaching experience, per the PA Department of Education) or who are teaching outside of their certified area.

**School Accountability Status
Based on
2021-2022 PSSA/Keystone Results**

Schools	Accountability Status
West Branch Area High School	No Designation
West Branch Area Middle School	No Designation
West Branch Area Elementary School*	No Designation

*Title I School-Wide Program

**School Poverty Percentage
By Free/Reduced Lunch**

School	Free/Reduced Lunch	Total Number of Students	Percent
West Branch Area High School	147	306	48%
West Branch Area Middle School	125	260	48%
West Branch Area Elementary School*	193	411	47%

*Title I School

School Minority Percentage

School	Number of Minority Students	Total Number of Students	Percent
West Branch Area High School	14	306	4.6%
West Branch Area Middle School	14	260	5%
West Branch Area Elementary School*	23	411	5.6%

*Title I School

West Branch Area School District’s Plan for Hiring, Retaining, and Assigning “Highly Qualified” Teachers

ESSA defines a “highly qualified teacher” as one who:

- holds a bachelor’s degree from a four-year institution
- holds full state certification
- demonstrates competence in the core academic subjects taught

Teachers are recruited by posting vacancies on-line, in local and regional newspapers, and by advertising at local colleges of education. If it becomes necessary to hire a teacher who is not appropriately qualified, a plan is developed and closely monitored to ensure that low income and minority students are not taught more frequently than other students by inexperienced teachers. The administration examines data by grade level and subgroup to ensure teachers are assigned to appropriate placements and equitable high-quality instruction is delivered.

The West Branch Area School District encourages the retainment of highly qualified teachers by offering:

- Regular professional development sessions led by qualified instructors
- Tuition reimbursement for college credits associated with instruction or content area
- Opportunities to attend professional conferences of their choice
- Competitive wages and benefits commensurate with other local districts

Parents receive an annual Right to Know letter explaining their right to request information regarding the professional qualifications of their child’s teacher(s) and paraprofessionals.

Appropriately Certified Teacher Status for 2023-2024

School	% Appropriately Certified
West Branch Area High School	100%
West Branch Area Middle School	100%
West Branch Area Elementary School*	100%

*Title I School

Teachers with Less than Three Years' Experience 2023-2024

School	Total Teachers	< 3 Years Experience	% < 3 Years Experience
West Branch Area High School	22	2	9%
West Branch Area Middle School	17	0	0%
West Branch Area Elementary School*	30	2	7%

*Title I School

Summary Table

School	% Poverty	% Minority	% Appropriately Certified	% < 3 Years Experience	School Improvement Status
West Branch Area High School	48%	4.6%	100%	9%	No Designation
West Branch Area Middle School	48%	5%	100%	0%	No Designation
West Branch Area Elementary School	47%	5.6%	100%	7%	No Designation
District Totals	48%	5%	100%	6%	No Designation

Strategies to Ensure Teacher Effectiveness

The West Branch Area School District is committed to addressing areas of need as identified by the Comprehensive Planning Committee. Data was collected and analyzed during the discovery phase of the Comprehensive Plan which revealed the following needs: professional development, math literacy, and reading literacy.

Goals:

- To restructure the daily schedule to best support math and reading literacy, instruction, and MTSS
- To provide long-term professional development in the area of structured literacy including LETRS training, Sound Wall training, and ECRI training for all teachers and support staff at the elementary level
- To implement programming with fidelity
- To engage in a cycle of continuous improvement guided by data and research

The following list includes, but is not limited to, approved providers of professional learning for the West Branch Area School District:

- Administrators, Instructional Coaches, Reading Specialists for WBASD
- The Pennsylvania Department of Education
- Central Intermediate Unit
- Sound Wall Trainers
- ECRI Trainers (provided by RAND)
- Universities and Colleges
- CenClear

Teacher and program effectiveness is supervised and evaluated in a variety of ways, including, but not limited to:

- Walk-throughs
- Formal and Informal Observation
- Successful completion of professional development activities and accredited classes
- Participation in educational committees, MTSS, mentoring student teachers and new teachers, piloting and evaluating new programs
- Surveys, reflections, documentation
- Receipt of certifications associated with professional development

APPENDIX I Cafeteria Pricing

West Branch School District

2023-2024	
	Selling Price
Breakfast Elementary	CEP
Breakfast Secondary	CEP
Lunch Elementary	CEP
Lunch Secondary	CEP
A la Carte Prices	
A LA CARTE ITEM	A la Carte Selling Price
Second Lunch	\$ 3.50
Adult Breakfast	\$ 2.40
Adult Lunch	\$ 4.75
Cheese Sauce	\$ 0.75
Adult Soup	\$ 2.75
Extra Fruit	\$ 0.75
Flavored 1/2 Pint Milk	\$ 0.60
Breakfast Entrée	\$ 1.20
Breakfast Sandwich, Pizza, Bread	\$ 1.45
Extra Vegetable Side	\$ 0.75
Dinner Roll	\$ 0.65
Delite Iced Tea/Lemonade	\$ 1.50
Bottled Water	\$ 1.00
Ice Cream (Frozen Novelties)	\$ 1.00
Buffalo Chicken Dip	\$ 1.80
Capri Sun	\$ 1.00
Flavored Water	\$ 1.35
Cereal	\$ 0.90
Rice Krispy Treat Sm	\$ 1.15
Fruit Snack Lg	\$ 1.25
Chip Variety	\$ 1.25
Soft Pretzel	\$ 1.15
Cheese Filled Pretzel	\$ 1.75
Breakfast Juice	\$ 0.70
Cheeseburger	\$ 2.00
Main Dish/Hoagies/Wraps	\$ 2.00
Chicken Filet Sandwich	\$ 2.20
Chicken Salad/Chef Salad	\$ 4.25
Coffee/Hot Chocolate	\$ 1.15
Cookie & Sweet Snacks	\$ 1.25
Dessert	\$ 1.00

Donut	\$ 1.20
Featured Sandwich	\$ 2.00
1% or Skim 1/2 Pint Milk	\$ 0.50
Filled Sandwich Cookie	\$ 1.25
Fish Sandwich	\$ 2.25
Hot Dog Entrée	\$ 1.65
Fresh Baked Cookies	\$ 1.15
Fresh Brewed Tea	\$ 1.15
Fruit Smoothie	\$ 2.25
Garden Salad	\$ 1.70
Gatorade G2	\$ 1.60
Gourmet Salad	\$ 4.75
Iced Coffee	\$ 1.75
Premium Adult Sandwich	\$ 2.95
Mozzarella Sticks	\$ 1.25
Fruit Snack Sm	\$ 0.90
Munchable	\$ 2.25
Nachos & Cheese	\$ 1.90
PB&J	\$ 1.75
Pizza Slice	\$ 2.00
Potato Side	\$ 1.10
S'more	\$ 1.25
Parfaits	\$ 2.00
Elementary Sm Snacks	\$ 0.75
Bread Bowl Soup	\$4.00
Switch Juice Drink	\$ 1.65
Small Water	\$ 0.65

APPENDIX J Board Policy 233

Title	Suspension and Expulsion
Code	233
Status	Active
Adopted	October 24, 2011
Last Revised	February 27, 2023

Purpose

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The Board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations.[\[1\]\[2\]\[3\]\[4\]\[5\]](#)

Authority

The Board may, after a proper hearing, suspend or expel a student for such time as it deems necessary, or may permanently expel a student.[\[1\]\[6\]\[7\]](#)

Guidelines

Exclusion From School - Suspension

The principal or person in charge of the school may suspend any student for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days and shall immediately notify the parent/guardian and the Superintendent in writing when the student is suspended.[\[1\]\[7\]](#)

No student may be suspended without notice of the reasons for which the student is suspended and an opportunity to be heard on their own behalf before the school official who holds the authority to reinstate the student. Prior notice is not required where it is clear that the health, safety or welfare of the school population is threatened. Suspensions may not be made to run consecutively beyond the ten-school day period.[\[1\]](#)

When a suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity for an informal hearing with the designated school official. Such hearing shall take place as soon as possible after the suspension, and the district shall offer to hold it within the first five (5) days of the suspension.[\[1\]\[6\]](#)

Informal hearings under this provision shall be conducted by the building principal and Superintendent.

Purpose of Informal Hearing

The purpose of the informal hearing is to permit the student to explain the circumstances surrounding the event leading to the suspension, to show why the student should not be suspended, and to discuss ways to avoid future offenses.[\[6\]](#)

Due Process Requirements for Informal Hearing[\[6\]](#)

The student and parent/guardian shall be given written notice of the reasons for the suspension.

The student and parent/guardian shall receive sufficient notice of the time and place of the informal hearing.

The student may question any witnesses present at the informal hearing.

The student may speak and produce witnesses who may speak at the informal hearing.

The district shall offer to hold the informal hearing within five (5) days of the suspension.

Exclusion From Class - In-School Suspension

No student may receive an in-school suspension without notice of the reasons for which the student is suspended and an opportunity to be heard prior to the time the suspension becomes effective. The parent/guardian shall be informed of the suspension action taken by the school.[\[2\]](#)

Should the in-school suspension exceed ten (10) consecutive school days, the student and parent/guardian shall be offered an informal hearing with the building principal. Such hearing shall take place prior to the eleventh day of the in-school suspension. The procedure shall be the same as the procedure for informal hearings held in connection with out-of-school suspensions.[\[2\]](#)[\[6\]](#)

The district shall provide for the student's education during the period of in-school suspension.[\[2\]](#)

Expulsion

Expulsion is exclusion from school by the Board for a period exceeding ten (10) consecutive school days. The Board may permanently expel from the district rolls any student whose misconduct or disobedience warrants this sanction. No student shall be expelled without an opportunity for a formal hearing before the Board, and upon action taken by the Board after the hearing.[\[1\]](#)[\[6\]](#)[\[7\]](#)

Expulsion Hearings

A formal hearing shall be required in all expulsion actions.[\[1\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

The formal hearing shall observe the due process requirements of:[\[6\]](#)

Notification of the charges in writing by certified mail to the student's parent/guardian.

At least three (3) days' notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.

The hearing shall be private unless the student or parent/guardian requests a public hearing.

Representation by counsel at the parent's/guardian's expense and parent/guardian may attend the hearing.

Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.

The right to request that witnesses against the student appear in person and answer questions or be cross-examined.

The right to testify and present witnesses on the student's behalf.

A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.

The hearing shall be held within fifteen (15) school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:

The need for laboratory reports from law enforcement agencies.

Evaluations or other court or administrative proceedings are pending due to a student's invoking their rights under the Individuals with Disabilities Education Act (IDEA).

Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.

10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Adjudication

A written adjudication shall be issued after the Board has acted to expel a student. The adjudication may include additional conditions or sanctions.[\[9\]](#)

Attendance/School Work During Suspension and Prior to Expulsion

Students serving an out-of-school suspension must make up missed exams and work, and shall be permitted to complete assignments pursuant to established guidelines.[\[1\]](#)[\[10\]](#)

Students who are facing an expulsion hearing must be placed in their normal classes if the formal hearing is not held within the ten-school day suspension.

If it is not possible to hold the formal hearing within the first ten (10) school days, the school district may exclude such a student from class for up to five (5) additional – fifteen (15) total – school days if, after an informal hearing, it is determined that the student's presence in their normal class would constitute a threat to the health, safety or welfare of others.

Any further exclusion prior to a formal hearing may be only by mutual agreement. Such students shall be given alternative education, which may include home study.

Attendance/School Work After Expulsion

Students who are under eighteen (18) years of age are still subject to compulsory school attendance even though expelled and shall be provided an education.[\[1\]](#)[\[10\]](#)[\[11\]](#)

The parent/guardian has the initial responsibility of providing the required education and shall, within thirty (30) days, submit written evidence to the school that the required education is being provided or that they are unable to do so. If the parent/guardian is unable to provide for the required education, the school district shall, within ten (10) days of receipt of the parent's/guardian's notification, make provision for the student's education.

The Board may provide an educational program to the student immediately upon expulsion and may waive the 30-day period, at its discretion.

Students With Disabilities

A student with a disability shall be provided educational services as required by state and federal laws and regulations and Board policies.[12][13]

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to implement this policy which include:

Publication of a Code of Student Conduct, in accordance with Board policy on student discipline. [14]

Procedures that ensure due process when a student is being deprived of the right to attend school.

Regulations regarding student records which require that records of disciplinary suspension be maintained in accordance with Board policy on student records.[15][16]

The name of a student who has been disciplined shall not become part of the agenda or minutes of a public meeting, nor part of any public record of the Board. Such students may be designated by code.

Any student who has been expelled may apply for readmission to school upon such conditions as may be imposed by the Board.