

LEWIS M. MYERS ELEMENTARY



STUDENT AND PARENT HANDBOOK 2021-2022 29th Edition

Bellwood-Antis School District
Lewis M. Myers Elementary School
220 Martin Street
Bellwood, PA 16617
(814) 742 – 2272
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Myers Elementary School Web Site
<http://baes.ss9.sharpschool.com/>

TABLE OF CONTENTS

Acceptable Use Policy	37
Appendix	40
Appointments/Early Excuses	22
Arrival & Dismissal	05
Attendance	20
BASD Web Site Addresses	39
Bullying Policy	26
Child Find	36
Communications	07
Curriculum, Programs & Textbooks	06
Discipline Code	12
Discrimination Grievance Procedure	05
Dress Code	29
Early Dismissal	23
Educational Trips	23
Electronic Devices	14
Elem. Student Assistance Program	36
Emergency Cards	33
Emergency Evacuation	10
Exclusions from School and Classes	19
Flag Salute and Pledge	20
Food Services	30
Health Services	32
Hearings	20
Homeless Act	37
Homework Policy and Practices	08
Library	33
Lost and Found	35
Nondiscrimination Policy	39
Open House	10
Parent of Record	31
Parent / Teacher Conferences	11
Recess	34
School Closings and Delays	23
Searches	21
Staff	04
Student Assessments	11
Student Insurance	34
Student Pictures	34
Student Progress	10
Student Support Services	35
Substitute Teachers	29
Tardy to School	22
Title I Reading and Math	36
Transportation Services	24
Unlawful Harassment Policy	26
Use of Medications	32
Visitors	34

STUDENT HANDBOOKS

This handbook was developed from the policies adopted by the BASD's Board of Directors. It is a resource for students and parents. It contains information related to the staffing, scheduling, programming, and administration of the district's schools. The handbook is available for view or download on the school web site. A paper copy of the handbook will be provided upon request.

COVID DISCLOSURE

PLEASE NOTE: COVID-19 Safety Plan Guidelines will supersede handbook policies.

THE MISSION STATEMENT OF THE BELLWOOD-ANTIS SCHOOL DISTRICT

The Bellwood-Antis School District creates a learner-centered environment to engage students in meaningful interdisciplinary experiences that cultivate the development of future-ready citizens.

BELLWOOD-ANTIS SCHOOL DISTRICT INFINITE POSSIBILITIES

Teachers and Administrators in the BASD are at work **modernizing and aligning teaching and learning in kindergarten through twelfth grades**. The district's first ever instructional model, **Infinite Possibilities**, is developed and will drive professional learning for all teachers and administrators. An instructional model is a framework for planning and teaching. Seven teachers will serve as part-time instructional coaches. Their role is to support teachers' implementation of the instructional model by (1) Co-facilitating professional development alongside principals, and (2) Supporting teachers' implementation of the model through planning, observations and feedback. The logo, which contains an infinity symbol is still in development. The infinity image symbolizes the vast options for teaching and learning during and after our modernization, and the unbounded opportunities for our future-ready students.

The Instructional Model—**BA Future-Ready Citizen** is organized into four components: **Students, Rigorous Curriculum, Supportive Environment and Modern Learning**. Each component is further defined with Big Ideas. For example, the Big Ideas for Supportive Environment include Positive Relationships, Learner-Centered and Growth Mindset. The Big Ideas become even more specific through a set of Classroom Identifiers, or Look-Fors and Listen-Fors. These Identifiers provide the criteria and language needed for K-12 modernization and alignment. Unlike past initiatives, **this work will transform EVERY classroom, teacher, and therefore, student in the Bellwood-Antis School District.**

Matthew Stinson
Principal

MYERS ELEMENTARY ADMINISTRATIVE STAFF

Superintendent, Dr. Thomas McInroy	742-2271	x4117
Principal, Matthew Stinson	742-2272	x5169
Director of Special Education, Carol Beard	742-2275	x5153
Director of Instructional Technology, Jamie Forshey	742-2273	x4023
School Psychologist, Nicole Engleman	742-2275	x5144
Technology Coordinator, Mike Lingenfelter	742-2272	x5108
Food Service Director, Stephanie McDonnell	742-2277	x4031
Maintenance Supervisor, Thomas Kovac	742-2270	x4133

SUPPORT STAFF

Secretary, Amanda Koozer	742-2272	x5169
Special Education Secretary, Cathy Dixon	742-2275	x5151
School Nurse, Nadia Andrews	742-2272	x5171

TEACHERS AND AIDES BY GRADE LEVEL OR DEPARTMENT

Kindergarten

Teachers: Brittany Crain, Peter Harry, Danielle Hoffer, Maggie Shawley, Rhonda Winesickle

First Grade

Teachers: Julie, Forshey, Christine Hughes, Jennel Miller, David Plummer, Cyndi Szynal

Second Grade

Teachers: Angela Coleman, Lori Dionis, Robin Miller, Tara Naylor, Allura Pfiester

Third Grade

Teachers: Susan Bouslough, Allison Clabaugh, Erin Kelly, Samantha Sabatula

Fourth Grade

Teachers: Jessica Hescox, Elise Fisher, Leah Frederick, Becky Hansard

Intervention/Special Education Staff

Intervention Teachers: Elizabeth Berardinelli & Rachel Gehret

Special Education Teachers: Tylisha Mayes, Julia Watters, Rachel Doyle, Shana Helsley

Special Education Aides: Jamie Myers, Tina Rhine, Brenda Figert, Dode Kustaborder, Renee Chronister, Britanya Paugh, Sandra Bouch,

Gifted Education Teacher: Kathleen Taylor

English Language Teacher: Kim Silverman

K-4 School Counselor

Kelly Foust

SPECIAL AREA TEACHERS

Art: Julie Berliner, **Music:** Allen Wolfe, **Physical Education:** Rachel Gehret & Wendy Wilson

Fourth Grade Instrumental Music: Patrick Sachse

Technology Education Teacher: Kyley Longo-McGarvey

TITLE I INSTRUCTIONAL AIDES

Billie Jo Bardell, Tammie Bianchini, Amber Briggs, Lisa Lonsinger, Christine Miller

LIBRARY AIDE

Sandy Dunn

CUSTODIAL STAFF

Supervisor: Thomas Kovac Assistant Supervisor: Mark Miner

Custodians: Crista Spiker,

CAFETERIA STAFF

Director, Taylor Danko

Cooks and Servers: Jody Adams, Lana Ahmed, , Nikole Lucas, Annette Wilkinson

DISCRIMINATION / SEX DISCRIMINATION / GRIEVANCE PROCEDURE

1. Bellwood-Antis School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, sex, and handicap in its' activities, programs or employment practices as required by TITLE VI of the Civil Rights Act of 1984, TITLE IX of the Education Amendments of 1971, and SECTION 504 of the Rehabilitation Act of 1973.
2. For information regarding civil rights or grievance procedures, contact the Superintendent's office in the Bellwood-Antis High School, Martin Street, Bellwood, Pennsylvania, 16617 (814-742-2271). Information regarding handicapped persons is also available at the above address.

SCHOOL DAY

The student day begins at 9:10 A.M. and concludes at 3:40 P.M. Students are tardy if they are not in their classrooms by 9:10. Students are not permitted into halls and classrooms until 8:45. All students will be dismissed by 3:40.

ARRIVAL AND DISMISSAL

- Main Street is the corridor from Martin Street to Stadium Drive, in which students and staff access common areas such as the administrative and nurse's suite, the Large Group Instruction Room (LGI), and the Multi-Purpose Room (MPR).
- Students will disembark buses at 8:45 A.M. The bus port is located on the Stadium Drive or south side of the building.
- Students walking to and from school will use the Martin Street Main Street entrance on the north side of the building. Students being transported can be dropped off and picked up in the loading and unloading zone off Martin Street, then use the Main Street entrance.
- Dismissal for all students is concluded by 3:40 P.M.

CURRICULUM

KINDERGARTEN

English Language Arts (reading, writing, word study), Math, Social Studies, Science and Engineering

FIRST GRADE

English Language Arts (reading, writing, word study, English), Math, Social Studies, Science and Engineering

SECOND GRADE

English Language Arts (reading, writing, word study, English), Math, Social Studies, Science and Engineering

THIRD GRADE

English Language Arts (reading, writing, word study, English), Math, Social Studies, Science and Engineering

FOURTH GRADE

English Language Arts (reading, writing, word study, English), Math, Social Studies (including Pennsylvania History), Science, Engineering

KINDERGARTEN – FOURTH GRADE

Art, Music, Physical Education, Technology Education, Internet Safety (not graded), Guidance (not graded), Character Education—B.A.R.K. Behavior-Attitude-Respect-Kindness

PROGRAMS & TEXTBOOKS

The following programs and textbooks have been adopted for use in our elementary school:

READING

- | | |
|-----|---|
| K-4 | Balanced Literacy Framework including the Wonders comprehensive series, differentiated small group instruction, and conferences |
| K-2 | Enhanced Core Reading Instruction (ECRI) |

MATH

- | | |
|-----|--|
| K-4 | Big Ideas; traditional math approach that includes small differentiated groups, technology resources for families, standards based |
|-----|--|

SOCIAL STUDIES

Houghton Mifflin; project-based learning

SCIENCE

Harcourt; project- and inquiry-based learning

ENGINEERING

“Engineering is Elementary” Kits; project- and inquiry-based learning

PA STUDIES

Penns Valley Publishers

TEXTBOOK AND MATERIALS USE

Students are issued textbooks and/or materials at the beginning of the school year. Teachers record the textbook number and condition of the book or materials at that time. Students are responsible for caring for the books and materials through the school year. Students will be charged the replacement fee for a lost or damaged textbook or materials.

COMMUNICATIONS

SCHOOLMESSENGER & SEESAW

School Messenger: An automated phone, email, and text/push notification system will be utilized to notify parents of closings, delays, early dismissals, attendance related issues, building, grade-level and classroom specific information. The system has several parts. The phone system is used only for emergencies and urgent information including attendance and food service account balances. The system calls one phone number and sends one email per student. Your receipt of an automated message is dependent on an updated phone number. The other part of the system is for communication of non-emergency/urgent information such as building, grade and classroom level information.

Seesaw: This platform is used by teachers to communicate via text messaging. School announcements are also sent from the office to update families on events and activities happening in the school.

PHONE, EMAIL, VOICE MAIL & FACIMILE

Communications between school staff and parents are a vital part of a trusting and effective relationship. We know that open lines of communication are key to involving you as a member of your child's educational team. We have the following tools available:

TELEPHONE: 814 742-2272 (school office). Use this tool to speak or leave a voice mail with your child's teacher, the principal, or other staff member.

VOICE MAIL: 814 742-2280 (Voice Mail System). Use this to leave a voice mail for a staff member.

EMAIL: xxx@blwd.k12.pa.us. Use this tool to send a message to a staff member. You will need the staff member's username. You can access the on-line directory at <http://www.blwd.k12.pa.us>

FAX #: 814 742-7340. Parents and doctors can fax us excuses or other documents.

MEETING: You may also schedule (742-2272) a meeting with any school staff member.

CONFIDENTIAL COMMUNICATIONS

1. Use of a student's confidential communication to school personnel in legal proceedings is governed by statues and regulations appropriate to the proceeding. See, for example, 42 PAC.S 5945 (relating to confidential communication to school personnel).
2. Information received in confidence from a student may be revealed to the student's parents, the principal or other appropriate authority where health, welfare, or safety of the student or other persons is clearly in jeopardy.

HOMEWORK POLICY AND PRACTICES

SCHOOL HOMEWORK POLICY, GRADES K-4

- Homework should be assigned with specific instructional purposes and connected to classroom learning activities.
- Homework should be age appropriate in quantity and requirements.
- Homework should be appropriate to students' level of achievement, with individual differences in ability and family support taken into consideration.
- All tasks should be explained clearly in class, with appropriate written directions for students and parents at home. Remember, if we want or expect parents to support our efforts, we need to give them the necessary tools and information.
- Second, third and fourth grade students can and should use Student Handbooks to record daily assignments. Kindergarten and first grade students may not be able to transfer the necessary homework information into their agenda book. They may need assignments written out by the teacher, duplicated for the class, and placed in student handbook or homework folder. Use what works for you.
- Give students enough time to record homework assignment(s) and gather needed materials prior to student dismissal.
- Communicate (send a copy home for parents) a copy of your homework guidelines to parents.
- When a pattern of incomplete or late homework assignments has developed, teachers **MUST** contact parents to communicate the problem, expectations, get parental input, and suggest or develop a plan to improve homework completion.
- Students should receive feedback on their homework.
- Students with chronic homework completion issues should be referred to ESAP.
- Recess may be used for homework completion.
- Homework assistance is available in the cafeteria from 8:40 to 9:05 each morning.

HOMEWORK PRACTICES, GRADES K-4

Kindergarten Guidelines

- The **PURPOSE** of homework for kindergarten students is to enhance language development and provide practice for math and literacy concepts.
- The **LENGTH** of time kindergarten students should spend on homework is ten to fifteen minutes a night.
- Grade-level assignments could include:
 - Completion of work missed because of absence.
 - Completion of unfinished class work.
 - Practice of math or language skills.

First Grade Guidelines

- The PURPOSE of homework for first grade students is to practice reading and math skills; to achieve mastery of spelling and sight vocabulary words.
- The LENGTH of time first grade students should spend on homework is 10-20 minutes each night. (Weekly homework can be completed over the course of four days, Monday-Thursday, thus homework will not be due until Friday and will not take more than 10-20 minutes per night.)
- Grade-level assignments could include:
 - Reading of the Guided Reading book; parents sign a reading verification sheet.
 - Word study work.
 - Complete a math worksheet to practice skill or concept a max of two times weekly.

Second Grade Guidelines

- The PURPOSE of homework for second grade students is to practice literacy and math skills; to achieve mastery of spelling and sight vocabulary words.
- The LENGTH of time second grade students should spend on homework is 20-30 minutes each night. Grade-level assignments could include:
 - Read nightly reading assignments (guided or shared reading)
 - Practice weekly vocabulary and spelling words.
 - Complete math worksheet
 - Complete unfinished classwork.

Third Grade Guidelines

- The PURPOSE of homework for third grade students is to reinforce and extend reading, writing, and math skills; to achieve mastery of spelling words.
- The LENGTH of time third grade students should spend on homework is 30—45 minutes each night.
- Teachers may use recess time for homework completion.
- Students with chronic homework completion issues should be referred to ESAP.
- Grade-level assignments could include:
 - Read assigned text.
 - Reinforcement of math facts and skills.
 - Writing activities.

Fourth Grade Guidelines

- The PURPOSE of homework for fourth grade students is to reinforce and practice concepts learned in class, complete projects that extend beyond classroom time, and prepare for tests.
- The LENGTH of time fourth grade students should spend on homework should not exceed 45 minutes.

EMERGENCY EVACUATION

To ensure student and staff safety in the event of an emergency, fire drills will be conducted throughout the school year. Teachers will inform students of fire drill procedures at the start of the school year. Exit Instructions are posted in every room of our building.

STUDENT PROGRESS

Student progress will be reported to parents continuously through our on-line progress reporting system, Infinite Campus. Students will also receive a report card quarterly. The subject areas are graded according to the following scales for students in grades second through fourth:

93 – 100%	Excellent
86 – 92%	Above Average
78 – 85%	Average
70 – 77%	Below Average
0 – 69%	Failing

Kindergarten and first grade students will receive a standards-based rubric report card informing parents/guardians of students' progress towards specific skills.

Grading Scale for Art, Music and Physical Education:

93 - 100%	O (Outstanding)
78 - 92%	S (Satisfactory)
70 - 77%	N (Needs Improvement)
0 - 69%	U (Unsatisfactory)

STUDENT PROGRESS

Parents will have Web access to student academic progress and attendance data at all times throughout the school year, except for grades kindergarten and first. The school district is part of a county consortium partnering with the Greater Altoona Career and Technology Center (GACTC). This consortium uses a web-based student management system called *Infinite Campus*. As part of this system, parents with students in grades 2nd – 4th will have access to real-time academic progress and all parents will have access to attendance.

REPORT CARDS

Report cards are to be distributed to students at school within two weeks of the end of the marking period. Marking Periods are scheduled to end:

First Marking Period:	October 28, 2021
Second Marking Period:	January 19, 2022
Third Marking Period:	March 25, 2022
Fourth Marking Period:	June 2, 2022

OPEN HOUSE

Open House is scheduled for the start of each school year. A date and building-specific schedules will be announced in August.

PARENT/TEACHER CONFERENCES

- All parents are welcome to visit any administrator, or teacher in the Bellwood-Antis School District. Please make arrangements prior to your visit.
- Elementary Parent/Teacher Conferences are scheduled twice a year. Conferences are scheduled as appointments to provide parents with an opportunity to discuss the educational progress of their child with teachers.

STUDENT ASSESSMENTS

- Students in grades kindergarten through fourth will be administered the AimswebPlus Literacy and Math Assessments in September, January, and May.
- Students in third and fourth grades will be administered the Pennsylvania English Language Arts (ELA) and Math Assessments (PSSA).
- Students in fourth grade will be administered the Pennsylvania Science Assessment.
- The above tests comply with state and federal requirements as specified in ESSA (Every Student Succeeds Act). Parents will receive their child's test results as they become available.
- **WE RESPECTFULLY ASK YOU NOT TO SCHEDULE VACATIONS AND APPOINTMENTS DURING THE TESTING WINDOWS.** (See Appendix A, p. 43, for dates.)

SCHOOL RULES

For any school district to function properly, rules governing student conduct must be designed and enforced. The BELLWOOD-ANTIS SCHOOL DISTRICT DISCIPLINE CODE (see following pages) is based on the belief that proper behavior is learned and that the purpose of disciplinary action is to teach students to make better choices regarding their behavior. There are basic rules that should always govern student behavior:

1. Move safely and quietly in the school hallways and classrooms.
2. Respect others. Do not do anything that could hurt someone's body or feelings.
3. Follow directions the first time.
4. Gum chewing is prohibited if not authorized to do so by teachers.
5. **NOTE:** In the event of a contradiction between Board Policy and this handbook, this handbook shall supersede Board Policy.

DISCIPLINARY ACTIONS

Students who make poor choices and violate specific school rules will be subject to disciplinary action which may include, but is NOT limited to:

1. Loss of recess
 - a. Loss of all or some of recess, assigned by any staff member or administrator for disciplinary reasons.
 - b. In some instances, it may be necessary to keep students in the classroom during their scheduled recess time to makeup assignments, tests or enable the teacher to work "one-on-one" with the student.
 - c. All staff members have the authority to use the scheduled recess time for this reason.
2. In-school suspension
 - a. In-school suspension is assigned by the principal or in the event of the principal's absence, the K-12 assistant principal.
 - b. Parents of students receiving in-school suspension will be notified prior to the detention taking place.

- c. In-school suspensions will be assigned the same or next day.
 - d. Students receiving in-school detention are monitored in an available space away from other students, including lunch. Typically, a substitute teacher is assigned to monitor in-school suspension, although a teacher, aide, the principal or school social worker could also monitor an in-school suspension.
 - e. All assigned schoolwork should be completed during their detention.
3. Out of school suspension
- a. Out of school suspension is assigned by the principal or in the event of the principal's absence, the K-12 assistant principal.
 - b. Parents of students receiving out of school suspension will be notified prior to the suspension taking place.
 - c. Out of school suspensions will be assigned the same or next day.
 - d. Students assigned an out of school suspension are to be at home or with childcare. They are not to be involved in activities that they would consider "entertainment" for the day.
 - e. All assigned schoolwork should be completed during their suspension.

DISCIPLINE CODE

STATEMENT OF AUTHORITY

Student behavior is not merely convenient conformity by the students to the wishes of adults, but the conscious development of self-discipline and self-direction toward socially desirable ends. Schools, to be effective, must give all students the opportunity to learn; disciplined behavior is an outcome of education. Students must be taught that the advantages of group living demand that individual actions be tempered and limited.

All students and teachers are directed to maintain order in the schools so that learning can occur. Maintenance of order applies during those times when students are under the direct control and supervision of school district officials. This authority is granted in Section 1317 of the Pennsylvania Public School Code. It states:

"Every teacher, vice-principal and principal in the public schools shall have the rights to exercise the same authority as to conduct and behavior over the pupils attending the school, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardian or persons in parents relation to such pupils may exercise over them." (in loco parentis)

STATEMENT OF FREE EDUCATION AND ATTENDANCE

Section 12.1 of the Pennsylvania School Code reports the following regulations regarding free education and attendance:

1. All persons residing in this Commonwealth between the ages of six and twenty-one years are entitled to a free and full education in the Commonwealth's public schools.
2. Parents or guardians of all children between the ages of 8 and 17 are required by the compulsory attendance law to ensure that their children attend an approved education institution, unless legally excused. Students who have not graduated may not be asked to leave school merely because they have reached responsibilities as students. A student may not be excluded from the public schools nor from extra-curricular activities because of being married or pregnant.

STATEMENT OF STUDENT RESPONSIBILITIES

The following student responsibilities are identified from Section 12.1 of Chapter 12 - Regulations of Students Rights and Responsibilities as reported in Title 22 of the Pennsylvania Code:

1. Regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
2. No student has the right to interfere with the education of his/her fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.
3. Students should express their ideas and opinions in a respectful manner.
4. It is the responsibility of the students to conform with the following:
 - a. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that until the rule is waived, altered or repealed in writing, it is in effect.
 - b. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
 - c. Dress and groom to meet fair standards of safety and health, and not to cause substantial disruption in the education process.
 - d. Assist the school staff in operating a safe school for all students enrolled therein.
 - e. Comply with state and local laws.
 - f. Exercise proper care when using pupil facilities and equipment.
 - g. Attend school daily (except when excused) and be on time at all classes and other school functions.
 - h. Make up work when absent from school (as per District policy).
 - i. Pursue and attempt to complete satisfactorily the courses of study prescribed by the state and local school authority. Students who refuse to do work or assignments for a class may be suspended from school and a parent conference arranged with the principal, teacher, and student. Refusal to do any or all schoolwork may cause the student to fail the marking period and/or entire year.
 - j. Report accurately and not use indecent or obscene language in student newspaper or publications.

5. Cheating Policy

Cheating is defined as copying or assisting in copying another's work and submitting the same as your own without teacher authorization or author citation, i.e. tests, homework, literary work etc.

- a. FIRST OFFENSE: 0 for graded activity, and parents and office notified.
- b. SECOND OFFENSE: Failure for the marking period. Maximum grade 60%, and parents and office notified.
- c. THIRD OFFENSE: Failure for the year. Student removed from class. Parents and office notified.

STATEMENT OF GENERAL SCHOOL DISTRICT RULES

1. For any school district to function properly, reasonable, and necessary rules governing student conduct must be designed and enforced. Every student that is in non-compliance with the following rules will be disciplined based on knowledge of the current problem and experience with the individual involved. Every situation is different and after hearing all the facts involved, a decision will be made.
2. The principal and/or teachers retain the right to assign such discipline for infractions which are not specifically listed within this statement taking into consideration the past disciplinary record of the student and any other extenuating circumstances.
3. Students who either unknowingly or unintentionally violate school policy should immediately report the violation to the administration. These situations may receive special consideration in the implementation of the discipline code. The decision of the administration is final.

ELECTRONIC DEVICES

The Board supports the restricted use of approved electronic devices to facilitate learning, teaching, and daily operations. The use of electronic devices shall be consistent with the curriculum adopted as well as the varied instructional needs of students. Guidelines for the use of electronic devices include:

- Only district owned/issued and pre-approved student-owned electronic devices are permitted.
- Students are permitted to bring cell phones and other personal devices to school. However, the use of personal devices, including cell phones, is restricted to authorized use in school (administrator or teacher) and on school transportation (driver). The district shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student.
- Laser pointers are prohibited.
- The use of electronic devices during the school day, during school-sponsored events and on district transportation must be authorized.
- The use of electronic devices in any area where students may be partially clothed is prohibited (e.g. restrooms, locker rooms, health suites).
- Violations of possession or use of electronic devices shall result in disciplinary action, including confiscation of a device, loss of access or privileges and other actions as deemed appropriate by the principal.

LEVEL I INFRACTIONS

Definition - Minor misbehavior on the part of the student, which impedes orderly classroom procedures or interferes with the orderly operation of the school. These misbehaviors can usually be handled by an individual staff member but sometimes require the intervention of other school support personnel.

1. Examples

- a. Gum Chewing
- b. Classroom disturbance
- c. Cheating and/or lying
- d. Abusive language/disrespectful behavior for teacher
- e. Non-defiant failure to complete assignments or carry out directions
- f. Insubordination
- g. Tardiness to class
- h. Tardiness to school
- i. Public displays of affection
- j. Littering

2. Procedures

- a. There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior.
- b. Repeated misbehavior requires a conference with student, parent, teacher, and counselor/administrator.
- c. A proper and accurate record of the offenses and disciplinary action is maintained by the staff member that demonstrates the hierarchy of disciplinary action.

3. Disciplinary Options/Responses may include:

- a. Verbal reprimand
- b. Loss of recess or other privilege
- c. Breakfast or lunch in principal's conference room
- d. Behavior contract
- e. Counseling
- f. Withdrawal of privileges
- g. Time out of room
- h. Writing assignment (subject oriented)
- i. Parental contact
- j. Parental conference
- k. Referral to the appropriate principal
- l. Detention

LEVEL II INFRACTIONS

1. Definition – Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. Discipline is determined by the severity of the offense, which may include detention, in-school suspension or other options listed.
2. Examples
 - a. Continuation of unmodified Level I misbehavior
 - b. Truancy
 - c. Possession or use of tobacco products
 - d. Forgery or alteration of an excuse, report card, or any other school document.
 - e. Cutting class
 - f. Use of profane, obscene, lewd, or vulgar language and/or gestures, possession or distribution of obscene publications or any other written material.
 - g. Leaving school grounds, after having once arrived, without authorization.
 - h. Disruption of in-school suspension
 - i. Failure to report to administrative personnel when directed to do so.
 - j. Loitering in school lavatories and/or acting as a “look out” for students violating school rules.
 - k. Creating a disturbance of any nature in the halls, such as whistling, shouting or running.
 - l. Dress code violation.
 - m. Violation of any cafeteria rule including throwing food, jumping line, or refusing to obey cafeteria monitor when a reasonable request is made.
 - n. Harassment of another student during school or while in route to or from school.
 - o. Outside the school building during school hours without authorization.
 - p. Any form of disruptive or disrespectful behavior for a teacher, a substitute, or any adult in a position of authority.
 - q. Lying, or intentionally providing misinformation for any reason.
 - r. Violation of Drug/Alcohol Policy.
 - s. Possession of a lighter or matches.
 - t. Unauthorized possession of a beeper/cell phone
 - u. Displays of symbols or representations directed toward specific racial or ethnic groups is not permitted.
 - v. Acceptable Use Policy Violation
3. Procedures
 - a. The student is immediately referred to the administrator for appropriate disciplinary action with a disciplinary referral form explaining in detail the student’s misconduct.
 - b. The administrator meets with the student and/or teacher and implements the most appropriate response.
 - c. The teacher is informed of the administrator’s action.
 - d. A proper and accurate record of the offense and the disciplinary action is maintained by the administrator.
4. Disciplinary Options/Responses may include:
 - a. Parent/Student/Teacher Conference
 - b. Behavior Contract
 - c. Detention
 - d. In-School Suspension

LEVEL III INFRACTIONS

1. Definition - Acts directed against persons or property with consequence which may seriously endanger the health or safety of others in the school. These acts might be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake, however, depend on the extent of the school's resources for remediating the situation in the best interests of all students.
2. Examples
 - a. Continuation of unmodified Level 2 misbehavior.
 - b. Fighting/Simple Assault - including to and from school.
 - c. Vandalism (minor)
 - d. Profanity directed towards a staff member
 - e. Petty Theft
 - f. Extortion (simple)
 - g. Threats/harassment to others - discipline depends upon the severity of the offense
 - h. Violation of the drug and alcohol policy
 - i. Acceptable Use Policy Violation
3. Procedures
 - a. The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences.
 - b. The proper and accurate record of offenses and disciplinary actions are maintained by the administrator.
 - c. There is restitution of property and damages if appropriate.
 - d. The student is given a full due process hearing before the Board of Directors or their appointed Hearing Officer.
4. Disciplinary Option/Responses may include:
 - a. Parent/Student/Teacher Conference
 - b. Temporary removal from class
 - c. Counseling
 - d. Detention
 - e. In-School Suspension (1-10 days)
 - f. Out-of-School suspension (1-10 days)
 - g. Referral to outside agencies, including law enforcement officials.
 - h. Referral to the Board of School Directors / Hearing Officer.
 - i. Exclusion from attending or participating in extra-curricular activities

LEVEL IV INFRACTIONS

1. Definition – Acts which result in violence to another’s person or property or which pose a direct threat to the safety of others in the school. These acts are clearly criminal and are so serious that they may require administrative actions which result in the immediate removal of the student from school, the intervention of law enforcement authorities and action by the Board of School Directors.
2. Examples
 - a. Violation of Drug/Alcohol Policy
 - b. Extortion
 - c. Bomb Threat
 - d. Possession/Use/Transfer of dangerous weapons or explosive devices
 - e. Aggravated assault/battery of students
 - f. Simple, aggravated assault of any school employee
 - g. Vandalism
 - h. Grand theft/possession/sale of stolen property
 - i. Arson
 - j. False fire alarm
 - k. Possession of pocketknife, or any item that could endanger the safety of others
 - l. Failure to comply with recommendations of a required Drug/Alcohol Assessment
 - m. Unmodified Level III Misbehavior
3. Procedures
 - a. The administrator verifies the offense, confers with the staff involved meets with student.
 - b. The student is immediately removed from the school environment if appropriate. Parents are notified.
 - c. Law enforcement officials are contacted when appropriate.
 - d. A complete and accurate report is submitted to the superintendent for board action.
 - e. The student is given a full due process hearing before the Board of School Directors, or their appointed Hearing Officer.
4. Disciplinary Options/Responses may include:
 - a. Board action, which results in appropriate placement and may include expulsion.
 - b. The State Legislature has passed a new “Safe Schools” law commonly known as Act 26, for the purpose of providing a safe educational environment in Pennsylvania Schools. Highlights of this new law are as follows:
 - i. Expulsion for Weapon Possession: Any student who is determined to have brought a weapon onto school property, any school –sponsored activity, or any implement of school transportation will be expelled in excess of one year.
 - ii. Weapon is defined to include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, a rifle, and any other tool, instrument or implement capable of inflicting serious bodily injury.
 - iii. The Superintendent may, in his discretion, recommend discipline short of discharge on a case-by-case basis. Any reduction in discipline is not to be considered a precedent to be followed in future cases.
 - iv. The Superintendent shall take all steps necessary to comply with the individuals with Disabilities Education Act.
 - v. Nothing in this policy shall be construed as limiting the authority or duty of a school to make an alternative assignment or provide alternative educational services during the period of expulsion.

- vi. Affidavit or Parent/Guardian: The District shall, prior to the registration of any student, obtain from the student's parent/guardian an affidavit detailing any suspensions or expulsions from any school system in the U.S. which were the result of violence or the possession of a weapon.

EXCLUSIONS FROM SCHOOL

1. The Board of School Directors shall define and publish examples of offenses that may lead to exclusion from school. Exclusions affecting certain exceptional students shall be governed by regulations set forth by Pennsylvania Department of Education.
2. Exclusion from school may take the form of suspension or expulsion.
 - a. Suspensions may be assigned by the principal or assistant principal.
 - b. No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when the health, safety, or welfare of the school community is threatened.
3. Students who accumulate 4 suspensions in one school year will be subject to one of the following conditions:
 - a. The student will be referred to the district's Hearing Officer for possible expulsion, additional suspension, or placement in alternative education.
 - b. If it is agreeable with the parents or guardian, the student will be transferred into an alternative education program.

EXCLUSION FROM CLASSES - IN-SCHOOL SUSPENSION

1. No student may receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
2. Communication to the parents or guardian shall follow the suspension action taken by the school.
3. When the in-school suspension exceeds ten consecutive school days, an informal hearing with the principal shall be offered to the student and the student's parent or guardian prior to the eleventh school day in accordance with the procedures in the school code (relating to hearings).
4. The student's school district has the responsibility to make some provision for the student's education during the period of the in-school suspension.
5. After two separate in-school suspensions the student will, at the discretion of the administration, receive an out of school suspension on the next suspension offense.
6. In-school suspension also carries the restriction that the student is excluded from all extra-curricular activities, including social functions, inter-scholastic athletic events, and academic representation of the school on any day of the ISS assignment.

HEARINGS

1. 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.
2. A formal hearing is required in all expulsion actions. This hearing may be held before the Board of School Directors or duly authorized committee of the board, or qualified hearing examiner appointed by the board. Where the hearing is conducted by a committee of the board or a hearing examiner, a majority vote of the entire school board is required to expel a student. The following due process requirements are to be observed regarding the formal hearing:
 - a. Notification of the charges shall be sent to the student's parents or guardian by certified mail.
 - b. Sufficient notice of the time and place of the hearing must be given.
 - c. The hearing shall be held in private unless the student or parent requests a public hearing.
 - d. The student has the right to be represented by counsel.
 - e. The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
 - f. The student has the right to request that any such witness appear in person and answer questions or be cross-examined.
 - g. The student has the right to testify and present witnesses on his behalf.
 - h. A record must be kept of the hearing, either by a stenographer or by tape recorder. The student is entitled, at the student's expense, to a copy of the transcript.
 - i. The proceeding must be held with all reasonable speed.
3. When the student disagrees with results of the hearing, recourse is available in the appropriate court of Commonwealth. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate Federal district court.
4. The purpose of the informal hearing is to enable the student to meet with the appropriate court of the Commonwealth. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate Federal district court.
5. The informal hearing is meant to encourage the student's parents or guardian to meet with the principal to discuss ways by which future offenses can be avoided.

FLAG SALUTE AND PLEDGE OF ALLEGIANCE

It is the responsibility of every citizen to show proper respect for our country and flag. The following guidelines should be followed:

1. Accordingly, each student shall be required to stand, salute the flag, and recite the Pledge of Allegiance during each morning's opening exercises.
2. If a student declines to recite the Pledge of Allegiance due to personal beliefs or religious convictions, the principal will provide written notice to the parents / guardians of the student who refuses to salute the flag.
3. Students who choose to refrain from saluting the flag and reciting the Pledge of Allegiance shall respect the rights and interests of students who wish to participate by standing quietly.

SEARCHES

School authorities may search a student's desk and seize any illegal materials. Such materials may be used as evidence against the student in disciplinary proceedings. Prior to a desk search, students shall be notified and given an opportunity to be present. However, where school authorities have a reasonable suspicion that a desk contains materials which pose a threat to the health, welfare, and safety of students in the school, student desks may be searched without prior warning, and without the student present. It should be clear that there is no reasonable expectation of privacy in student desks.

ATTENDANCE

The Board of Education requires that school-age children (ages 5-17) enrolled in the schools of this district attend school regularly in accordance with the laws of the State. The educational program offered by this district is predicated upon the presence of the pupil and requires continuity of instruction and classroom participation.

1. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session except that a principal may excuse a student for temporary absences when they receive satisfactory evidence of such mental, physical or other urgent reason which may reasonably cause the student's absence.
2. The Board considers the following conditions to constitute reasonable cause for absence from school: illness, quarantine, recovery from an accident, required court attendance, death in family, and pre-approved educational tours and trips.
3. The school district recognizes the importance of final examinations and required testing as a review of that year's learning which constitutes a percentage of the student's final grade. Therefore, educational trips are not encouraged nor recommended and may not be approved during state testing windows nor the final two weeks of the school year. Prior administrative approval is required, with the understanding the administration is authorized to assess appropriate academic penalties for failing to complete the school year.
4. All absences occasioned by the observance of the student's religion on a day approved by the Board as a religious holiday shall be excused and no student so excused shall be deprived of an award of eligibility to compete for an award or the opportunity to make-up a test given on the religious holiday.
5. Attendance need not always be within the school facilities. A student will be considered to be in attendance if present at any place where school is in session by authority of the Board, or at the place where the student is receiving approved tutorial instruction or health care, or at home where the student is receiving approved homebound instruction.
6. Upon a student's return to school, an excuse indicating the reason for absence must be submitted to the office or homeroom teacher. If a student or parent refuses or fails to present an excuse within 3 days of returning to school, the absence will be classified as unlawful/unexcused.
7. For periods of three or more days of consecutive absence, a doctor's excuse is generally required.
8. For absences over and above 10 days for the year, not including doctor's excused absences, a doctor's excuse will be required. Failure to turn in a doctor's excuse will classify the absence as unlawful/unexcused.
9. After three unlawful/unexcused absences, parents will be called and notified in writing of the three unlawful/unexcused absences. The student will be referred to the Elementary Student

Assistance Program. School personnel and parent(s) will meet to develop a Truancy Elimination Plan (TEP). The meeting, parent attendance and plan will be documented.

10. For any student accumulating six unlawful/unexcused absences, and after a Truancy Elimination Plan has been implemented without success, the district will either make a referral to Children and Youth or file a truancy charge with the magisterial district justice which will result in a truancy hearing.
11. Students are not permitted to leave school during the school day without first being excused by the nurse or the principal.
12. If a student is absent 25 or more days of school in one school year, school personnel will evaluate the student's academic progress to determine student's readiness for promotion. If school personnel determine the student is not ready for promotion, the student will be retained in his/her current grade.

TARDY TO SCHOOL

Punctuality is a valuable habit for every individual to acquire. It is important that everyone in the school system acknowledge the schedule determined by Board Policy.

1. All students may enter the building at 8:45 AM.
2. Any student reporting late (after 9:10) should go directly to the Office.
 - a. Arrival from 9:11 – 10:10 A.M. is considered tardy.
 - b. Arrival from 10:11 – 1:30 receives a half-day absence.
 - c. Arrival after 1:30 receives a full-day absence.
3. An excuse for the tardy should be signed by a doctor or parent and submitted to the office upon the student's arrival. Otherwise, the tardy will be unexcused.
4. If a persistent pattern of tardiness continues, school personnel will contact parents to develop a plan to get the student to school on time.
5. Any student with excessive tardiness for illness not verified by a doctor will be subject to the following procedures:
 - a. Written notification sent home
 - b. Conference with guidance counselor and/or school principal
 - c. Request for medical documentation
6. Accumulated times of unexcused tardies will result in unlawful/unexcused days.

APPOINTMENTS & EARLY EXCUSES

Students may be excused for dental or medical appointments provided a written request is presented to the classroom teacher or office. Students without a written excuse by the legal parent or guardian will not be released. Parents MAY NOT:

1. Phone the school to request an early dismissal—a written excuse must be presented to the office.
2. Students will be sent to the office after:
 - a. The office has a written request by the legal parent or guardian; and
 - b. The legal parent or guardian arrives to pick up the student. After these two requirements are met, the student will be dismissed.

SCHOOL CLOSING AND DELAYS

1. Due to inclement weather conditions, it may be necessary to close or delay the opening of the school day or dismiss early.
2. *School Messenger* will be used to notify parents of delays, cancellations and early dismissals with the most recent contacts provided.
3. Closings, delays and early dismissals are ALWAYS announced or listed on the following media stations:
 - a. WTAJ-TV 10
 - b. WJAC-TV 06
 - c. WRTA 1290 Radio
 - d. WFBG 1240 Radio
 - e. WFGY98.1 Radio (Froggy)
 - f. These announcements are secure and have been confirmed by an administrator from the Bellwood-Antis School District prior to being announced.

EARLY DISMISSAL

1. In the event of an EARLY DISMISSAL, we make every attempt to make sure students know where they are to be transported and how. If we have no other information, students are transported home as they normally would be. PLEASE LIST INFORMATION FOR EARLY DISMISSAL PROCEDURES YOU WOULD LIKE US TO FOLLOW ON THE EMERGENCY CARD OF YOUR CHILD. PLEASE GO OVER THIS INFORMATION WITH THE CHILD. PLEASE NOTIFY US OF ANY CHANGES.
2. As is our policy, no kindergarten or first grade student will be sent home or dropped off without a parent/guardian or approved babysitter present. They will be kept at school and/or brought back to school.
3. School Messenger will be used to notify parents of early dismissal. Announcements will also be made on local TV and radio stations. These announcements are secure and confirmed by the school district.

EDUCATIONAL TRIPS

The Bellwood-Antis School Board and Administration advocates regular attendance throughout the school year for all students. However, parents wishing to take their child/children out of school for trips or vacations should acknowledge the following guidelines:

1. Completed and approved temporary absence request form prior to absences of three days or more.
2. Family trips or vacations are not to exceed more than five school days in any one year. Additional days must have the approval of the superintendent.
3. A student must be accompanied by a parent /guardian or grandparent.
4. A student may be excused from school up to five days, providing that student has less than fifteen total days absent without a doctor's excuse.
5. Family trips or vacation requests for the period of administration of the Pennsylvania System of School Assessment may not be granted. Please see the Appendix for Assessment dates.

DISTRICT TRANSPORTATION

The BASD contracts transportation services from Raystown Transit. Raystown Transit, in collaboration with the Board of School Directors and District Administration, has equipped multiple buses with high definition cameras. Eventually, all buses will be equipped with cameras. The cameras record video only (no audio). The video is used as needed to investigate bus discipline referrals.

BUS STOP INFORMATION

1. School and bus rules apply to bus stop behavior. Inappropriate behavior at the bus stop should be reported to the school office (742-2272) and will be investigated by the principal.
2. Discipline for inappropriate behavior will be consistent with school and bus discipline procedures and may include lunch alone, loss of recess, suspension from the bus, or any other action the principal thinks may be effective in modifying or eliminating the inappropriate behavior.
3. Students in grades kindergarten and first MUST have a parent or a parent-approved adult or sibling (grade five or older) at the bus stop. The bus driver will not leave a kindergarten or first grade child off at a stop without a parent or parent-approved person.
 - a. If a parent or parent-approved person is not at the bus stop, the driver will phone the school office so the secretary can contact the parent to let the parent know the child will be taken back to the school after all other students have been dropped off.
 - b. The parent or approved person will be required to come and get the child from the school.
 - c. If the child is not picked by 5:00 PM, the secretary will call the Bellwood police to take temporary custody of the child until the parent can be reached.
 - d. If a child must be returned to school more than three times in one school year:
 - i. The parent will be charged any cost required to keep the secretary at the school with the child after her scheduled workday ends at 4:30.
 - ii. The child may lose bus riding privileges for up to five days. A continued problem could result in extended loss of bus privileges.

SCHOOL BUS DISCIPLINE POLICY

Students may be referred for a school bus or van violation by the driver, a student or parent. All referrals are investigated by the principal prior to administering any disciplinary action. For all offenses, disciplinary action will be consistent with school offenses, and may include lunch alone, loss of recess, or cleaning the bus or van, in addition to or instead of bus or van suspensions. The goal is to modify or eliminate inappropriate behavior.

1. First offense—Parents will receive a phone call and letter for any bus or van offense, along with a copy of the bus or van incident report. Disciplinary action could include lunch alone, loss of recess, cleaning the bus or van, or any other action the principal thinks may be effective in modifying or eliminating the inappropriate behavior.
2. Second offense—Parents will receive a phone call and letter for any bus or van offense, along with a copy of the bus or van incident report. Disciplinary action could include lunch alone, loss of recess, cleaning the bus or van, up to five days suspension from the bus or van, or any other action the principal thinks may be effective in modifying or eliminating the inappropriate behavior. During bus suspensions, parents are responsible for the student's transportation to and from school.

3. Third offense—Parents will receive a phone call and letter for any bus or van offense, along with a copy of the bus or van incident report. Disciplinary action could include lunch alone, loss of recess, cleaning the bus or van, up to ten days suspension from the bus or van, or any other action the principal thinks may be effective in modifying or eliminating the inappropriate behavior. During bus or van suspensions, parents are responsible for the student’s transportation to and from school.
4. Fourth offense—Parents will receive a phone call and letter for any bus or van offense, along with a copy of the bus or van incident report. Disciplinary action could include lunch alone, loss of recess, cleaning the bus, loss of bus or van privileges for the remainder of the school year, or any other action the principal thinks may be effective in modifying or eliminating the inappropriate behavior. During bus or van suspensions, parents are responsible for the student’s transportation to and from school.
5. Offenses may include:
 - a. Failure to remain seated
 - b. Refusing to obey the driver
 - c. Fighting
 - d. Inappropriate contact with others
 - e. Profanity
 - f. Possession/use of tobacco products
 - g. Throwing objects on or out of the bus
 - h. Hanging out of windows
 - i. Not sitting in assigned seat
 - j. Spitting
 - k. Bothering others
 - l. Vandalism
 - m. Any misconduct which jeopardizes the safety and comfort of other passengers

NOTE: If the listed offenses are determined to be of a serious nature by the school administration, suspensions from school (either out-of-school or in-school) and or restitution, if applicable, as well as immediate removal from the bus may be applied as a disciplinary measure.

6. Cell phones and other electronic devices are restricted to authorized use on district transportation.

STUDENT BUS TRIPS

1. While representing BASD, students will follow the student code of conduct. Students are always expected to conduct themselves in a positive and appropriate manner. In addition, students have the responsibility to report behavior that could be harmful to other people.
2. Cell phone and other electronic devices are restricted to authorized use on district transportation.

UNLAWFUL HARASSMENT POLICY AND COMPLAINT PROCEDURE

1. It is the policy of the Bellwood-Antis School District to provide its students with a pleasant, non-hostile educational environment which encourages efficient, productive, and creative learning.
2. To ensure a pleasant, non-hostile school environment, the Bellwood-Antis School District will not tolerate any form of harassment. Students have the responsibility of respecting the rights of their fellow students to ensure an atmosphere free of harassment.
3. The term harassment includes, but is not necessarily limited to, slurs, jokes, or other verbal graphic, or physical conduct relating to an individual's race, color, religion, ancestry, age, sex, national origin, handicap or disability. Ethnic harassment includes the use of any derogatory word, phrase, or action characterizing a given racial or ethnic group, which creates an offensive school environment.
4. Conduct constituting sexual harassment shall include, but not be limited to:
 - a. Unwelcome sexual advances
 - b. Request for sexual favors
 - c. All other verbal or physical conduct of sexual or otherwise offensive nature, especially where such conduct has the purpose or effect of creating an intimidating, hostile, or offensive school environment.
5. Examples of sexual harassment include:
 - a. Sexual flirtation, touching, or propositions.
 - b. Graphic or suggestive comments about an individual's dress or body.
 - c. Sexually degrading words to describe an individual.
 - d. Jokes, pin-up calendars, graffiti, vulgar statements, abusive language, innuendoes, references to sexual activities, overt sexual conduct, or any conduct that has the effect of unreasonable interference with an individual's academic performance or creating an intimidating, hostile, or offensive school environment.
6. A student who believes that the actions or words of another student, administrator, teacher, vendor or others having business with the school district constitute unlawful harassment has a responsibility to report the complaint as soon as possible to the appropriate principal.
7. All complaints of unlawful harassment will be investigated promptly and in an impartial and confidential manner by the appropriate principal. The Title VII, Title IX, or EEOC hearing office shall be notified and shall retain a copy of the official complaint.
8. All students shall be aware that the privacy of the charging party and the person accused of sexual harassment will be kept as confidential as possible. The district will retain confidential documentation of all allegations and investigations in the office of the Title IX, Title VII, EEOC hearing officer. In all cases, the student will be advised of the findings and conclusions.
9. Any student who is found, after appropriate investigation, to have engaged in unlawful harassment will be subject to appropriate disciplinary action, depending on the circumstances, up to and including expulsion.
10. Retaliation against individuals who bring unlawful harassment charges, or who assist in investigating charges, is strictly prohibited. However, given the nature and type of discrimination, the district also recognizes that false accusations of harassment can have serious effects on innocent male and female students. Therefore, if it is determined after a thorough investigation of a complaint that false accusations were made, disciplinary action up to and including expulsion will be taken against the person making the false accusations.

BULLYING POLICY

Bullying Policy No. 249 was adopted by the Board of School Directors on July 13, 2004.

1. Purpose

- a. The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the District to maintain an educational environment in which bullying in any form is not tolerated.
- b. Students share the responsibility with the administration and faculty of developing and maintaining a climate within the school that is conducive to wholesome learning and living.
- c. No student has the right to interfere with the education of his/her fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

2. Authority

- a. The Board prohibits all forms of bullying of students by all District students and staff members, contracted individuals and vendors, and volunteers in the school.
- b. The Board encourages students who have been bullied to promptly report such incidents to the designated employees.
- c. The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

3. Definition

The term bullying can be defined as repeated and systematic harassment and attacks on others, perpetrated by individuals or groups. Bullying is deliberate, hurtful behavior, repeated over a period of time and it is difficult for those being bullied to defend themselves. Bullying involves someone mentally, physically, or socially stronger taking advantage of someone with less power. Bullying takes many forms and can include many behaviors. A person can be guilty of bullying if she/he:

- a. Systematically and chronically inflicts psychological distress on one (1) or more students.
- b. Has an imbalance of physical or psychological power, with the bully actually being stronger or perceived to be stronger than the victim.
- c. Uses direct behaviors such as teasing, hitting, threatening or restraining another.
- d. Uses indirect behaviors such as intentional exclusion from a group and starting rumors.

4. Delegation of Responsibility

- a. Staff Intervention – The District expects staff members who observe or become aware of an act of bullying to take immediate, appropriate steps to intervene – unless intervention would be a threat to staff member's safety. If a staff member believes that his/her intervention has not resolved the matter, or if the bullying persists, she/he shall report the bullying to the school principal for further investigation.
- b. Students and Parents/Guardians Shall Report Bullying – The District expects students and parents/guardians who become aware of an act of bullying to report it to the school principal for further investigation. Any student who retaliates against another reporting bullying may be subject to the consequences listed below under Consequences/Intervention.

5. Guidelines

- a. Investigation Procedures - Upon learning about a bullying incident, the principal or designee shall contact the parents/guardians of both the aggressor and the victim, interview both students, and thoroughly investigate. This investigation may include interviews with students, parents/guardians and school staff; review of school records; and identification of parent/guardian and family issues.
- b. Consequences/Intervention – Consequences for students who bully others shall depend on the results of the investigation and may include counseling; a parental conference; detention; suspension and/or expulsion. Depending on the severity of the incident, the principal may also take appropriate steps to ensure student safety. These may include implementing a safety plan; separating and supervising the students involved; providing staff support for students as necessary; reporting incidents to law enforcement if appropriate; and developing a supervision plan with the parents/guardians.

BULLYING POLICY IMPLEMENTATION PROCEDURES FOR STUDENTS

1. A student who is a victim of bullying that has not been observed by an adult should report the incident immediately to a teacher. The student may be asked to complete a referral form, “I think I am being bullied,” by the teacher.
2. Any student who observes a student bullying another student should report the incident immediately to a teacher.
3. Level I bullying incidents will be handled by the teacher receiving the complaint.
4. Level II, III, and IV bullying incidents will be handled by the principal or principal’s designee.
5. Consequences for bullying are defined in the Student Discipline Code and are consistent with the Bullying Policy No. 249 adopted by the Board of School Directors on July 13, 2004.

SCHOOL RULES AGAINST BULLYING

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will make a point to include students who are left out.
4. When we know somebody is being bullied, we will tell an adult at school and an adult at home.

SCHOOL BULLYING EDUCATION PROGRAM

BARK Against Bullying is an educational program developed by a school committee of teachers, administrators, and guidance counselor. The program incorporates best practices of anti-bullying programs. The goal of the program is to teach each student pro-social behaviors, respect for others, and the harmful effects of bullying for the victim and the bully. The program is part of our school-wide positive behavior program, BARK with Character. The following are features of ***BARK Against Bullying***:

1. Kick-off program for all students
2. All students and staff complete a contract (or promise) that states:
 - a. I will not bully others.
 - b. I will stand up for others being bullied.
 - c. I will include students who are left out.
3. The school social worker meets with any student who bullies and provides more intense education on the harmful effects to the victim, bully and school environment.

SUBSTITUTE TEACHERS

All students should cooperate with their substitute teachers as much as with regular teachers. Students should be courteous, obedient, and respectful always. Failure to do so will result in disciplinary action by the principal, which may include an in-school suspension for repeat offenders.

DRESS CODE

Evaluation of student dress with respect to good taste and community standards is an unending process. The opinions and attitudes of all parties involved in the operation of the Bellwood-Antis School District will be considered in any alterations of the dress code. The administration and the enforcement of the resulting guidelines will be the responsibility of the professional staff. In all cases, clothing should be neat and appropriate for school. Articles of clothing which are questionable in the minds of parents will undoubtedly be inappropriate for school. The administration reserves the right to decide on fashionable dress that may be considered inappropriate and is not addressed in this code. Guidelines, which have been established by a parent, faculty and administrative committee are as follows:

1. Pants, jeans, skirts or shorts are to be worn on the waist. It is not permissible to wear pants so low that underclothing is revealed. The length of the pants or jeans must not present a safety hazard. Jeans with excessive holes or holes in inappropriate places are not to be worn, regardless of garments underneath.
2. Shorts, dresses, and skirts may be worn. However, the length must equal or exceed the tips of the student's fingers when standing, regardless of garments underneath. Long shorts, just above the knee or jama may be worn BUT must have a neat appearance. Boxer shorts are not appropriate school attire.
3. See-through blouses and/or shirts and strapless tops are NOT acceptable. However, sleeveless tops with back and shoulders covered, not revealing any under garments will be permitted. Shirts with sleeves cut off are NOT acceptable school attire.
4. The student's trunk must also be covered. Midriff blouses, crop tops, and low-cut shirts are not permitted.
5. Bare feet are NOT acceptable. Sandals may be worn; however, they are not to be worn for Physical Education class. Sneakers are the recommended footwear year-round.
6. Headwear and sunglasses are not to be worn in the building, except for school-wide dress days.
7. Shirts or apparel that display offensive, vulgar, immoral or slanderous statements, or that promote drugs, alcohol, tobacco products or violence are NOT to be worn during school.
8. Any clothing or accessories displaying individual groups, organization, or symbols that promote racism, hatred, anti-religious or criminal acts are NOT permitted.
9. Any clothing or accessories displaying names or symbols of musical groups or performers will be permitted in school if the names or symbols do not violate the guidelines in Elementary Dress Code, numbers 7 & 8.
10. Spike belts, bracelets, chains or rings which could cause damage to school furniture, be used as weapons, or be disruptive are not to be worn.

FOOD SERVICES

The cafeteria is provided as a convenience and service to the students and faculty. A well-balanced meal is provided for all persons desiring it at a reasonable cost. The cafeteria is operated entirely on a non-profit basis. The lunch and breakfast program will operate using a *Point of Sale* Electronic Cashiering System. Please follow these guidelines:

1. Student accounts are established using their 6-digit student ID number they are assigned after their completed and approved registration.
2. Parents deposit money into student accounts either by sending a check or money order into the school in a pre-pay envelope or by charging a credit card using an on-line secure web page within Infinite Campus, the district's student information system.
3. Please designate on the pre-pay envelope the level of access you want your child to have: (1) *Milk only*, (2) *breakfast only*, (3) *lunch only*, or (4) *on account* (for all food service purchases – breakfast, lunch, and milk). For example, if a parent did not want their child using money towards al la carte items, money could be designated breakfast and/or lunch only. This would prevent a student from purchasing extra servings or items.
4. All deposits are to be dropped off in the Cafeteria Deposit Box located near the first-floor faculty room.
5. Current elementary lunch and breakfast prices are noted in the handbook Appendix, including the reduced cost for students receiving reduced meals.
6. Students from households that meet guidelines or receive Food Stamps, or TANF cash assistance are eligible and should apply for free or reduced-price meals. An application will be mailed home in August. Households must apply for meal benefits each year. Please fill out only one application per household. If a student was eligible for benefits in June of last school year in the Bellwood-Antis School District, he/she will receive benefits until October of this school year. After October, only those students with an approved current meal benefit application on file in the district will receive benefits. The POS program guarantees confidentiality, and parents and students can be assured that students receiving free or reduced breakfasts and lunches will not be identified.
7. Students may also carry their lunch. Milk and al la carte items may be purchased separately, but the *Point of Sale* System must be used for these purchases as well.
8. STUDENTS ARE NOT PERMITTED TO BRING CARBONATED BEVERAGES TO CONSUME WITH THEIR PURCHASED OR CARRIED LUNCH.
9. The monthly school breakfast and lunch menu is also posted on our district web site at <https://tuckahoe.nutrislice.com/menu/bellwood-antis-elementary>. Look for PDF link near the bottom of the Food Service main page.
10. Students are expected to follow school and lunchroom rules in the cafeteria. Failure to do so, or to comply with the directions by the staff member on duty could result in disciplinary action, including eating lunch away from other students and/or referral to their classroom teacher or principal.
11. Parents may contact the Food Service Director at 742-2272, x4031 for information related to your child's Point of Sale account.

DELINQUENT FOOD SERVICE ACCOUNTS

The business office will notify parents when account balances drop to \$5, and again when account balances drop to \$0. If an account balances drops to \$15 negative balance, students will be given an alternative lunch for \$1 which will be added to the owed amount. At this point, students are not permitted to receive extra servings or ala carte items. If an account balance drops to a \$50 negative balance, a collection process will begin.

BREAKFAST PROGRAM

The Bellwood-Antis School District offers a Breakfast Program for all students. The cost of breakfast free for the school year. Breakfast starts at 8:45 a.m.

PARENT OF RECORD

1. The school district shall comply with the wishes of the parent awarded legal custody of the child regarding the other parent's rights, in so far as possible.
2. The Board of Education will request written documentation of the custody award. All instances of legal custody of the pupil shall be documented in the pupil's file.
3. In cases where a child does not live with either natural parent, schools must operate on the basis of documented legal guardianship or PARENT-OF-RECORD for school purposes. Guardian is defined as that party with whom the child resides and who is identified in the school records as being responsible for school purposes. This could include (but is NOT limited to):
 - a. A single parent with whom the child resides
 - b. A natural parent and a stepparent with whom the child resides
 - c. Adoptive parent(s) or legal guardian(s) with whom the child resides
 - d. Another person with whom the child resides and who has signed a properly executed and approved affidavit of support and/or residency
4. In most cases, both natural parents have access to the educational records of that said child. Guardians and adoptive parents also have legal rights to these records. Requests of non-custodial parents for information such as report cards or tests results and parent conferences shall be granted. Unless court restricted, the non-custodial natural parent may have access to all educational records, data and information pertaining to the educational process and progress of the child.
5. When courts award legal custody, the right to make educational decisions for the child resides with the custodial parent. In those instances where the natural parents are separated and have not made legal provisions for custody of the child, the Board of Education shall recognize the parent with whom the child resides as PARENT-OF-RECORD. The school, in so far as possible, shall respect the wishes of said guardian regarding the rights of another non-residing parent.
6. Where there is a joint custody, or shared custody, both parents may be involved in the educational process. Principals should make reasonable efforts to involve both natural parents.
7. Pupils may be released from school only to the CUSTODIAL PARENT or PARENT-OF-RECORD. A release under any other circumstances shall require written approval from the custodial or PARENT-OF-RECORD verified by the building principal or some other administrative employee. Verification may be accomplished by telephone or personal contact.

8. Should a student be taken by force or by any other unauthorized person from the school premises, the principal (or if absent school secretary or school social worker) will immediately contact the local and / or state police and report the incident.

LEGAL ISSUES

A copy of any form of court order regarding your child should be made available to the office for duplication and placement in your child's file. Unless we are made aware of a situation, and have legal documentation, we must release the student to the questing parent.

HEALTH SERVICES

1. Mrs. Nadia Andrews, SNC, works from 8:30 AM until 3:40 PM.
2. When a child exhibits any of the following symptoms during the night or in the morning, they should be kept home from school: headache, pains/aches, coughing, sneezing, cold symptoms, fever, rash and/or skin eruptions, diarrhea, redness or discharge from eyes, or vomiting.
3. These symptoms could be forerunners of many different illnesses. If the ailment is a minor one, a day or two of rest at home will usually eliminate the symptoms. If the ailment is more serious, resting at home at the onset may help prevent complications. In any event, please keep the ill child at home. Upon the child's return to school, a written excuse from the parent/guardian is required.
4. The nurse maintains emergency information on each child. Please keep your child's emergency card updated. Should your child become sick or injured, the nurse will provide treatment or first aid as necessary. The student will not be excused to go home with anyone other than those listed on the nurses Emergency Card.
5. The school nurse will not assume responsibility for injuries that do not occur at school.
6. Students are screened for vision and hearing problems during the school year. Should a deficiency be found, parents will be notified. Please return doctor report after student has been examined.
7. Students receive dental screenings from the school board-approved dentist (Dr. Miller) in kindergarten and third grade. Parents will be notified of the results.
8. Students receive a Body Mass Index, which is a ratio of the student's height and weight. Results will be sent home.

USE OF MEDICATIONS

1. The administration of prescribed medication in accordance with the direction of a parent and family physician to a student during school hours will be permitted ONLY when failure to take such medication would jeopardize the health of the student, or the student would not be able to attend school if the medication were not made available during school hours. For the purpose of this policy, "medication" shall include all medicines prescribed by a physician and any patent drug, including over-the-counter medications.
2. Before any medication may be administered and/or taken by any student during school hours, the Board shall require written request of the parent, which shall give permission for self-administration and relieve the Board and its employees of liability for administration of medication. The Board shall also require the written order of the prescribing physician, which shall include the dosage and the time to be administered or special circumstances under which the medication shall be administered. A new physician medication order with parent signature must be completed each school year.

3. The document(s) shall be kept on file in the office of the school nurse. Before parents send medication to school, they must obtain a form from the school nurse to be completed by the physician and the parents. All medications must remain in the original bottle. Prescription medication must be in the original pharmacy bottle with prescription label attached. Prescription medication must be transported to the school by an adult.

EMERGENCY CARDS

1. An emergency card is kept for each student. This card will contain information as to:
 - a. where a parent can be reached if any emergency exists
 - b. treatment of the child in the event of an emergency
 - c. designated adults to contact in the event a parent is unavailable
 - d. early dismissal transportation changes
2. It is the responsibility of the parent or guardian to notify the school of updates or revisions to the information on the emergency card.
3. An updated phone number is necessary for parents to receive automated messages from School Messenger.

PREVENTION AND CONTROL OF HEAD LICE

1. Any suspected cases shall be referred to the school nurse, who will examine the student.
2. If nits are found, but not live (crawling), a re-examination will be done within five school days. The parent/guardian will be contacted and provided with information on head lice, methods to eliminate infestation, and directions to examine household contacts for lice and nits.
3. If live lice are present, the parent/guardian will be notified to take their child home and begin treatment. The parent/guardian will be provided with information on head lice, methods to eliminate infestation, and directions to examine household contacts for lice and nits.
4. Other students having close contact with the infected student will be examined, including siblings.
5. Prior to re-admittance to class, any infected child will be re-examined by the school nurse, and the above outlined procedures followed.

THE LIBRARY

Students who read succeed in school. One place to begin a success story with books is the Gerald D. Johnson Library located in the Myers Elementary Building. Many resources and services are available. The library is the place to read and discover more about people, places, sports, music, poetry, history, and science. Entertaining stories, craft projects, party ideas, and reference materials for reports are located on the many shelves of the library. Encourage the student in your family to be a reader!

1. Student library cards are kept at the “check-out desk” for convenience. Books are generally checked out for one week and are to be returned within two weeks. Students with overdue books will lose check-out privileges until overdue books are returned.
2. Since the library is a place for reading and study, everyone is asked to observe the following rules:
 - a. Enter and exit quietly and respectfully, or as directed by the teacher.
 - b. Return each resource to its place when you are finished using it.
 - c. Do not deface or vandalize library resources.
 - d. Sign out all materials at the desk before leaving the library.

RECESS

Recess is a privilege, not a right for students at Myers Elementary School. All students will have the privilege of participating in either indoor or outdoor recess IF:

1. Their assigned work is complete.
2. They followed school and classroom rules.
3. All staff members have the authority to use some of the scheduled recess time for:
 - a. Make-up assignments or tests
 - b. Assisting a student
 - c. Guidance / counseling
 - d. Discipline

VISITORS

1. Visitors (any persons who are not registered students or staff) are always welcome at Myers Elementary School. Visitors to our school must sign-in and receive a visitor's badge from the greeter's station. The office staff has the responsibility to help visitors find the area of the school or person they may need to visit, and assist visitors as needed. It is not their intent to be intrusive but rather to help maintain an orderly, safe environment for our students and staff.
2. Entrance to the office is available from 8:00 A.M. to 4:30 P.M. daily. All parents entering our school between those hours must register with the greeter station.
3. Students who desire to bring a visitor as their guest must have prior office and classroom teacher approval.
4. Appointments with teachers and staff must be scheduled in advance, as teaching duties prioritize meetings. Please do not "stop down" to a teacher's classroom during arrival or dismissal to discuss your child's progress, or a concern you may have. These discussions are confidential and SHOULD NOT take place in our classrooms and halls in front of other students, staff, and parents.

STUDENT INSURANCE

Each year students can enroll in a school insurance program for a nominal premium. This insurance covers the students for a period of one year from the date of issue while participating in any school sponsored activity. Information and enrollment is available on the provider website: www.BollingerSchools.com. Enter Bellwood Antis as the district, Pennsylvania as the State, then Search.

STUDENT PICTURES

Student pictures (kindergarten through fourth grade) will be taken in October and again in April by Manning Photography (<http://www.manningphotog.com/>). The fall photo will be used in the yearbook. There is a make-up session for fall photos.

The spring photo is optional. Information will be sent home with each student in September and again in April.

LOST AND FOUND

All possible care should be exercised to guard against the loss of personal and school items. Each year, hundreds of articles of clothing are donated because the items have not been reclaimed by students or parents. Please do the following to assist in the return of misplaced personal items:

1. Please mark all articles of clothing, boots, and toys with your child's first and last names.
2. If positive identification of the article can be readily determined and the finder can conveniently locate the owner, the article is returned immediately. If it cannot be returned to the owner promptly, the article should be given to the office and all efforts will be made to return the item to its owner.
3. Items not recovered in our Lost and Found by the close of the school year are used by the school nurse (sometimes she needs extra articles of clothing due to accidents) or given to Good Will.
4. If a student loses a school resource, parents will be charged replacement costs.

STUDENT SUPPORT SERVICES

ANNUAL NOTICE TO PARENTS: SERVICE FOR SCHOOL-AGE EXCEPTIONAL STUDENTS

Bellwood-Antis School District provides a free, appropriate, public education to exceptional students according to state and federal law. To qualify as an exceptional student, the child must be of school age, must be in need of specially-designed instruction, and must meet eligibility criteria for mentally gifted and/or one or more of the following physical or mental disabilities, as set forth in Pennsylvania State Regulations: autism, deaf-blindness, visual impairment, deaf and hard of hearing, intellectual disability, multiple disabilities, traumatic brain injury, other health impairment, orthopedic impairment, emotional disturbance, specific learning disability, speech/language impairment. The District engages in identification procedures to ensure that all students receive an appropriate educational program, consisting of special education and related services which are individualized to meet the educational needs of the student, and reasonably calculated, to yield meaningful educational benefit and student progress, at no cost to the parents and in compliance with state and federal law. Various screening activities are conducted on an ongoing basis to identify students who may be eligible for special education programs and services. These include: universal screening of reading and math skills for all students in grades K-4 conducted 3 times per year; review of group-based data (cumulative records, enrollment records, health records, report cards, and achievement test scores); hearing, vision, physical and speech/language screening; and review by grade level intervention teams, when appropriate. When screening results suggest that a student might be exceptional, the district seeks parental consent to conduct a multidisciplinary evaluation.

Parents who suspect that their child is exceptional may request a multidisciplinary evaluation of their child at any time through a written request to the School Psychologist or the Director of Special Education.

Services designed to meet the needs of exceptional students include the annual development of an Individualized Education Program (IEP), triennial multidisciplinary reevaluation, supportive intervention in the regular class, supplemental intervention in the regular class or in a special education resource program, placement in a part-time or

full-time special education class in a regular school or placement in a full-time special education class outside of a regular school. The extent of special education services and programs is provided by the District through a continuum of services based on each individual student's degree of need.

TITLE I READING AND MATHEMATICS SERVICES

Remedial programs in reading and math, funded through federal, state, and local resources, are available to eligible students. Students in grades kindergarten through fourth have access to remedial reading and math services. Services may include individual or small-group remedial reading and math instruction with a teacher or Title I instructional aide.

CHILD FIND

1. Child Find is a comprehensive system of screening to identify students that are experiencing academic, behavioral, social, or emotional difficulties at school. Implementation of evidenced-based practices are used within a multi-tiered intervention system. Effective interventions will be implemented with increasing amounts of intensity. The student's response to intervention will be evaluated in determining the need for special education.
2. The tiered response-to-instruction and intervention model (RtII) consists of a team of staff members who have been trained to assist students experiencing academic and/or behavioral difficulties.
3. If you have a reason to believe that your child may have an educational disability, contact a member of the Child Find School Team (principal, psychologist, or classroom teacher). They can assist you in gathering data to determine how to proceed with interventions and/or an evaluation.

ELEMENTARY STUDENT ASSISTANCE PROGRAM

1. The design of the Elementary Student Assistance Program (ESAP) is to assist school personnel to identify issues (emotional, social, mental health, crisis...) which pose a barrier to student's learning and school success. Students may be referred for one or more reasons and they can be referred to the ESAP (Elementary Student Assistance Program) team by several sources, including teachers, school nurses, parents, and students themselves.
2. After a student is referred to the ESAP, information is collected and reviewed by the team. If the ESAP team deems further action is warranted, a parent contact is initiated. Service recommendations, both school and community, are made in consultation with parents.
3. ESAP members are trained to identify problems, determine whether the presenting problem lies within the scope of the school, and make recommendations to assist the student and parent. Recommendations could be school services such as counseling services, special issues groups, D&A prevention education, academic supports, etc.
4. The key to the successful resolution of problems is active parent and student involvement and the available resources both in the school and the community.

PENNSYLVANIA'S EDUCATION FOR CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS PROGRAM

The main purpose of the Pennsylvania's Education for Children and Youth Experiencing Homelessness Program is to make sure homeless youth have access to free and appropriate public education while removing barriers that homeless children face. Its goal is to have the educational process continue as uninterrupted as possible while the children are in homeless situations.

McKinney-Vento Homeless Education Assistance Improvements Act of 2001

On July 22, 1987, the Stewart B. McKinney Homeless Assistance Act became public law. This was the first comprehensive federal law dealing with the problems of homelessness in America. Recently included in the 2001 No Child Left Behind Act, it is now called the McKinney-Vento Homeless Education Assistance Improvements Act of 2001.

Examples of Homelessness

1. Students staying with friends or family because they lost housing
2. Students living in a shelter, including transitional programs
3. Students staying in motels because their family cannot get their own home
4. Students living on the streets, in a car, van, tent or other nonpermanent structure

Summary of Educational Rights for Homeless Students

1. Choice to attend school of origin (when feasible), or school of current residence
2. Immediate enrollment
3. Assistance from school district in obtaining required documentation, i.e. immunization records
4. Prompt access to appropriate education services
5. Transportation
6. Free breakfast and lunch

How can you refer a student who you suspect may be homeless?

1. Contact the student's guidance counselor or principal. Include the information you know that leads you to suspect the student may be homeless.

ACCEPTABLE USE OF DEVICES, NETWORK RESOURCES, & INTERNET ACCESS

The Board supports the use of the Internet, network resources and devices in the district's instructional and operational programs to facilitate future-ready learning, teaching and daily operations. The Board establishes that use of the Internet, network resources and devices is a privilege, not a right. Inappropriate, unauthorized, or illegal use may result in cancellation of those privileges and appropriate disciplinary action. Note the following regarding the use of the Internet, network resources and devices:

1. Electronic information available to students does not imply endorsement by the district of the content, nor does the district guarantee accuracy of the information.
2. The district is not responsible for any information that may be lost, damaged or unavailable via network resources or Internet.
3. There is no reasonable expectation of privacy in the technological resources the district provides. Any hardware or software provided by the district is the property of the district. The district retains the right to monitor the use of this property and will also monitor the use of the Internet and email.

4. The district will address students' safe and secure use of the Internet, network resources and devices as follows:
 - a. To the greatest extent possible, supervision of students
 - b. Educate students about the importance and expectation of safe and secure use of the Internet, email, and social media, respectful interactions with other users, and the reporting of inappropriate behavior
 - c. Filter inappropriate Internet content
 - d. Prevention of unauthorized online access
 - e. Prevention of unauthorized users
 - f. Monitoring the online activity of users
 - g. Unauthorized disclosure of personal information
 - h. The district provides no filtering of the Internet and networks that are not owned and managed by the district (e.g. home, public, etc.)
5. Students are expected to act in a safe, legal, ethical, respectful, and responsible manner while using the Internet, network resources and electronic devices. The following uses are examples of prohibited behaviors:
 - a. Harassment, bullying or hazing of others
 - b. Installation, distribution, reproduction, or other use of copyrighted materials
 - c. Access or sharing of inappropriate content including but not limited to photos, videos, profanity, etc.
 - d. Unauthorized use of media such as games
 - e. Plagiarism
6. Students are responsible for any damages their actions cause to the Internet, network resources, software and/or devices.
7. Students who violate the Acceptable Use Policy may be denied privileges to the Internet, network resources and/or devices or other disciplinary measures as deemed appropriate by the principal up to and including criminal charges.

PROCEDURES & GUIDELINES FOR IPAD ISSUE AND USE

Every student will be issued an iPad as part of the educational programming in the Bellwood-Antis School District as a tool for learning. The iPad is the property of the school district and can be taken from the student's possession at any time, for routine maintenance, as part of a code of conduct investigation, or at the discretion of the district staff or administration. It is the sole responsibility of the student to keep the device safe, free from damage, and in proper working order at all times. The school issued iPad must be kept in the protective case that was given to each student upon deployment, or an appropriate alternative case. Intentional theft or damage to an iPad will be dealt with under the code of conduct, and subject to disciplinary action. It is the responsibility of the student to notify the school of any lost or damaged iPad. Insurance will be available to purchase in October of each year to cover non-negligent loss or damage to the iPad.

The following guidelines have been adopted for the issuance and use of iPads:

- Upon registration and admission to the BASD, parents are required to sign a loaner agreement, which establishes guidelines for the safe, efficient, and appropriate use of the iPad. This agreement will be in effect as long as the student is registered as a student in the BASD.

- Parents will be required to participate in the district-managed insurance program OR accept responsibility for the full replacement cost of the iPad. The annual insurance period is from October 1 to September 30. The insurance fees are:
 - Full-priced meals: \$40 for one student, or \$50 for two or more students in the family
 - Free or Reduced meals: \$10 for one student; \$20 for two or more students in the family
 - Monthly payments can be arranged.

iPads will be issued in protective carrying cases. The cases will have a tag with the name of the student. A charger with USB cable will also be issued. The accessories (charger, USB cable, and case) are not covered by insurance. Students/parents will be responsible for the full replacement costs of lost or damaged accessories. We encourage students to take their iPads home. They may need them at home to complete or work on assignments or projects. It is the student’s responsibility to ensure the iPad is charged and brought to school each day for use.

ELECTRONIC DEVICES

The Board supports the restricted use of approved electronic devices in order to facilitate learning, teaching, and daily operations. The use of electronic devices shall be consistent with the curriculum adopted as well as the varied instructional needs of students. Guidelines for the use of electronic devices include:

- Only district owned/issued and pre-approved student-owned electronic devices are permitted.
- Students are permitted to bring cell phones and other personal devices to school. However, the use of personal devices, including cell phones, is restricted to authorized use in school (administrator or teacher) and on school transportation (driver). The district shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student.
- Laser pointers are prohibited.
- The use of electronic devices during the school day, during school-sponsored events and on district transportation must be authorized.
- The use of electronic devices in any area where students may be partially clothed is prohibited (e.g. restrooms, locker rooms, health suites).

Violations of possession or use of electronic devices shall result in disciplinary action, including confiscation of a device, loss of access or privileges and other actions as deemed appropriate by the principal.

NONDISCRIMINATION POLICY

Bellwood-Antis School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, sex, and handicap in its’ activities, programs or employment practices as required by TITLE VI of the Civil Rights Act of 1984. TITLE IX of the Education Amendments of 1971, and SECTION 504 of the Rehabilitation Act of 1973.

For information regarding civil rights or grievance procedures, contact the superintendent’s office at 742 2271.

APPENDIX

DISTRICT PHONE NUMBERS

District Office	742-2271
Elementary School Office	742-2272
Health Services	742-2272
Middle School	742-2273
High School	742-2274
Technology Coordinator	742-2272
Director of Special Education	742-2275
Director of Instructional Technology	742-2273
Food Service	742-2277

FOOD SERVICE COSTS

Breakfast and lunch are free for the 2021 – 2022 School Year

PENNSYLVANIA SYSTEM OF STATE ASSESSMENT (PSSA) DATES

April 25-29: PSSA Third and Fourth Grade English Language Arts Assessment

May 2-6: PSSA Third and Fourth Grade Mathematics & Science Assessment

May 9-13: PSSA Third and Fourth Grade Make-Up Sessions

BASD WEB SITE ADDRESSES

Bellwood-Antis School District Online

<http://www.blwd.k12.pa.us/>

Myers Elementary School

<http://baes.ss9.sharpschool.com/>

Food Services

<http://tuckahoe.nutrislice.com/>