



WEST ALLEGHENY ELEMENTARY SCHOOLS

Student & Family Handbook



24
25





August 21, 2024

Dear Parents and Guardians of a West Allegheny Elementary Student:

Welcome back to the 2024-2025 school year! We are glad your scholar will be with us each day!

In this handbook, you will find information that will help you get to know our schools a little better. You will find documents that will outline procedures that are in place in the building as well as district level policies that we ask you to review with your students.

2024-2025 will be a very exciting school year. All our schools are proud of the progress that our students continue to make. Part of what makes our elementary schools so special is the emphasis that we place on CARE; you will see and hear students talking about activities that encompass Connections and Culture, Awareness, Relationships, and Extra Support. This year, we will focus on **#WeAreWestA** to continue to build school cultures that support and uplift each child and family.

We are here to work together and help you with any questions or concerns you may have. Please reach out to us if we can help.

Here is to a great school year!

Dr. Dierker, Mrs. Wagner, and Dr. Gray

West Allegheny School District Framework for Academic Excellence



Our Mission

The mission of the West Allegheny School District, a leader in quality education, is to ensure each student acquires the necessary knowledge and skills to be a responsible citizen, prepared for life-long learning and employment; this is accomplished by providing meaningful and personally challenging learning experiences within a safe, nurturing environment in partnership with family and community.

Our Vision

The West Allegheny School District will create a learning environment in which students maximize their potential and achieve success in a cooperative partnership with students, parents, staff, administration, and community through a positive, supportive, caring climate which promote the dignity of all individuals.

Shared Values

- Quality education is essential to sustain our democratic society.
- Education benefits people throughout their lives.
- Every person is valuable and worthy of respect. All people can and want to learn.
- Quality education is a shared responsibility among students, family, school, and community.
- Higher expectations lead to higher performance.
- Family support provides a strong foundation for individual learning
- Each individual is unique and capable of reaching higher levels of performance given the proper conditions.

WEST ALLEGHENY SCHOOL DISTRICT

2024 - 2025 School Calendar

2024

August 13, 14, 15, 16, 19, 20	Tuesday - Tuesday	Teacher Inservice/Clerical Days (8/13, 14, 15, 16 - Act 80 Days)
August 21	Wednesday	First Day of School for Students
September 2	Monday	NO SCHOOL - Labor Day
September 17	Tuesday	Open House - High School
September 19	Thursday	Open House - Elementary
September 26	Thursday	Open House - Middle School
October 14	Monday	NO SCHOOL - Teacher Inservice Day (Act 80 Day)
October 25	Friday	1/2 Day Dismissal - PM Clerical Day
November 27	Wednesday	1/2 Day Dismissal - PM Clerical Day
November 28-29	Thursday - Friday	NO SCHOOL - Thanksgiving Break
December 2	Monday	NO SCHOOL - Floating Teacher Conference Day
December 20	Friday	1/2 Day Dismissal - PM Clerical Day
December 23-31	Monday - Tuesday	NO SCHOOL - Winter Break

2025

January 1	Wednesday	NO SCHOOL - Winter Break
January 20	Monday	NO SCHOOL - 1/2 Clerical - 1/2 Teacher Inservice
February 14	Friday	1/2 Day Dismissal - PM Teacher Conference Day
February 17	Monday	NO SCHOOL - Floating Clerical/Teacher Conference
March 28	Friday	1/2 Day Dismissal - PM Clerical Day
April 14 - 18	Monday - Friday	NO SCHOOL - Spring Break
April 21	Monday	NO SCHOOL - Teacher Inservice/Clerical Day
May 26	Monday	NO SCHOOL - Memorial Day
May 29	Thursday	Last Day Students Grade 12 - Commencement
May 30	Friday	1/2 Day Dismissal - Last Day - Students Grades K-11 Commencement Rain Date
June 2 - 3	Monday - Tuesday	Teacher Inservice / Clerical Days

1/2 Day Dismissals - 10/25/2024, 11/27/2024, 12/20/2024, 2/14/2025, 3/28/2025, 5/30/2025
11:25 a.m. (secondary) and 12:20 p.m. (elementary)

9-Week End Dates - 10/25/2024, 1/17/2025, 3/25/2025, 5/30/2025
Report Card Issue Dates - 11/1/2024, 1/24/2025, 4/1/2025, 6/5/2025

INSTRUCTIONAL DAY INFORMATION

Student Days - 181
Teacher Days - equivalent to 196 days
Clerical 7 days - Professional Learning 7 Days

DONALDSON ELEMENTARY STAFF
2024/2025

PRINCIPAL

Dr. Erin Dierker

SECRETARY

Mrs. Laurie Rosso

CLERK

Mrs. Jean Borgo

NURSE

Mrs. Linda Hart

**GUIDANCE/SOCIAL
WORKER**

Mrs. Kristen Tracy

KINDERGARTEN

Miss Castelluci

Mrs. Sekelik

Mrs. Holly Smith

Mrs. Nikki Zdinak

FIRST GRADE

Mrs. Amy Mackey

Mrs. Shelley Murphy

Mrs. Lisa Rukas

Mrs. Amber Werling

SECOND GRADE

Mrs. Ruth Bouwers

Ms. Diane Ordich

Mrs. Denise Stinch

Mrs. Courtney Stone

THIRD GRADE

Mrs. Lisa Barr

Mrs. Amy Boesenberg

Mr. Taylor Cavalovitch

Miss Emily Quinn

FOURTH GRADE

Mr. Mitch Deller

Mrs. Jennifer Farrar

Ms. Catherine Liebrock

Mrs. Lynanne Shaffer

FIFTH GRADE

Mrs. Janet Burke

Mrs. Debra Hamilton

Mrs. Tiffany Mangan

Mrs. Lyndy Stout

LEARNING SUPPORT

Mrs. Lisa Panucci

Mrs. Lauren Shoup

Mrs. Kristina Trozzi

LITERACY SPECIALIST

Ms. Michelle Bateman

ACADEMIC COACH

Mrs. Renee Castelluci

Mrs. Kirsten Davis

MUSIC DEPARTMENT

Mrs. Meagan Bruno

Mr. Darren Humbert

PHYS. ED/SWIM

Mr. Matt DeChicko

ART

Mrs. Emma Popp

LIBRARY

Mrs. Beth Schultz

SPEECH

Mrs. Julie Vukovcan

TECHNOLOGY

Mrs. Leah Vestal

PARAPROFESSIONALS

Mrs. Robin Gardocki

Mrs. Jaime Hively

Mrs. Kristen Konieczny

Mrs. Brenda Quasey

SWIM AIDE

Ms. Alysa McCann

CAFETERIA AIDES

Mrs. Heather Carter

Mrs. Julie Heufelder

Mrs. Jamie Schmidt

CAFETERIA

Mrs. Kristin Delisio

Mrs. Gina Hendrick

Mrs. Cathy Mathias

CUSTODIANS

Mr. James D'Amico

Mr. Dane Chiccarello

Mr. Dan Fedorka

Mrs. Kerrie Zorey

RESOURCE OFFICER

Officer Lonnie Lamb

MCKEE ELEMENTARY STAFF 2024 – 2025

PRINCIPAL

Mrs. Melissa Wagner

SECRETARY

Mrs. Renee Bollman

CLERK

Mrs. Linda Gagu

NURSE

Mrs. Carolyn Stultz

KINDERGARTEN

Mrs. Marianne Bertocchi

Mrs. Chris Pratt

Mrs. Kristen Orndoff

Miss Nicole Patterson

FIRST GRADE

Mrs. Tami Derrick

Mr. Thomas Hamm

Mrs. Megan Napoleone

Mrs. Marissa Savisky

SECOND GRADE

Mrs. Kristin Burdick

Mrs. Nicole Schumacher

Mrs. Debbie Stockhausen

Mr. Andrew Kavinsky

THIRD GRADE

Mrs. Julie Bisceglia

Mrs. Sarah Grogan

Mrs. Brandie Short

Mrs. Erica Traylor

FOURTH GRADE

Mrs. Deirdre Clair

Miss Journie Crutchman

Miss Olivia Pasquino

FIFTH GRADE

Mrs. Tammy Chicarello

Mrs. Gwen Fuccy

Mrs. Kelly Mancuso

Mrs. Michelle Murray

COUNSELOR

Mrs. Jessica Denk

LEARNING SUPPORT

Mrs. Lisa Wensell (K/1/2)

Mrs. Hannah Nohe (K/1/2)

Heidi Kennedy (ES)

Mr. Scott Robbins (3/4/5)

LITERACY SPECIALISTS

Mrs. Kirsten Davis

Mrs. Nicole Miller

MATH DEPARTMENT

Mrs. Renae Castelluci

MUSIC DEPARTMENT

Mrs. Ashley Tomaceski

Miss Taiylor Baumgardner

PHYS. ED. /SWIMMING

Mrs. Melissa Taranto

ART DEPARTMENT

Mrs. Claire March

LIBRARY

Mrs. Dana Bacu

TECHNOLOGY

Mrs. Kimberly Dawson

SPEECH

Mrs. Karen Machusko

PARAPROFESSIONAL

Mrs. April Burns

Mrs. Karen Fittipaldo

Mrs. Leanne Kocuba

Mrs. Kathy Krull

Mrs. Victoria Lauff

Mrs. Melissa McCreedy

Mrs. Cassandra Prevade

Mrs. Lisa Steward

CAFETERIA

Mrs. Cheryl McBurney

Mrs. Michele Ruffa

Mrs. Elizabeth Klinkner

ESL

Mrs. Christiana Butler

Mrs. Shara Shook

LUNCH AIDES

Mrs. Angie Ciammaichella

CUSTODIAL

Mr. Adam Haley

Mrs. Tammy Kandrats

Mrs. Michele Oliver

Mr. Timothy Opfermann

DAY TO DAY BLDG SUB

Miss Carly Agnew

7/29/2024

**WILSON ELEMENTARY STAFF
2024 – 2025**

PRINCIPAL

Dr. Rachel Gray

SECRETARY

Mrs. Michele Nolte

CLERK

Ms. Amanda DeFazio

NURSE

Mrs. Michelle Psaros

KINDERGARTEN

Mrs. Christine LaGrosse

Ms. Carolyn Stout

Miss Hailey Hamilton

Miss Madison Burroughs

Miss Kylie Martin

Ms. Amie Schwartzmiller

FIRST GRADE

Mrs. Kelsey Hernley – M

Mrs. Becky Kropf

Mrs. Jessica Cala – M

Mrs. Rebekah Tomazich

SECOND GRADE

Mrs. Kelly Britton – M

Mrs. Kim Eater

Mrs. Angie Morrison – M

Ms. Molly Cornelius

THIRD GRADE

Mr. Bob Meehan – M

Dr. Kristin Kobert

Mrs. Julie Dennis – M

Mrs. Kelsey Zombek

FOURTH GRADE

Ms. Lisa Meehan – M

Mrs. Brianna Halfhill

Mrs. Liz Saras – M

Mrs. Samantha Sepesy

FIFTH GRADE

Miss Victoria DiCenzo - M

Ms. Tania DeSilva

Mr. Jim Muraco – M

Mrs. Brittney Kuhn

COUNSELOR

Mrs. Kathy Taylor

LEARNING SUPPORT

AUTISTIC SUPPORT

LIFE SKILLS

Ms. Bryanne Michaels

Mrs. Melanie Gatchell

Mrs. Angie Ashbery

Miss Avery Naleppa

Mrs. Tawnya

Weidinger(MTSS)

LITERACY SPECIALIST

Mrs. Kristin Martin

SPEECH

Mrs. Lauren Boyle

MUSIC DEPARTMENT

Mr. Darren Humbert

Mrs. Laura Jack

PHYS. ED./SWIMMING

Mrs. Lisa Shultz

SWIM AIDE

Ms. Alysa McCann

ART DEPARTMENT

Mrs. Brittney Counihan

LIBRARY

Mrs. Beth McMullen

TECHNOLOGY

Mrs. Becky Barney

BUILDING SUB

Mrs. Sharon Abner

FAMILY LINKS

Miss Logan Pieri

PARAPROFESSIONALS

Mrs. Laura Atkinson

Mrs. Sarah Dischinger

Mrs. Renee Greer

Mrs. Lindsie Grega

Mrs. Nicolle Martin

Mrs. Amy Oberg

Mrs. Rose Ourada

Mrs. Renee Patterson

Mrs. Mary Ann Russo

CAFETERIA

Mrs. Dana Hannah

Mrs. Christie Dorste

Mrs. Jodie Messner

LUNCH AIDES

Mrs. Stefanie Gardner

Ms. Denise Lacek

Mrs. Crista Swartz

CUSTODIAL

Mrs. Lisa Hufnagel

Mr. Zach Rose

Mr. Bill Suchar

Mr. Dan Gorman

The Elementary School Day

SCHOOL DAY- Arrival and Dismissal

The school day for students begins at 8:20 am and ends at 3:20 pm. Students are encouraged and able to eat a healthy breakfast here at school. Students who eat breakfast at school should go directly to the cafeteria in the morning for a grab and go breakfast option. End of day bus dismissal and car pickup will start at 3:20 pm, following afternoon announcements.

West Allegheny Elementary Schools Daily Schedule		
Doors Open	8:20	
1	8:40-9:20	
2	9:25-10:05	
3	10:10-10:50	
4	10:55-11:35	First Lunch Period
5	11:40-12:20	Second Lunch Period
6	12:20-1:00	Third Lunch Period
7	1:05-1:45	
8	1:50-2:30	
9	2:35-3:15	
West Allegheny Elementary Schools Daily Schedule- Early Release		
Doors Open	8:20	
1	8:40-9:00	
2	9:00-9:20	
3	9:20-9:40	
7	9:40-10:00	
8	10:00-10:20	
4	10:24-10:54	First Lunch Period
5	10:54-11:24	Second Lunch Period
6	11:24-11:54	Third Lunch Period
9	11:54-12:20	
West Allegheny Elementary Schools Daily Schedule- Two Hour Delay		
Doors Open	10:25	
1	10:40-10:50	
4	10:55-11:35	First Lunch Period
5	11:40-12:20	Second Lunch Period
6	12:20-1:00	Third Lunch Period
7	1:05-1:45	
8	1:50-2:30	
9	2:35-3:15	

ATTENDANCE AND ABSENTEEISM

We know how important school attendance is as we realize that if students are not in school, they are not learning. Our goal is to have each student in attendance 95% of the time. However, if a student is not going to be in school on a given day, parents/guardians are asked to call the school Absentee Call-Off Line as soon as possible the evening before or that morning, preferably by 9:00am. (Policy 204)

Donaldson 724 213-1013

McKee 724 695-5264

Wilson 724 695-1548

By law, students must return to school with a written note from the parent/guardian explaining the reason and date of the absence. The principal or school guidance counselor will notify parent/guardian when a student's absence is unlawful under those Attendance Laws. Failure to bring a note explaining absence within 3 days will result in absence being marked unexcused/illegal. If a student is expected to be absent for more than three days, parents/guardians are asked to call the school. A note to the teacher is also required for a student's early dismissal due to family or medical concerns. Attendance patterns established at the elementary level can carry over to the middle and high school years.

EARLY RELEASE

If your child has an Early Release from school, please send in a note or email to the classroom teacher and school clerk to inform the school about the date, time, and nature of the early release.

HEALTH GUIDELINES

1. All parents must have on file at the school: their home telephone number, their business number and an alternate adult's. It is also recommended that an up-to-date email address be provided. Also, please list your doctor's phone number and hospital preference. Completed emergency information forms must be returned immediately to your child's homeroom teacher.
2. Students must be fever, vomiting, and diarrhea free for 24 hours before returning to school.
3. No medication will be administered in school except by the direct order of a physician.
4. Any medication found on a student without the above order will not be given to the child.
5. Any child falling and bumping his/her head may be taken home by the parent/guardian for observation and/or necessary action.
6. Only injuries occurring on school property during school hours will be given first aid. Injuries occurring elsewhere must be taken care of by the parents/guardians.
7. Parents/guardians or their designee are responsible for picking up their children when they are sick or injured at school.
8. Serious emergency cases will be handled:
 - a. Emergency transportation will be made to a medical care facility.
 - b. Parents/guardians will be contacted.

School Attendance & Tardiness Policy #204

Purpose

The Board recognizes that attendance is an important factor in educational success, and supports a comprehensive approach to identify and address attendance issues.

Authority

The Board requires the attendance of all students during the days and hours that school is in session, except that temporary student absences may be excused by authorized district staff in accordance with applicable laws and regulations, Board policy and administrative regulations.

Definitions

Compulsory school age shall mean the period of a student's life from the time the student's person in parental relation elects to have the student enter school, which shall be no later than six (6) years of age, until the student reaches eighteen (18) years of age. The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.

Habitually truant shall mean six (6) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.

Person in parental relation shall mean a:

1. Custodial biological or adoptive parent.
2. Noncustodial biological or adoptive parent.
3. Guardian of the person of a student.
4. Person with whom a student lives and who is acting in a parental role of a student.

This term shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.

School-based or community-based attendance improvement program shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a student's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.

Delegation of Responsibility

The Superintendent or designee shall annually notify students, persons in parental relation, staff, local children and youth agency and local magisterial district judges about the district's attendance policy by publishing such policy in student handbooks and newsletters, on the district website and through other efficient communication methods.

The Superintendent shall require the signature of the person in parental relation confirming that the policy has been reviewed and that the person in parental relation understands the compulsory school attendance requirements.

The Superintendent or designee, in coordination with the building principal, Attendance Officer, Home and School Visitor, and Student Services Representative shall be responsible for the implementation and enforcement of this policy.

The Superintendent or designee shall develop administrative regulations for the attendance of students which:

1. Govern the maintenance of attendance records in accordance with law.
2. Detail the process for submission of requests and excuses for student absences.
3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate magisterial district judge.
4. Clarify the district's responsibility for collaboration with nonpublic schools in the enforcement of compulsory school attendance requirements.
5. Ensure that students legally absent have an opportunity to make up work.

Compulsory School Attendance Requirements

All students of compulsory school age who reside in the district shall be subject to the compulsory school attendance requirements.

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study, dual enrollment, or career education program; the student is receiving approved homebound instruction; or the student's placement is instruction in the home.

The following students shall be excused from the requirements of attendance at district schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance.
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.
3. Students attending college who are also enrolled part-time in district schools.
4. Students attending a home education program or private tutoring in accordance with law.
5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.
6. Students fifteen (15) years of age, as well as students fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits.
7. Students sixteen (16) years of age regularly engaged in useful and lawful employment during the school session and holding a valid employment certificate. Regularly engaged means thirty-five (35) or more hours per week of employment.

Excused/Lawful Absence

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school:

1. Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons.
2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.
3. Quarantine.
4. Family emergency.
5. Recovery from accident.
6. Required court attendance.
7. Death in family.
8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.
9. Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral.
 - a. The national veterans' organization or incorporated unit must provide the student with a signed excuse, which shall include the date, location, and time of the event or funeral.
 - b. The student shall furnish the signed excuse to the district prior to being excused from school.
10. Observance of a religious holiday observed by a bona fide religious group, upon prior written request from the person in parental relation.
11. Nonschool-sponsored educational tours or trips, if the following conditions are met:
 - a. The person in parental relation submits the required documentation for excusal prior to the absence, within the appropriate timeframe.
 - b. The student's participation has been approved by the Superintendent or designee.
 - c. The adult directing and supervising the tour or trip is acceptable to the person in parental relation and the Superintendent.
 - d. Educational trips are to equal no more than five (5) days in a school year. International educational trips may be given consideration for up to ten (10) days in a school year. In addition, trips shall not be approved during state standardized testing periods. Trips shall also not be approved for any student who has incurred ten (10) or more absences. Domestic trips extending beyond five (5) days requires special approval from the Superintendent or designee.
12. College or postsecondary institution visit, with prior approval.
13. Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness, foster care and other forms of educational instability.

The district may limit the number and duration of nonschool-sponsored educational tours or trips and college or postsecondary institution visits for which excused absences may be granted to a student during the school year.

Temporary Excusals –

The following students may be temporarily excused from the requirements of attendance at district schools:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies.
2. Students participating in a religious instruction program, if the following conditions are met:
 - a. The person in parental relation submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.
 - b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.
 - c. Following each absence, the person in parental relation shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.
3. School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education.

Parental Notice of Absence –

Absences shall be treated as unexcused until the district receives a written excuse explaining the absence, to be submitted within five (5) days of the absence.

A maximum of eight (8) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond eight (8) cumulative days shall require an excuse from a licensed practitioner of the healing arts.

Unexcused/Unlawful Absence

For purposes of this policy, absences which do not meet the criteria indicated above shall be permanently considered unexcused.

An out-of-school suspension may not be considered an unexcused absence.

Parental Notification –

District staff shall provide prompt notice to the person in parental relation upon each incident of unexcused absence.

Enforcement of Compulsory Attendance Requirements

Student is Truant –

When a student has been absent for three (3) days during the current school year without a lawful excuse, district staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.

The notice shall:

1. Be in the mode and language of communication preferred by the person in parental relation;
2. Include a description of the consequences if the student becomes habitually truant; and
3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.

School Attendance Improvement Conference (SAIC) –

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the SAIC.

The purpose of the SAIC is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.

The following individuals shall be invited to the SAIC:

1. The student.
1. The student's person in parental relation.
2. Other individuals identified by the person in parental relation who may be a resource.
3. Appropriate school personnel.
4. Recommended service providers.

Neither the student nor the person in parental relation shall be required to participate, and the SAIC shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.

The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student and appropriate district staff.

The district may not take further legal action to address unexcused absences until the scheduled SAIC has been held and the student has incurred six (6) or more days of unexcused absences.

Student is Habitually Truant –

When a student under fifteen (15) years of age is habitually truant, district staff:

1. Shall refer the student to:
 - a. A school-based or community-based attendance improvement program; or
 - b. The local children and youth agency.
2. May file a citation in the office of the appropriate magisterial district judge against the person in parental relation who resides in the same household as the student.

When a student fifteen (15) years of age or older is habitually truant, district staff shall:

1. Refer the student to a school-based or community-based attendance improvement program;
or
2. File a citation in the office of the appropriate magisterial district judge against the student or the person in parental relation who resides in the same household as the student.

District staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate magisterial district judge, district staff shall provide verification that the school held a SAIC.

Filing a Citation –

A citation shall be filed in the office of the appropriate magisterial district judge whose jurisdiction includes the school in which the student is or should be enrolled, against the student or person in parental relation to the student.

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.

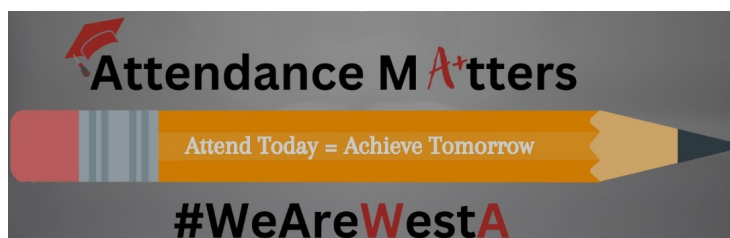
Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.

Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.



Academic Information

HOMEWORK POLICY

Homework provides opportunities for students to prepare for, practice, apply, integrate, enrich, and extend school learning; to effectively use school/community resources; and to develop self-discipline. Teachers assess homework according to district guidelines. Students are responsible for completing assignments according to the teacher's established criteria.

The Board recognizes that homework provides practice and reinforcement of skills and provides parents/guardians opportunity to know what their child is learning in school. West Allegheny School District **Homework Policy 130** was revised in March 2024. Please review the policy in its entirety. A link to this policy is in the Appendix Section of this handbook.

SUPPORT SERVICES

Guidance – In all elementary buildings, a school counselor is available to provide support to students. Students may be referred to the counselor by the administration, classroom teacher or parent. The counselor addresses many issues including attendance, social and/or emotional issues, etc. Do not hesitate to contact the school should you have questions about your child's growth.

The Board recognizes the challenges encountered by students experiencing homelessness, foster care and other educational instability and provides additional supports in compliance with federal and state laws, regulations and Board policy, for such students. The Students Experiencing Homelessness, Foster Care and Other Educational Instability Policy 251 can be in its entirety. A link to this policy is in the Appendix Section of this handbook.

Literacy Specialists/Reading Clinics – Students are involved with What I Need (WIN) to address strengths and growth areas. Programming occurs based on screenings.

Some students not meeting benchmarks may be referred to participate in Reading Clinics for more support. These clinics are meant to focus on specific literacy skills.

Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. Each elementary building has a team led by an MTSS (Multi-Tiered System of Supports) Coordinator that meets with teachers and parents to determine the proper interventions and create a plan to support students in the classroom and school setting. Students not making adequate academic progress through this process may be referred for additional assessment or support. Contact your school principal should you have more questions.

PBIS (Positive Behavioral Interventions and Supports)

PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach, and all students can learn.

Electronic Devices

The board adopts the policy in order to support an educational environment that is orderly, safe and secure for district students and employees, while also recognizing that electronic devices may provide a positive contribution when used for educational purposes.

The Board recognizes that electronic devices may provide a positive contribution when used for educational purposes, specific networking guidelines, prohibitions are explicitly described in the district's Technology Acceptable Use Policy 237. Please review the policy in its entirety. A link to this policy is in the Appendix Section of this handbook.

COMPUTER AND NETWORK INFORMATION RESOURCES

Our elementary schools are proud to offer 1-1 technology for our students. Kindergarten students will be assigned iPads, and students in grades 1-5 will be assigned a Chromebook. This device should travel back and forth with students and should be charged nightly. It is important that these devices only be used for school purposes, and families are encouraged to purchase device insurance to protect the investment in the event of a loss or damage.



Specific networking guidelines, prohibitions, and benefits are explicitly described in the district's Technology Acceptable Use Policy. This policy can be read in its entirety at the district's school board information policy/procedures/ law website: www.westasd.org/PoliciesProceduresLaws.aspx

DEVICE LOANS: If a student forgets their device or needs to borrow a charger, they may do so once per semester. The building clerk will track these requests. Any need to borrow technology past one time will be handled with school-based disciplinary consequences.

CANVAS

The West Allegheny School District utilizes CANVAS as its learning management system (LMS). Students will have access to their teacher's content and class materials in this online portal. Parents also can view materials and coursework, including grades, through the interactive platform. Parents will be invited, as viewers, to their class pages via email. Students will have direct access to Canvas via their school issued iPad or Chromebook.

SKYWARD

Skyward is the tool that we use to report student homeroom assignments, schedules, and report cards for each nine-week marking period. Parents can access their student's information through their Skyward account. Skyward is also where all parent contact information is housed. Parents should check to ensure that phone numbers and email addresses are up-to-date and accurate.

WA FACEBOOK

The district maintains an active presence on Facebook. Families are encouraged to like and follow the page for valuable information and updates.

WA HELPDESHK

As instruction and learning increasingly move into the digital space, West Allegheny School District is committed to providing a secure digital environment for students. Each District-provided student device comes with management software and pre-configured settings to ensure security and a safe web experience. Security updates are routinely deployed to keep apps up-to-date, and cloud-based web filtering prevents access to inappropriate websites in school and at home. These features are also compatible with home web filtering solutions offered by internet providers, such as Comcast and Verizon, for families who want additional control over web content while in the household. For more information, feel free to reach out to the Technology Department at wahelpdesk@westasd.org

WA WEBSITE

The West Allegheny School District website at <http://westasd.org> provides useful information regarding district events and initiatives as well as links to Donaldson, McKee, Wilson, the Middle School, and High School. Parents are also encouraged to take advantage of the Skyalert texting service and the recently launched West Allegheny App. Parents can expect school-based communications through Constant Contact. Constant Contact will also be used to communicate important district happenings and updates. It is crucial that parents ensure their most current email address is on file with the school through Skyward. Please contact the school secretary if there are questions about how to update email accounts.

DISTRIBUTION OF INVITATIONS, FLYERS, AND OTHER MATERIALS

The West Allegheny School District has guidelines for the distribution of flyers, informational materials, etc. through the school. These guidelines may be obtained through the administration office by calling 724-695-3422.

Parents are asked not to have students distribute invitations of any type at school. The only time invitations will be distributed is if the student's ENTIRE class will receive one. This type of activity causes classroom disruption. Please distribute invitations to parties or special events outside of the school day.

SCHOOL MESSENGER



The Trusted Platform
for School Community Engagement

Parents and Guardians

You can take advantage of our Text Messaging Service

Our school utilizes the SchoolMessenger system to deliver text messages, straight to your mobile phone with important information about events, school closings, safety alerts and more.

You can participate in this free service* just by sending a text message of "Y" or "Yes" to our school's short code number.

For **CANADA-BASED** numbers: 978338

For **US-BASED** numbers: 61569 (see next page for QR code)

You can also opt out of these messages at any time by simply replying to one of our messages with "Stop".

SchoolMessenger is compliant with the Student Privacy Pledge™, so you can rest assured that your information is safe and will never be given or sold to anyone.

For **US-BASED** numbers:



*if your number is Canada-based.

**Opt-In from
your mobile
now!**



**Just send "Y"
or "Yes" to
61569.**

(For US-based numbers).

Information on SMS text messaging and Short Codes:

SMS stands for Short Message Service and is commonly referred to as a "text message". Most cell phones support this type of text messaging. Our notification provider, SchoolMessenger, uses a true SMS protocol developed by the telecommunications industry specifically for mass text messaging, referred to as "short code" texting. This method is fast, secure and highly reliable because it is strictly regulated by the wireless carriers and only allows access to approved providers. If you've ever sent a text vote for a TV show to a number like 46999, you have used short code texting.

Procedures for Personal Electronic Devices (PED)

(K-8) All personal electronic devices, including but not limited to cell phones, ear pods, smart watches, tablets, etc. must be silenced and kept in lockers. Personal electronic devices must be **“Silenced and Away”** in lockers unless permitted for educational purposes at the discretion of the teacher only. West Allegheny is not responsible for any loss or damage to PED’s brought to school.

Improper use and/or unauthorized possession of personal electronic devices will result in the following consequences:

First Offense: The PED will be confiscated by a teacher, and the student will pick-up the PED in the office at the end of the day. The teacher will notify the parents and administration.

Second Offense: The PED will be confiscated by a teacher, and the parent will pick-up the PED in the office at the end of the day. The student will serve an after-school detention.

Third Offense: The PED will be confiscated by a teacher, and the parent will pick-up the PED in the office at the end of the day. The student will serve one day of ISS

Additional Offenses: Additional offenses will follow progressive discipline in accordance with the Code of Conduct.

***As with any policy violation, any mitigating and/or aggravating circumstances may alter the consequence for each violation in alignment with the Code of Conduct.

The West Allegheny School District **Electronic Devices Policy #237** was revised in June, 2024. Please review the policy in its entirety. A link to this policy is in the Appendix Section of this handbook.

SCHOOL SUPPLIES

Students may be asked to have certain school supplies, and a teacher may communicate that need. These are not mandatory requests. Should you not be able to supply something, please just let the teacher know. Students are responsible for materials that the school loans them. If lost, they must be replaced. These materials include textbooks, calculators, devices, and all book materials borrowed from the library. Student ID’s are also the responsibility of students and should remain at school. The cost of a replacement ID is \$5.00 and must be paid before a new ID is issued.

FIELD TRIPS

Field trips may be offered as an extension of learning outside the school setting. When a field trip is being planned, the teacher will give a permission form to take home for parents’ approval. This will include information on the designation, times, and any costs. The student **MUST** return the permission form to go on the trip. Parents/guardians **MUST** provide insurance information for a student to participate in a field trip. If a student is not insured, please contact the school and we can provide information related to the option to purchase insurance coverage.

EDUCATIONAL RECORDS

Federal law permits the school district to disclose personally identifiable information in the student's educational records to "school officials with legitimate educational interests." School officials can include persons employed by the district as an administrator, supervisor, teacher, or support staff member (including, but not limited to transportation personnel,) or a person, agency, or company with who the district has contracted or otherwise arranged to perform a special task or service. Such individuals have legitimate educational interest if they need to review an educational record to fulfill their professional and/or official responsibility. A legitimate educational interest may also exist when the staff member or other individuals working directly with a student need to review records to increase their awareness of steps necessary for the safety and welfare of the student.

General Information

LOST AND FOUND

Students often lose their personal belongings. When found, the lost items are placed in a common area at each school. Students who report a lost item should check the lost and found area first. Exceptions to this are jewelry, eyeglasses, keys and monies, which are turned into the office.

FIRE, WEATHER and EMERGENCY DRILLS

Fire drills are held monthly during every school year. Evacuation routes are posted in each classroom, and school employees have attended training related to crisis situations. In addition, a weather drill is held each spring as part of state regulations. Other drills may be held in coordination with the school resource officer and the local law enforcement agencies.

SCHOOL DELAYS/CANCELLATIONS

Inclement weather or unusual circumstances occasionally necessitate a delayed opening of school or a cancellation. Parents will be notified through the automated notification system of delays, cancellations, etc. Parents and students are urged NOT TO CALL SCHOOLS. School personnel do not arrive before 7:30 am, particularly in bad weather. Calling the school for delay/cancellation information causes unnecessary congestion on the phone lines, which are needed to handle emergencies related to the circumstances.

Please remember that poor weather may impact bus transportation. If, after a 20-30-minute wait at the bus stop with no bus arrival, students can return home. An absence note is required to be given to the teacher upon return the next day so that the absence is excused. Students may be dismissed early due to an emergency or weather situation. Parents will be notified through the Skyalert notification system of weather-related early dismissals. Develop a plan if this should happen.

SCHOOL RESOURCE OFFICERS

Each WA school building is supported by a School Resource Officer (SRO) in partnership with the police department in its corresponding township. School Resource Officers are specifically trained to provide safety and response to each school building. Duties of the School Resource Officer include hosting informational sessions on various health and safety related topics, delinquency prevention, school security, and law enforcement, when necessary.

VISITORS

West Allegheny School District utilizes the Raptor Visitor Management System. The system is intended to maximize operational efficiency, which aligns with Priority 3 of our Framework for Excellence: Financial Responsibility and Operational Efficiency, *Ensure Effectiveness of Crisis-Safety Response and Emergency Operations Plan*. Raptor verifies the identity of visitors, checks their status against national and local databases, and issues photo identification. These precautions are yet another layer used to ensure the safety of our students and staff.

When entering a District school/office, all visitors must present a valid state- or government-issued ID, which will be scanned into the Raptor system. Upon reading the information, Raptor will check the

national database to identify sex offenders and a District database for individuals involved in Protection from Abuse (PFA) and custody orders. It is important to note that the Raptor System only scans the visitor's name, date of birth and photo. Additional visitor data from the driver's license is not gathered. The Raptor System is not connected to any other system like the Department of Motor Vehicles. Therefore, any other information connected to the visitor's driver's license is not accessible to any of the users. Once entry is approved, Raptor will issue a badge that identifies the visitor and includes a photo, the date, and the purpose of his/her visit. This photo ID should be visible throughout the visit and should be returned to the office when the visitor leaves.

HEALTHY SNACK GUIDELINES

West Allegheny School District understands the important link between health and academic performance, and we are working to encourage healthy eating and physical activity throughout the school day. By starting these healthy habits early in life, we can help reduce our children's health risks and increase their chances for longer, healthier lives.

In alignment with Federal Meal Guidelines, schools participating in the School Nutrition Incentive Program are required to follow specific guidelines for classroom parties.

Smart 'healthy' snack guidelines are as follows:

- *Must be under 200 calories
- *Must be under 200 mg of sodium per serving
- *Minimal or no trans fats (zero grams)
- *First ingredient must be whole grain, fruit, or a vegetable

Suggested options:

Snacks: Baked Chips, Baked Cheetos, Whole Grain Pretzels, Whole Grain Goldfish, Whole Grain Rice Krispie Treats, Fruit Snack (sliced apples, carrots, oranges, etc), Cereal Bars, Sun Chip Mix

Drinks: Water (with or without carbonation), unflavored low fat or fat free milk, 100% fruit or vegetable juice

School Day Celebrations:

During school – sponsored celebrations such as Halloween, Holiday, Valentine's Day, or other PTA – sponsored events during the school day, edible items **MUST BE** prepackaged

*Edible items served during the school day must follow the Smart Snack Guidelines.

*Edible items that do not follow the Smart Snack Guidelines are not to be eaten at school and must be taken home.

The Board recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. The School Wellness policy 246 was updated July 2024 and can be read in its entirety. A link to this policy is in the Appendix Section of this handbook.

Smart Snack Guidelines

West Allegheny School District understands the important link between health and academic performance, and we are working to encourage healthy eating and physical activity throughout the school day. By starting these healthy habits early in life, we can help reduce our children's health risks and increase their chances for longer, healthier lives.

In alignment with Federal Meal Guidelines, schools participating in the School Nutrition Incentive Program are required to follow specific guidelines for classroom parties.

Guidelines

Smart "healthy" Snack Guidelines, as outlined by the Federal Meal program. Smart snack guidelines are as follows:

- Must be under 200 calories
- Must be under 200mg of sodium per serving
- Minimal or no trans fats (zero grams)
- First ingredient must be whole grain, fruit, or a vegetable

Suggested options:

Snacks: Baked Chips, Baked Cheetos, Whole Grain Pretzels, Whole Grain Goldfish, Whole Grain Rice Krispie Treats, Fruit Snack (sliced apples, carrots, oranges, etc), Cereal Bars, Sunchip Mix

Drinks: Water (with or without carbonation), unflavored low fat or fat free milk, 100% fruit or vegetable juice

If assistance is needed in determining what meets the Smart Snack Guideline, our food service department is happy to help. Please do not hesitate to call at 724-695-5254 with any questions.

School Day Celebrations

During school-sponsored celebrations such as Halloween, Holiday, Valentine's Day, or other PTA-sponsored events during the school day, edible items **must be** prepackaged.

- Edible items served during the school day must follow the Smart Snack Guidelines.
- Edible items that do not follow the Smart Snack Guidelines are not be eaten at school and must be taken home.

Birthdays

To promote health and wellness while being mindful of our students with food sensitivities and allergies, we are requiring that non-edible items be provided when celebrating birthdays in the classroom. Non-edible items may include pencils, erasers, fidget spinners, bookmarks, stickers, party favors, etc.

Evening Events

Smart Snack Guidelines **do not** apply to school or PTA sponsored events held in the evening. Special catering through our Food Service Department is available with pricing provided upon request.

Birthdays:

To promote health and wellness while being mindful of our students with food sensitivities and allergies, we are requiring that non-edible items be provided when celebrating birthdays in the classroom. Non-edible items may include pencils, erasers, fidget spinners, bookmarks, stickers, party favors etc...

Evening Events:

Smart Snack Guidelines DO NOT apply to school or PTA sponsored events held in the evening. Special catering through our Food Service Department is available with pricing provided upon request.

TOYS and PERSONAL ITEMS

Toys or electronics are not allowed in school unless approved by a teacher or principal.

This includes, but is not limited to:

- Cell/smart phones, eBooks, eTablets, smart watches, with internet/texting capabilities (see discipline procedures below)
- Handheld electronic games
- Sports balls (football, baseball, tennis balls, super balls, etc...)
- Baseball mitts
- Marbles
- Laser pens
- Chains on clothing
- Sports cards/trading cards
- Yoyo's
- Beads for necklaces, rubber bands for bracelets
- Key chains (on backpacks)
- Any other items that are socially popular or the newest fad

FOOD SERVICES

Nutrition Inc.

Lindsay Castracane (lcastracane@westasd.org)

Phone: 724 695-5254

Fax: 724 695-8690

With health, fitness, and nutrition as major factors in student success the West Allegheny Food Service Department prioritizes these essentials in both its daily menu planning and online information resources. Serving healthy meals involves constant attention to the types of foods offered, an appropriate balance from the five food groups, food preparation methods, fat, sugar, and sodium levels, calorie content, and presentation.

West Allegheny has made it faster and easier for parents to apply for free and reduced meals. This free service enables families to receive program benefits faster than using a paper application. Your application is electronically submitted directly to the Nutrition Office.

www.paschoolmeals.com/Register.aspx

WHERE WEST ALLEGHENY PARENTS CAN VIEW CHILDREN'S FOOD CHOICES ONLINE

Parents of West Allegheny students can see exactly what their children are eating at school each day through the district's Internet-based service called School-Café.com.

- ❖ Remotely monitor your child's or children's cafeteria account balance and purchases
- ❖ Make one-time online payments anytime, anywhere
- ❖ Set up hassle-free automatic payment for each child
- ❖ Set up low balance email reminders

To enroll or learn more about School Café, please visit www.schoolcafe.com

MEAL PRICES

Breakfast \$1.10

Lunch \$ 2.75

The Board recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. The School Wellness policy 246 was updated July 2024 and can be read in its entirety. A link to this policy is in the Appendix Section of this handbook.

TRANSPORTATION



West Allegheny School District – Transportation Guidelines and Expectations

The West Allegheny School District Administration recognizes that safety is paramount in transportation. The administration is committed to working with the Board of Education, parents, students, principals, drivers and staff to maintain a safe and orderly environment. The following guidelines are in place to ensure positive and safe passage to and from school and school sponsored events.

Transportation to and from school is a privilege. Abuse of this privilege may result in loss of transportation to and from school. When you lose your transportation privileges, you cannot ride a bus owned by the Monark Bus Company and contracted by the West Allegheny School District during the time of suspension.

Video camera systems with audio capability are installed on the Monark Transportation School Buses. The information from these tapes can be used to determine disciplinary action. The cameras on buses and vans are to help ensure the safety of all students and staff.

Special education students will be subject to the same disciplinary procedures, including suspension from riding the bus as regular education students unless otherwise noted in the student's IEP. The IEP will be reviewed to be sure that there are not any special circumstances that would warrant alternative forms of discipline, especially when a bus suspension is under consideration.

It is to be understood that in the event of a bus suspension, the student is still required to attend school and any absence during the suspension without a valid written excuse will result in school officials following the standard school truancy policy.

Delay or Closing of Schools

The Transportation Department could be impacted by several variables during the winter weather season. The main factor for a delay or cancellation decision is weather conditions, but other factors do play a part.

The following are the steps that the department uses to make a recommendation for a delay or cancellation:

1. Weather conditions and local radar are monitored to determine the time and duration of snowfall. The temperature and wind chill are also considered.
2. Early morning checks of the roads are conducted. Typically starting at 4:00am, a sampling of township and state roads are driven to check road conditions.
3. Township and state road crews' status of snow removal and road treatment is monitored to determine what the road conditions will be like during student pickup hours.

The Superintendent makes the decision to delay or cancel school based on the data collected in the previously stated steps. Students and staff are notified via the district's mass phone notification system. Additionally, local media outlets are notified, and the West Allegheny Website and Facebook accounts are updated.

The following are expectations all drivers are expected to follow in operating a bus in the West Allegheny School District:

1. Drivers will greet all students as they enter and exit the bus in a pleasant and welcoming manner.
2. Drivers will assign all students an area or seat on the bus and set expectations for students to sit in assigned seats or areas.
3. Drivers will keep focus on student safety and not engage in distracting behavior including cell phone usage.
4. Drivers will maintain open communication with teachers, administrators and the Monark Transportation administration about the safety, security and behavior of all students.
5. Drivers will act professionally when interacting with students, parents, staff members and administrators.

The following are expectations all administrators are expected to follow in supporting the safe operations of district transportation:

1. Administrators and/or their designees will reinforce seating arrangements on all buses.
2. Administrators and/or their designees will enforce all school and school bus safety rules when made aware of a violation.
3. Administrators and/or their designees will maintain open lines of communication with bus drivers, Monark Transportation administration and District Office Administration in regard to transportation related issues.
4. Administrators and/or their designees will request and review video from any bus violation that reaches level three or higher in the transportation guidelines and expectations.

The following are expectations all students are expected to adhere to during transportation to and from school:

1. Students will sit in their assigned area or seat and face forward. No standing is permitted while the bus is in motion.
2. Students will keep hands, feet and personal belongings to themselves and out of the bus aisle.
3. Students will wait their turn to enter and exit the bus at the stop for which they are assigned.
4. Students will use appropriate language, tone and volume when speaking on the bus.
5. Students will be respectful of all other students and the driver while on the bus and at the bus stop.
6. Students will not eat or drink on the bus.
7. Students will not play loud or distracting music on the bus.

Parents can contribute to the efficient and safe transportation of their children in the following ways:

1. Ensure that students are at their designated bus stop at least five (5) minutes prior to bus arrival time. Drivers are not required to wait for children as all children further down the route would then be forced to wait that much longer.
2. Ensure students always stay off the roadway while waiting for the bus.
3. Ensure students cross in front of the bus when crossing the road or highway.
4. Ensure students wait until the bus has come to a complete stop and red lights are flashing before attempting to enter or leave the bus.
5. Ensure special items and projects are transported by parents to school rather than on the bus due to space and safety consideration.
6. Ensure students do not chase after a bus.
7. Ensure students are orderly while awaiting the bus.
8. Ensure that the bus stop is safe and maintained.
9. Ensure that if driving students to the bus stop you do not interfere with the traffic patterns of the bus.

The district stance is that all students should ride their assigned bus to and from school.

*NOTE: In case of the need for an **emergency** bus change, a note from a parent must be submitted to the office for approval. **This does not guarantee that approval will be granted.** If approval is given, the student will receive a bus pass to give to the bus driver. Students must submit the note to the office first thing in the morning in order to arrange for this change.*

Transportation Code of Conduct

Misbehaviors and interventions are categorized across four levels based on seriousness/frequency of occurrence.

LEVEL I

Level I offenses include minor misbehaviors on the part of the student, which are disruptive and impede or interfere with the orderly and safe operation of the school bus. These misbehaviors are expected to be addressed by the bus driver who observes the incident but may require the intervention of an administrator. An accurate record of the offense, corrective and intervention supports, and disciplinary action must be maintained by the bus driver. Repeated instances of Level I behavior, despite redirection or intervention, may constitute a violation at a higher level with referral to the appropriate building administrator.

Examples of Level I Violations Including but not *Limited to*:

- Disrespectful actions of language towards peers, adults, and/or property
- Inappropriate and/or profane language or gesture not directed at others
- Not following bus driver directions
- Inappropriate tone or volume when speaking on the bus (yelling and screaming)
- Standing up or moving seat-to-seat
- Unauthorized use of electronic devices
- Distracting loud music or noises
- Eating or drinking on the bus
- Leaving trash on the bus
- Students seated out of assigned seat or area

Examples of Level I Consequences Including but not *Limited to*:

- Verbal redirection
- Special assigned seat
- Referral to building administration
- Timely parent notification
(by phone & documented in writing)
- Behavior contract

LEVEL II

Level II offenses are misbehaviors whose frequency or seriousness disrupt the safe operation of the school bus. These infractions can result from the continuation of Level I misbehaviors and/or include new offenses. The consequences are serious enough to require disciplinary action taken by administrative personnel.

Examples of Level II Violations Including but not *Limited to*:

- Repeated Level I Violations or Level I with aggravating circumstances
- Verbal/non-verbal flagrant disrespect toward bus drivers or other students
- Agitating/instigating comments between students
- Horseplay
- Use of obscene language/gestures toward others
- Pushing, shoving or tripping other students in line
- Intentionally distracting the bus driver
- Inappropriate misuse of technology (videotaping other students)
- Intentionally boarding an unassigned bus
- Exiting the bus at an unassigned stop

Examples of Level II Consequences Including but not *Limited to*:

- Verbal redirection
- Special assigned seat
- Referral to building administration
- Detention
- In-School suspension
- Out-of-School suspension
- 1-3 day bus suspension
- Parent notification and possible conference
- Referral to SAP
- Withdrawal of privileges and/or participation in school activities
- Written reprimand
- Behavior contract

LEVEL III

Level III offenses are acts whose frequency or seriousness impact the safety of students and staff and are directed against persons or properties. These misbehaviors could endanger the health and safety of the individual or other individuals.

Examples of Level III Violations Including but not *Limited to*:

- Repeated Level II Violations or Level II with aggravating circumstances
- Vandalism (less than \$100) or Petty theft (less than \$100)
- Disorderly conduct
- Major bus disruption caused by smoke/stink bombs, fireworks, etc.
- Fighting, harassment, threatening comments simple assault, hazing
- Act or acts of discrimination and/or intimidating behaviors intended to demean another person
- Bullying/Cyber-bullying
- Sexual harassment
- Possession of pornography or other illegal material, sexting
- Use/possession of drugs and/or alcohol, look-alike, and/or paraphernalia (non-distribution amount)
- Use/possession of tobacco and/or related products, look-alike products (2nd offense)
- Throwing items out of the bus window
- Throwing items at other people on the bus
- Hanging out the bus window

Examples of Level III Consequences Including but not *Limited to*:

- Up to a 10-day bus suspension
- Up to a 10-day suspension
- Law enforcement/charges
- Due Process
- Restitution
- Referral to SAP
- Parent Conference
- Activity Restriction (examples include: school sponsored trips, dances, commencement exercises, etc)

LEVEL IV

Level IV offenses pose a threat to the health, safety and welfare of others. These criminal acts always require administrative actions and may require the removal of the student from district transportation and/or school, the intervention of law enforcement authorities and possible action by the West Allegheny School Board.

Examples of Level IV Violations Including but not *Limited to*:

- Repeated Level III Violations or Level III with aggravating circumstances
- Possession of a weapon or look-alike weapon of any kind on school property including school sponsored event and transportation to or from school
- Arson or attempted arson
- Tampering with security/safety equipment and/or driving instruments
- Commission of criminal felony on the school bus
- Aggravated assault or sexual assault
- Distribution of pornography (including but not limited to child pornography)
- Distribution and/or intent to sell drug, alcohol, paraphernalia, or look-alike substances
- Vandalism and/or theft over \$100
- Possession/use of explosive devices

Examples of Level IV Consequences Including but not *Limited to*:

- Removal from district transportation
- Out of School Suspension
- Alternative Education Placement
- Restitution
- Expulsion
- Superintendent's hearing
- School Board of Directors' hearing
- Involvement of law enforcement with potential for criminal charges
- Applicable Level III consequences
- Activity restriction (examples include: school sponsored trips, dances, commencement exercises, etc.

West Allegheny School District Code of Conduct for School Based Offenses

The Board recognizes that student conduct is closely related to learning. An effective educational program requires a safe and orderly school environment. To read The West Allegheny District Code of Student Conduct in its entirety please visit:

<https://www.westasd.org/Downloads/Student%20Code%20of%20Conduct%202023-2024.pdf>

Each student must adhere to Board policies and the Code of Student Conduct governing student discipline. Please review the Board Policies relating to student conduct in their entirety in the Appendix Section of this handbook:

- Policy 103 Discrimination – Title IX Sexual Harassment Affecting Students
- Policy 218 Student Discipline
- Policy 218.1 Weapons
- Policy 218.2 Terroristic Threats
- Policy 220 Student Expression-Dissemination of Materials
- Policy 221 Dress and Grooming
- Policy 222 Tobacco and Vaping Products
- Policy 226 Searches
- Policy 227 Controlled Substances-Paraphernalia
- Policy 236.1 Threat Assessment
- Policy 247 Hazing
- Policy 249 Bullying and Cyber Bullying

West Allegheny School District - School Code of Conduct

West Allegheny School District believes that it is essential for our schools to provide a safe and supportive atmosphere that is conducive to learning. Students must be able to work together and to accept and share responsibilities. While discipline begins in the home, the school provides reinforcement and continued opportunity for students to learn self-discipline and behaviors appropriate for becoming responsible citizens and living productively in our society.

West Allegheny's approach to student discipline is corrective and intended to modify the inappropriate behavior. Maintaining appropriate standards of discipline in the West Allegheny School District is essential to the establishment of a safe and orderly educational environment where students can learn. The Student Code of Conduct will be interpreted by the administration and their designees in a manner which they deem just, given the circumstances of the individual case. **Additionally, students must understand that administrators shall have the authority to enforce other reasonable disciplinary actions which they find warranted by situations not covered specifically (including limiting student participation/attendance in extracurricular school-based events/special assemblies/programs aimed at rewarding positive student effort and performance).**

Discipline issues arise for a variety of reasons and in varying degrees of frequency and severity. The general sequence presented here is not intended to be rigidly followed. The actual sequence of disciplinary action may vary depending on the individual case and the process will be initiated at the step deemed appropriate. In general, these steps are followed:

1. Teacher and student address issue
2. Teacher and parent/guardian address issue
3. Teacher, counselor, parent/guardian and/or student meet to address issue
4. Principal, parent/guardian, student, and other school personnel are involved to address issue
5. School officials, parent/guardian, student, and social service agencies are involved to address issue
6. An administrative review occurs with the principal
7. A superintendent's review occurs with the administrative staff, the superintendent or designee
8. School Board hearing

Misbehaviors and their interventions are categorized across four levels according to degree of seriousness and frequency of occurrence. Each school may have additional guidelines for student behavioral expectations as part of a positive behavior intervention and incentive system.

West Allegheny School District - School Code of Conduct

Level I

Level I offenses include minor misbehaviors on the part of the student which are disruptive and impede classroom procedures and learning or that interfere with the orderly and safe operation of the school. These misbehaviors are expected to be addressed by the individual teacher or staff member who observes the incident but may require the intervention of an administrator. An accurate record of the offense, corrective and intervention supports, and disciplinary action must be maintained by the teacher or staff member. Repeated instances of Level I behavior, despite redirection or intervention, may constitute a violation at a higher level with referral to an administrator.

Examples of Level I Violations Including but not Limited to:

- Disrespectful actions or language towards peers, adults, and/or property
- Classroom disruptions and violations of classroom procedures established by the teacher, which may include tardiness to class, disruptive behavior, failure/refusal to follow directives
- Disruptive behavior in common areas (e.g., hallways, cafeteria, playground)
- Minor dress code violations
- Lack of cooperation with staff (verbal/non-verbal)
- Failure or refusal to comply with adult directives
- Inappropriate and/or profane language or gesture not directed at others
- Untruthful or deceptive behavior to school personnel
- Violation of Academic Integrity Policy (refer to Academic Integrity Policy), cheating, plagiarism
- Misuse or unauthorized use of electronic devices
- Refusal to engage in academic learning activities
- Inhibiting other students' learning process

Examples of Level I Consequences Including but not Limited to:

- | | |
|---|--|
| <ul style="list-style-type: none">• Timely parent notification (by phone & documented in writing)• Verbal redirection• Special assignment• Behavior contract• Confiscation of electronic device• Mediation | <ul style="list-style-type: none">• Parent/Student/Teacher conference• Loss of classroom privilege• Classroom meeting• Referral to school counselor• Change of classroom seating• Teacher assigned detention• Student conference |
|---|--|

Level III

Level III offenses are acts whose frequency or seriousness disrupt the learning climate of the school and are directed against persons or properties. These misbehaviors could endanger the health and safety of those in the school.

Examples of Level III Violations Including but not Limited to:

Repeated Level II Violations or Level II with aggravating circumstances

- Failure to complete assigned Level II discipline
- Vandalism (Less than \$100) or Petty theft (less than \$100)
- Trespassing on school property
- Disorderly conduct
- Major disruption of school such as smoke/stink bombs, fireworks, etc.
- Fighting, harassment, threatening comments, simple assault, hazing
- Act or acts of discrimination and/or intimidating behaviors intended to demean another person
- Bullying/Cyber-bullying
- Refusal to leave school property when directed to do so
- Sexual misconduct, indecent exposure
- Sexual harassment
- Student demonstrations that result in disruption to the school
- Violation of the Acceptable Use Policy (refer to Acceptable Use Policy)
- Truancy
- Possession of pornography or other illegal material, sexting
- Use/possession of drugs and or alcohol, look-alikes, and/or paraphernalia (non-distribution amount)
- Use/possession of regulated and/or non-regulated THC (non-distribution amount)
- Use/possession of tobacco and/or related products, look alike products (2nd offense)
- Use/possession of vapes, vaping materials and/or related products, look alike products (2nd offense)

Examples of Level III Consequences Including but not Limited to:

- | | |
|--|---|
| <ul style="list-style-type: none">• Up to 10-day suspension• Law enforcement/charges• Due Process• Restitution• Truancy citation | <ul style="list-style-type: none">• Referral to SAP• Parent Conference• Activity Restriction (examples include: school sponsored trips, dances, commencement exercises, etc.) |
|--|---|

West Allegheny School District - School Code of Conduct

Level IV

Level IV offenses disrupt the learning climate of the school by posing a threat to the health, safety, and welfare of others in the school. These criminal acts always require administrative actions and may require the removal of the student from school, the intervention of law enforcement authorities and possible action by the West Allegheny School Board.

Examples of Level IV Violations Including but not Limited to:

- Repeated Level III Violations or Level III with aggravating circumstances
- Failure to complete assigned Level III discipline
- Possession of a weapon or look-alike weapon of any kind on school property including school sponsored events and transportation to or from school
- Bomb threat or causing a false alarm
- Arson or attempted arson
- Tampering with security/safety equipment and/or technology systems
- Terroristic threats or acts
- Commission of a criminal felony on school property or at a school sponsored event
- Aggravated assault
- Sexual assault (a student convicted/adjudicated will not be educated within the same school as the victim for the duration of their educational career)
- Distribution of pornography (including but not limited to child pornography)
- Distribution and/or intent to sell drugs, alcohol, paraphernalia, or look-alike substances
- Distribution and/or intent to sell regulated and/or non-regulated THC
- Vandalism and/or theft over \$100
- Burglary of school property
- Possession/use of explosive devices
- Misconduct off campus: If any of the above acts occur off campus, a student is subject to expulsion if the victim is a student or school employee and there is a reasonable basis to believe that the continued presence of the student demonstrates a clear threat to the safety of the victims or others in the school environment.

Examples of Level IV Consequences Including but not Limited to:

- | | |
|---|---|
| <ul style="list-style-type: none">• Out of School Suspension• Alternative Education Placement• Restitution• Expulsion• Superintendent's hearing | <ul style="list-style-type: none">• School Board of Directors' hearing• Involvement of law enforcement with potential for criminal charges• Applicable Level III consequences• Activity restriction (examples include: school sponsored trips, dances, commencement exercises, etc.) |
|---|---|

Explanation of School Based Consequences:

Lunch Detention: This consequence can be assigned by teacher or administrator for Level One offenses including lack of cooperation, disrespect to an adult, rough play, work refusal. Parents will be contacted by the teacher or administrator to inform them of the detention date.

After School Detention: This consequence can be assigned by teacher or administrator for Level One offenses (school and bus) including but not limited to: continuation of repeated Level One behaviors that a warning or lunch detention did not correct. Parents will be contacted by the teacher or administrator to inform them of the detention date. If a student willfully does not serve the assigned detention, the detention will be reassigned. Additionally, the student will be subject to further disciplinary actions. After school detention will run on Tuesday, Wednesday, and Thursday from 3:30 –4:30 PM. Parents are responsible for transportation.

In School Suspension: This consequence is administrator assigned and used in repeated Level One or Level Two offenses. Students assigned to an In School Suspension for the day are expected to complete their class assignments in the office and will not be able participate in their classroom or school-wide activities for the day. Parents will be contacted by the school administrator to discuss the infraction and resulting suspension.

Out of School Suspension: This consequence is administrator assigned when progressive disciplinary measures have not been successful in correcting a repeated infraction or the action is severe enough to warrant out of school measures. Parents will be contacted by the school administrator to discuss the infraction and resulting suspension. Students serving an Out of School Suspension may not be on the school grounds or participate in after school activities on the days they are suspended.

FORMS FOR PARENTS

Bus Change Notice

End of Day Pickup

Early Dismissal

Excuse for Absence



Bus Change Note

Date _____ Child's Name _____

For the date(s) _____

Bus Number _____

Bus Stop _____

Destination _____

(including address, name of: relative, friend, baby sitter or daycare center)

Parent's Name _____

Signature _____

Phone number where you can be reached _____

Teachers Name _____

☐



Bus Change Note

Date _____ Child's Name _____

For the date(s) _____

Bus Number _____

Bus Stop _____

Destination _____

(including address, name of: relative, friend, baby sitter or daycare center)

Parent's Name _____

Signature _____

Phone number where you can be reached _____

Teachers Name _____



End of Day Pickup (after school)

Date _____ Child's Name _____

For the date(s) _____

Parent's Name _____

Name of person picking up child _____

Signature _____

Phone number where you can be reached _____

Teachers Name _____

☐



End of Day Pickup (after school)

Date _____ Child's Name _____

For the date(s) _____

Parent's Name _____

Name of person picking up child _____

Signature _____

Phone number where you can be reached _____

Teachers Name _____



Early Dismissal

Child's Name _____
For the date(s) _____
Time of Dismissal _____
Reason for Dismissal _____
Will Return to school _____ Will not Return to school _____
Parent's Name _____
Name of person picking up child _____
Signature _____
Phone number where you can be reached _____
Teacher's Name _____

☐



Early Dismissal

Child's Name _____
For the date(s) _____
Time of Dismissal _____
Reason for Dismissal _____
Will Return to school _____ Will not Return to school _____
Parent's Name _____
Name of person picking up child _____
Signature _____
Phone number where you can be reached _____
Teacher's Name _____

WEST ALLEGHENY SCHOOL DISTRICT
EXCUSE for ABSENCE
DONALDSON ELEMENTARY

Dear Parent/Guardian:

Your child _____ was absent on _____. We have not received an excuse for this absence. Please complete and return the bottom portion of this form with your child tomorrow. If this form is not returned, the absence will be recorded as ILLEGAL. The accumulation of three illegal absences could result in a hearing citation being issued through the local magistrate. Please return this form to your child's teacher tomorrow. Thank you for your attention in this matter.

Sincerely,
Dr. Erin Dierker
Principal

Student Name: _____

Teacher: _____

Date(s) of Absence: _____

Reason for Absence:

☐ Doctor appointment

☐ School-Approved vacation

☐ Dentist appointment

☐ Funeral

☐ Hospitalization

☐ Other: Please state specific reason

☐ Illness

Parent/guardian signature: _____

Date: _____



WEST ALLEGHENY SCHOOL DISTRICT
EXCUSE for ABSENCE
MCKEE ELEMENTARY

Dear Parent/Guardian:

Your child _____ was absent on _____.
We have not received an excuse for this absence. Please complete and return the bottom portion of this form with your child tomorrow. If this form is not returned, the absence will be recorded as ILLEGAL. The accumulation of three illegal absences could result in a hearing citation being issued through the local magistrate. Please return this form to your child's teacher tomorrow.
Thank you for your attention in this matter.

Sincerely,
Mrs. Melissa Wagner
Principal



Student Name: _____

Teacher: _____

Date(s) of Absence: _____

Reason for Absence:

☐ Doctor appointment

☐ School-Approved vacation

☐ Dentist appointment

☐ Funeral

☐ Hospitalization

☐ Other: Please state specific reason

☐ Illness

Parent/guardian signature: _____

Date: _____

WEST ALLEGHENY SCHOOL DISTRICT
EXCUSE for ABSENCE
WILSON ELEMENTARY

Dear Parent/Guardian:

Your child _____ was absent on _____.
We have not received an excuse for this absence. Please complete and return the bottom portion of this form with your child tomorrow. If this form is not returned, the absence will be recorded as ILLEGAL. The accumulation of three illegal absences could result in a hearing citation being issued through the local magistrate. Please return this form to your child's teacher tomorrow.
Thank you for your attention in this matter.

Sincerely,
Mrs. Rachel Gray
Principal



Student Name: _____

Teacher: _____

Date(s) of Absence: _____

Reason for Absence:

☐ Doctor appointment

☐ School-Approved vacation

☐ Dentist appointment

☐ Funeral

☐ Hospitalization

☐ Other: Please state specific reason

☐ Illness

Parent/guardian signature: _____

Date: _____



WEST ALLEGHENY SCHOOL DISTRICT
STUDENT APPLICATION FOR EDUCATIONAL TOUR OR TRIP

Part I: To be completed by parent or guardian.

Student's Name _____	Student # _____	Telephone _____
Address _____		Zip Code _____
School _____	Grade _____	Homeroom Teacher _____
Proposed temporary address or travel destination _____		
Dates student will be absent from school _____		
Were prior requests granted during school year? _____ Yes _____ No Dates _____		
Please explain the purpose of the tour or trip _____		

Itinerary _____		

The adult(s) accompanying the student is _____		
I hereby request that the above student be excused from compulsory attendance during this period of absence. I assume responsibility for supervising the completion of all assignments/responsibilities which are to be submitted upon his/her return to school or within a reasonable period of time as designated by his/her teacher(s).		
Date _____ Signature of Parent/Guardian _____		

Part II: To be completed by student's teacher(s)

Reason for disapproval _____
Signature of Principal _____ Date _____

Part III: To be completed by the building principal. Please check one: _____ Approved ___ Disapproved

Educational Trip. Upon receipt of a **written** request from the parent/guardian, **at least one week in advance** of the trip, students may be excused from school attendance to participate in an educational tour or trip provided during the school term at the expense of the parent/guardian **when such tour or trip is so evaluated by the school principal** and student participants therein are subject to direction and supervision by an adult personage acceptable to the principal and the parent/guardian of the students concerned. **If above procedure is not completed, any absence will be considered illegal. Educational trips are to equal no more than five (5) days in a school year. In addition, trips will not be approved during state standardized testing periods, and/or for students with ten (10) or more absences.**

<u>Teacher</u>	<u>Subject</u>	<u>Comment//Assignments</u>	<u>Due/Date</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Student Family Handbook Appendix

School Board Policies and Links

Policy 103 Discrimination – Title IX Sexual Harassment Affecting Students

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CV5KAT507EA8>

Policy 117 Homebound Instruction

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CV5KD7507EF4>

Policy 130 Homework

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CV5KDX507F10>

Policy 204 Attendance

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CX6QEN66DB3C>

Policy 218 Student Discipline

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CX6QFR66DB68>

Policy 218.1 Weapons

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CX6QFT66DB6C>

Policy 218.2 Terroristic Threats

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CX6QFV66DB6E>

Policy 221 Dress and Grooming

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CX6QG866DB77>

Policy 222 Tobacco and Vaping Products

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CX6QGA66DB79>

Policy 226 Searches

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CX6QGG66DB7F>

Policy 227 Controlled Substances-Paraphernalia

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CX6QGJ66DB81>

Policy 236.1 Threat Assessment

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CX6QH866DB97>

Policy 237 Electronic Devices

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CX6QHA66DB9A>

Policy 246 School Wellness

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CX6QHE66DB9E>

Policy 247 Hazing

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CX6QHG66DBA1>

Policy 249 Bullying-Cyberbullying

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CX6QHM66DBA5>

Policy 251 Students Experiencing Homelessness, Foster Care and Other Educational Instability

<https://go.boarddocs.com/pa/westall/Board.nsf/goto?open&id=CX6QHV66DBAB>

Book	Policy Manual
Section	100 Programs
Title	Discrimination/Title IX Sexual Harassment Affecting Students
Code	103
Status	Active
Adopted	December 13, 2023

Authority

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability.[\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]\[7\]\[8\]\[9\]\[10\]\[11\]\[12\]\[13\]\[14\]\[15\]\[16\]\[17\]](#)

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

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

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.[\[18\]\[19\]\[20\]\[21\]](#)

The Board directs that the foregoing statement of Board policy be included in each student and staff handbook, and that this policy and related attachments be posted to the district’s website.

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

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

The Board encourages students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building principal, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

The student's parents/guardians or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly making any mandatory police or child protective services reports required by law.[22]

If the building principal is the subject of a complaint, the student, third party or a reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form attached to this policy for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the Discrimination Complaint Procedures prescribed in Attachment 2 to this policy, or if the reported circumstances meet the definition of Title IX sexual harassment and are most appropriately addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3, or other Board policies.

Disciplinary Procedures When Reports Allege Title IX Sexual Harassment

When a report alleges Title IX sexual harassment, disciplinary sanctions may not be imposed until the completion of the grievance process for formal complaints outlined in Attachment 3. The district shall presume that the respondent is not responsible for the alleged conduct until a determination has been made at the completion of the grievance process for formal complaints.

When an emergency removal, as described in Attachment 3, is warranted to address an immediate threat to the physical health or safety of an individual, and it is not feasible to continue educational services remotely or in an alternative setting, the normal procedures for suspension and expulsion shall be conducted to accomplish the removal, including specific provisions to address a student with a disability where applicable.[18][20][23][24]

When an emergency removal is not required, disciplinary sanctions shall be considered in the course of the Title IX grievance process for formal complaints. Following the issuance of the written determination and any applicable appeal, any disciplinary action specified in the written determination or appeal decision shall be implemented in accordance with the normal procedures for suspensions, expulsions or other disciplinary actions, including specific provisions to address a student with a disability where applicable.[18][19][20][23]

Discipline/Placement of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary or placement requirements established by state law and Board policy.[25][26]

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a report and the investigation related to any form of discrimination or retaliation, including Title IX sexual harassment, shall be handled in accordance with applicable law, regulations, this policy, the attachments and the district's legal and investigative obligations.[27][28][29][30][31]

Retaliation

The Board prohibits retaliation by the district or any other person against any person for:[30]

1. Reporting or making a formal complaint of any form of discrimination or retaliation, including Title IX sexual harassment.
2. Testifying, assisting, participating or refusing to participate in a related investigation, process or other proceeding or hearing.
3. Acting in opposition to practices the person reasonably believes to be discriminatory.

The district, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against anyone for actions described above. Individuals are encouraged to contact the Title IX Coordinator immediately if retaliation is believed to have occurred.

Definitions

Complainant shall mean an individual who is alleged to be the victim.

Respondent shall mean an individual alleged to be the perpetrator of the discriminatory conduct.

Discrimination

Discrimination shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.

Harassment is a form of discrimination based on the protected classifications listed in this policy consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

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

Definitions Related to Title IX Sexual Harassment

Formal complaint shall mean a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the district investigate the allegation under the grievance process for formal complaints. The authority for the Title IX Coordinator to sign a formal complaint does not make the Title IX Coordinator a party in the grievance process for formal complaints. The phrase "document filed by a complainant" refers to a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.[\[29\]](#)[\[32\]](#)

Supportive measures shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.[\[32\]](#)

Supportive measures shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment. Supportive measures may include, but are not limited to:[\[32\]](#)

1. Counseling.
2. Extensions of deadlines or other course-related adjustments.
3. Modifications of work or class schedules.
4. Campus escort services.

5. Mutual restrictions on contact between the parties.
6. Changes in work or housing locations.
7. Leaves of absence.
8. Increased security.
9. Monitoring of certain areas of the campus.
10. Assistance from domestic violence or rape crisis programs.
11. Assistance from community health resources including counseling resources.

Supportive measures may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student's behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations or Board policy.[17][18][23][24][33]

Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:[32]

1. A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as *quid pro quo sexual harassment*.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.
3. Sexual assault, dating violence, domestic violence or stalking.
 - a. **Dating violence** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:[34]
 - i. Length of relationship.
 - ii. Type of relationship.
 - iii. Frequency of interaction between the persons involved in the relationship.
 - b. **Domestic violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's

acts under the domestic or family violence laws of the jurisdiction.[\[34\]](#)

- c. ***Sexual assault*** means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.[\[35\]](#)
- d. ***Stalking***, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:[\[34\]](#)
 - i. Fear for their safety or the safety of others.
 - ii. Suffer substantial emotional distress.

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.[\[28\]](#)[\[29\]](#)[\[32\]](#)

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Assistant to the Superintendent for Special Education and Student Services as the district's Compliance Officer and Title IX Coordinator. The Compliance Officer/Title IX Coordinator can be contacted at:[\[36\]](#)

Address: P. O. Box 55, Imperial, PA 15126

Email: tadams@westasd.org (or) current Assistant to the Superintendent for Special Education and Student Services

Phone Number: 724-695-3422

The Compliance Officer/Title IX Coordinator shall fulfill designated responsibilities to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas, as appropriate:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provide training for students and staff to prevent, identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to complainants in addition to the school complaint procedure or Title IX procedures, such as making reports to the police, and available supportive measures such as assistance from domestic violence or rape crisis programs and community health

resources including counseling resources.

4. **Student Access** - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. **District Support** - Assure that like aspects of the school programs and activities receive like support as to staffing and compensation, facilities, equipment, and related areas.[37]
6. **Student Evaluation** - Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. **Reports/Formal Complaints** - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

Guidelines

Title IX Sexual Harassment Training Requirements

The Compliance Officer/Title IX Coordinator, investigator(s), decision-maker(s), or any individual designated to facilitate an informal resolution process related to Title IX sexual harassment shall receive the following training, as required or appropriate to their specific role:

1. Definition of sexual harassment.
2. Scope of the district's education program or activity, as it pertains to what is subject to Title IX regulations.
3. How to conduct an investigation and grievance process for formal complaints, including examination of evidence, drafting written determinations, handling appeals and informal resolution processes, as applicable.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.
5. Use of relevant technology.
6. Issues of relevance including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
7. Issues of relevance, weight of evidence and application of standard of proof and drafting investigative reports that fairly summarize relevant evidence.
8. How to address complaints when the alleged conduct does not qualify as Title IX sexual harassment but could be addressed under another complaint process or Board policy.

All training materials shall promote impartial investigations and adjudications of formal complaints of Title IX sexual harassment without relying on sex stereotypes.

All training materials shall be posted on the district's website.

Disciplinary Consequences

A student who is determined to be responsible for violation of this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include but is not limited to:[18][19][20]

1. Loss of school privileges.
2. Permanent transfer to another school building, classroom or school bus.
3. Exclusion from school-sponsored activities.
4. Detention.
5. Suspension.
6. Expulsion.
7. Referral to law enforcement officials.

An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Board policy, collective bargaining agreement and individual contract, up to and including dismissal and/or referral to law enforcement officials.[21][38]

Reports of Discrimination

Any reports of discrimination that are reviewed by the Title IX Coordinator and do not meet the definition of Title IX sexual harassment but are based on race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability shall follow the Discrimination Complaint Procedures in Attachment 2 to this policy.

Reports of Title IX Sexual Harassment

Any reports deemed by the Title IX Coordinator to meet the definition of sexual harassment under Title IX shall follow the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3 to this policy.

[Text Wrapping Break]

Legal

[1. 22 PA Code 12.1](#)

- [2. 22 PA Code 12.4](#)
- [3. 22 PA Code 15.1 et seq](#)
- [4. 22 PA Code 4.4](#)
- [5. 24 P.S. 1301](#)
- [6. 24 P.S. 1310](#)
- [7. 24 P.S. 1601-C et seq](#)
- [8. 24 P.S. 5004](#)
- [9. 43 P.S. 951 et seq](#)
- [10. 20 U.S.C. 1681 et seq](#)
- [11. 34 CFR Part 106](#)
- [12. 29 U.S.C. 794](#)
- [13. 42 U.S.C. 12101 et seq](#)
- [14. 42 U.S.C. 1981 et seq](#)
- [15. 42 U.S.C. 2000d et seq](#)
- [16. U.S. Const. Amend. XIV, Equal Protection Clause](#)
17. Pol. 103.1
18. Pol. 113.1
19. Pol. 218
20. Pol. 233
21. Pol. 317
22. Pol. 806
23. Pol. 113.2
24. Pol. 113.3
25. Pol. 218.3
- [26. 24 P.S. 1318.1](#)
- [27. 20 U.S.C. 1232g](#)
- [28. 34 CFR 106.44](#)
- [29. 34 CFR 106.45](#)
- [30. 34 CFR 106.71](#)
- [31. 34 CFR Part 99](#)
- [32. 34 CFR 106.30](#)
33. Pol. 113
- [34. 34 U.S.C. 12291](#)
- [35. 20 U.S.C. 1092](#)
- [36. 34 CFR 106.8](#)

37. Pol. 150

38. Pol. 317.1

[18 Pa. C.S.A. 2709](#)

[20 U.S.C. 1400 et seq](#)

[28 CFR Part 41](#)

[28 CFR Part 35](#)

[34 CFR Part 100](#)

[34 CFR Part 104](#)

[34 CFR Part 110](#)

[U.S. Const. Amend. I](#)

Bostock v. Clayton County, 590 U.S., 140 S. Ct. 1731 (2020)

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)

Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)

[Office for Civil Rights - Resources for Addressing Racial Harassment](#)

Pol. 122

Pol. 123

Pol. 138

Pol. 216

Pol. 220

Pol. 247

Pol. 249

Pol. 251

Pol. 252

Pol. 320

Pol. 701

Pol. 815

Book	Policy Manual
Section	100 Programs
Title	Homebound Instruction
Code	117
Status	Active
Adopted	February 21, 2024

Authority

The district shall provide homebound instruction to students confined to home or hospital for physical disability, illness, injury, urgent reasons, or when such confinement is recommended for psychological or psychiatric reasons. The period of homebound instruction for an individual shall not exceed three (3) months.[\[1\]\[2\]](#)

Delegation of Responsibility

Application for homebound instruction shall certify the nature of the illness or disability, state the probable duration of the confinement, and be approved by the Superintendent or designee.[\[1\]\[2\]](#)

The Superintendent or designee shall develop procedures to safeguard the privacy of each child placed on homebound instruction.

The Superintendent or designee may request approval from the Department of Education to extend the period of homebound instruction for an individual, which shall be re-evaluated every three (3) months.[\[1\]](#)

Guidelines

The district shall provide homebound instruction only for those confinements expected to last at least ten (10) school days. Exceptions may be approved by the Superintendent or designee.

The program of homebound instruction provided to each student shall be in accordance with the standards established by the state.

The district reserves the right to withhold homebound instruction when any one (1) of the following occurs:

1. The instructor's presence in the place of a student's confinement presents a hazard or danger to the health of the teacher.
2. A parent/guardian or other adult in authority is not present with the student during the hours of instruction.

3. The condition of the student precludes any benefit from such instruction.

[Text Wrapping Break]

Legal

[1. 22 PA Code 11.25](#)

[2. 24 P.S. 1329](#)

Book	Policy Manual
Section	100 Programs
Title	Homework
Code	130
Status	Active
Adopted	March 20, 2024

Purpose

The purpose of homework assignments should be to:

- 1. Provide practice and reinforcement of skills presented by the teacher.
- 2. Broaden areas of interest through enrichment.
- 3. Provide opportunities for parents/guardians to know what their child is learning.
- 4. Encourage parent/guardian and child interaction.

Guidelines

Each student shall be responsible for completing homework assignments as directed.[\[1\]](#)

Homework shall complement classroom instruction and be planned and evaluated with respect to its purpose, appropriateness, and completion time.

The demand of homework upon the students' time shall be consistent with the best interests of the students in regard to other valuable experiences to be gained outside of school.

Homework shall not be assigned as a form of punishment.

[Text Wrapping Break]

Legal

- 1. [22 PA Code 12.2](#)

Book	Policy Manual
Section	200 Pupils
Title	Attendance
Code	204
Status	Active
Adopted	April 17, 2024

Purpose

The Board recognizes that attendance is an important factor in educational success, and supports a comprehensive approach to identify and address attendance issues.[\[1\]](#)

Authority

The Board requires the attendance of all students during the days and hours that school is in session, except that temporary student absences may be excused by authorized district staff in accordance with applicable laws and regulations, Board policy and administrative regulations.[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

Definitions

Compulsory school age shall mean the period of a student's life from the time the student's person in parental relation elects to have the student enter school, which shall be no later than six (6) years of age, until the student reaches eighteen (18) years of age. The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.[\[8\]](#)[\[9\]](#)

Habitually truant shall mean six (6) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[\[8\]](#)

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[\[8\]](#)

Person in parental relation shall mean a:[\[8\]](#)

1. Custodial biological or adoptive parent.

2. Noncustodial biological or adoptive parent.
3. Guardian of the person of a student.
4. Person with whom a student lives and who is acting in a parental role of a student.

This term shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.[\[10\]](#)

School-based or community-based attendance improvement program shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a student's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.[\[8\]](#)

Delegation of Responsibility

The Superintendent or designee shall annually notify students, persons in parental relation, staff, local children and youth agency and local magisterial district judges about the district's attendance policy by publishing such policy in student handbooks and newsletters, on the district website and through other efficient communication methods.[\[11\]](#)[\[11\]](#)

The Superintendent shall require the signature of the person in parental relation confirming that the policy has been reviewed and that the person in parental relation understands the compulsory school attendance requirements.

The Superintendent or designee, in coordination with the building principal, Attendance Officer, Home and School Visitor, and Student Services Representative shall be responsible for the implementation and enforcement of this policy.

The Superintendent or designee shall develop administrative regulations for the attendance of students which:

1. Govern the maintenance of attendance records in accordance with law.[\[12\]](#)[\[13\]](#)
2. Detail the process for submission of requests and excuses for student absences.
3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate magisterial district judge.
4. Clarify the district's responsibility for collaboration with nonpublic schools in the enforcement of compulsory school attendance requirements.
5. Ensure that students legally absent have an opportunity to make up work.

Guidelines

Compulsory School Attendance Requirements

All students of compulsory school age who reside in the district shall be subject to the compulsory school attendance requirements.[\[2\]](#)

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study, dual enrollment, or career education program; the student is receiving approved homebound instruction; or the student's placement is instruction in the home.[\[2\]](#)[\[5\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)

The following students shall be excused from the requirements of attendance at district schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance.[\[3\]](#)[\[4\]](#)[\[20\]](#)
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.[\[2\]](#)[\[21\]](#)
3. Students attending college who are also enrolled part-time in district schools.[\[22\]](#)
4. Students attending a home education program or private tutoring in accordance with law.[\[2\]](#)[\[18\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)
5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.[\[2\]](#)
6. Students fifteen (15) years of age, as well as students fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits.[\[4\]](#)
7. Students sixteen (16) years of age regularly engaged in useful and lawful employment during the school session and holding a valid employment certificate. Regularly engaged means thirty-five (35) or more hours per week of employment.[\[4\]](#)[\[15\]](#)

Excused/Lawful Absence

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school:

1. Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons.[\[3\]](#)[\[6\]](#)
2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.[\[3\]](#)
3. Quarantine.
4. Family emergency.
5. Recovery from accident.
6. Required court attendance.
7. Death in family.
8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.[\[1\]](#)[\[3\]](#)
9. Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral.[\[3\]](#)
 - a. The national veterans' organization or incorporated unit must provide the student with a signed excuse, which shall include the date, location, and time of the event or funeral.
 - b. The student shall furnish the signed excuse to the district prior to being excused from school.
10. Observance of a religious holiday observed by a bona fide religious group, upon prior written request from the person in parental relation.[\[27\]](#)
11. Nonschool-sponsored educational tours or trips, if the following conditions are met:[\[3\]](#)[\[28\]](#)
 - a. The person in parental relation submits the required documentation for excusal prior to the absence, within the appropriate timeframe.
 - b. The student's participation has been approved by the Superintendent or designee.
 - c. The adult directing and supervising the tour or trip is acceptable to the person in parental relation and the Superintendent.
 - d. Educational trips are to equal no more than five (5) days in a school year. International educational trips may be given consideration for up to ten (10) days in a school year. In addition, trips shall not be approved during state standardized testing periods. Trips shall also not be approved for any student who has incurred ten (10) or more absences. Domestic trips extending beyond five (5) days requires special approval from the Superintendent or designee.

12. College or postsecondary institution visit, with prior approval.

13. Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness, foster care and other forms of educational instability.[\[3\]](#)[\[6\]](#)[\[29\]](#)

The district may limit the number and duration of nonschool-sponsored educational tours or trips and college or postsecondary institution visits for which excused absences may be granted to a student during the school year.

Temporary Excusals –

The following students may be temporarily excused from the requirements of attendance at district schools:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies.[\[2\]](#)[\[14\]](#)[\[18\]](#)
2. Students participating in a religious instruction program, if the following conditions are met:[\[27\]](#)[\[30\]](#)
 - a. The person in parental relation submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.
 - b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.
 - c. Following each absence, the person in parental relation shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.
3. School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education.[\[20\]](#)

Parental Notice of Absence –

Absences shall be treated as unexcused until the district receives a written excuse explaining the absence, to be submitted within five (5) days of the absence.

A maximum of eight (8) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond eight (8) cumulative days shall require an excuse from a licensed practitioner of the healing arts.

Unexcused/Unlawful Absence

For purposes of this policy, absences which do not meet the criteria indicated above shall be permanently considered unexcused.

An out-of-school suspension may not be considered an unexcused absence.[\[8\]](#)

Parental Notification –

District staff shall provide prompt notice to the person in parental relation upon each incident of unexcused absence.

Enforcement of Compulsory Attendance Requirements

Student is Truant –

When a student has been absent for three (3) days during the current school year without a lawful excuse, district staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.[\[31\]](#)

The notice shall:[\[31\]](#)

1. Be in the mode and language of communication preferred by the person in parental relation;
2. Include a description of the consequences if the student becomes habitually truant; and
3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.[\[31\]](#)

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.[\[31\]](#)

School Attendance Improvement Conference (SAIC) –

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the SAIC.[\[31\]](#)

The purpose of the SAIC is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.[\[8\]](#)

The following individuals shall be invited to the SAIC:[\[8\]](#)

1. The student.
2. The student's person in parental relation.
3. Other individuals identified by the person in parental relation who may be a resource.
4. Appropriate school personnel.
5. Recommended service providers.

Neither the student nor the person in parental relation shall be required to participate, and the SAIC shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.[\[31\]](#)

The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student and appropriate district staff.[\[31\]](#)

The district may not take further legal action to address unexcused absences until the scheduled SAIC has been held and the student has incurred six (6) or more days of unexcused absences.[\[31\]](#)

Student is Habitually Truant –

When a student under fifteen (15) years of age is habitually truant, district staff:[\[32\]](#)

1. Shall refer the student to:
 - a. A school-based or community-based attendance improvement program; or
 - b. The local children and youth agency.
2. May file a citation in the office of the appropriate magisterial district judge against the person in parental relation who resides in the same household as the student.[\[32\]](#)

When a student fifteen (15) years of age or older is habitually truant, district staff shall:[\[32\]](#)

1. Refer the student to a school-based or community-based attendance improvement program; or
2. File a citation in the office of the appropriate magisterial district judge against the student or the person in parental relation who resides in the same household as the student.

District staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.[\[32\]](#)

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate magisterial district judge, district staff shall provide verification that the school held a SAIC.[\[32\]](#)

Filing a Citation –

A citation shall be filed in the office of the appropriate magisterial district judge whose jurisdiction includes the school in which the student is or should be enrolled, against the student or person in parental relation to the student.[\[33\]](#)

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.[\[33\]](#)

Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[\[16\]](#)[\[34\]](#)[\[35\]](#)[\[36\]](#)

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.[\[16\]](#)[\[34\]](#)[\[36\]](#)

Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.[\[31\]](#)

[Text Wrapping Break]

Legal

[1. 22 PA Code 11.41](#)

[2. 24 P.S. 1327](#)

[3. 24 P.S. 1329](#)

[4. 24 P.S. 1330](#)

[5. 22 PA Code 11.23](#)

[6. 22 PA Code 11.25](#)

[7. 22 PA Code 12.1](#)

[8. 24 P.S. 1326](#)

[9. 22 PA Code 11.13](#)

[10. 42 Pa. C.S.A. 6302](#)

[11. 24 P.S. 510.2](#)

[12. 24 P.S. 1332](#)

[13. 24 P.S. 1339](#)

[14. 22 PA Code 11.22](#)

[15. 22 PA Code 11.28](#)

16. Pol. 113

17. Pol. 115

18. Pol. 116

19. Pol. 117

[20. 22 PA Code 11.34](#)

[21. 22 PA Code 11.32](#)

[22. 22 PA Code 11.5](#)

[23. 24 P.S. 1327.1](#)

[24. 22 PA Code 11.31](#)

[25. 22 PA Code 11.31a](#)

26. Pol. 137

[27. 22 PA Code 11.21](#)

[28. 22 PA Code 11.26](#)

29. Pol. 251

[30. 24 P.S. 1546](#)

[31. 24 P.S. 1333](#)

[32. 24 P.S. 1333.1](#)

[33. 24 P.S. 1333.2](#)

34. Pol. 103.1

35. Pol. 113.3

36. Pol. 114

[24 P.S. 1333.3](#)

[22 PA Code 11.24](#)

[22 PA Code 11.8](#)

Book	Policy Manual
Section	200 Pupils
Title	Student Discipline
Code	218
Status	Active
Adopted	June 19, 2024

Purpose

The Board recognizes that student conduct is closely related to learning. An effective educational program requires a safe and orderly school environment.

Authority

The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in the district.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

The Board shall adopt a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, sex, color, religion, sexual orientation, national origin or handicap/disability. Each student must adhere to Board policies and the Code of Student Conduct governing student discipline.[\[1\]](#)[\[2\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

The Board prohibits the use of corporal punishment by district staff to discipline students for violations of Board policies, the Code of Student Conduct and district rules and regulations.[\[9\]](#)

Any student disciplined by a district employee shall have the right to be informed of the nature of the infraction and the applicable rule or rules violated.[\[10\]](#)

When suspensions and expulsions are imposed, they shall be carried out in accordance with Board policy.[\[7\]](#)[\[10\]](#)

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[5\]](#)[\[7\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)

On and Off-Campus Activities

This policy and the Code of Student Conduct apply to the behavior of students at all times during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities or at other times while riding in school-

provided means of transportation (“on-campus”). This policy and the Code of Student Conduct also apply to student behavior that occurs at other times and places (“off-campus”) when:^[3]

1. The conduct involves, threatens or makes more likely violence, use of force or other serious harm directed at students, staff or the school environment;
2. The conduct materially and substantially disrupts or interferes with the school environment or the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions;
3. The conduct interferes with or threatens to interfere with the rights of students or school staff or the safe and orderly operation of the schools and their programs;
4. The conduct involves the theft or vandalism of school property; or
5. The proximity, timing or motive for the conduct in question or other factors pertaining to the conduct otherwise establish a direct connection to attendance at school, to the school community, or to a school-sponsored activity. This would include, for example, but not be limited to, conduct that would violate the Code of Student Conduct if it occurred in school that is committed in furtherance of a plan made or agreed to in school, or acts of vandalism directed at the property of school staff because of their status as school staff.

Delegation of Responsibility

The Superintendent or designee shall ensure that reasonable and necessary rules and regulations are developed to implement Board policy governing student conduct.

The Superintendent or designee shall publish and distribute to all staff, students and parents/guardians the rules and regulations for student behavior contained in the Code of Student Conduct, the sanctions that may be imposed for violations of those rules, and a listing of students’ rights and responsibilities. A copy of the Code of Student Conduct shall be available in each school library and school office and may be included in student handbooks and on the district website.^{[1][8]}

The building principal shall have the authority to assign discipline to students, subject to Board policies, administrative regulations, the Code of Student Conduct and school rules, and to the student’s due process right to notice, hearing, and appeal.^{[7][10][15][16]}

Teaching staff and other district employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are within the jurisdiction of this Board, and when such conduct interferes with the educational program of the schools or threatens the health and safety of others, in accordance with Board policy, administrative regulations, the Code of Student Conduct and school rules.^[15]

Reasonable force may be used by teachers and school authorities under any of the following circumstances: to quell a disturbance, obtain possession of weapons or other dangerous objects, for the purpose of self-defense, and for the protection of persons or property.^[9]

Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the school safety and security provisions of School Code. [\[17\]](#)[\[18\]](#)[\[19\]](#)

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. [\[14\]](#)[\[17\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian. [\[14\]](#)[\[17\]](#)[\[23\]](#)

In accordance with state law, the Superintendent, or designee, shall annually, by July 31, report all new incidents to the PA Department of Education on the required form. [\[14\]](#)[\[19\]](#)[\[22\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy. [\[28\]](#)[\[29\]](#)

The Superintendent shall report to the Board the methods of discipline imposed by administrators and incidences of student misconduct, in the degree of specificity required by the Board.

[Text Wrapping Break]

Legal

[1. 22 PA Code 12.3](#)

[2. 22 PA Code 12.4](#)

[3. 24 P.S. 510](#)

4. Pol. 103

5. Pol. 103.1

[6. 22 PA Code 12.2](#)

7. Pol. 113.1

8. Pol. 235

[9. 22 PA Code 12.5](#)

10. Pol. 233

[11. 22 PA Code 10.23](#)

[12. 20 U.S.C. 1400 et seq](#)

13. Pol. 113.2

14. Pol. 805.1

[15. 24 P.S. 1317](#)

[16. 24 P.S. 1318](#)

[17. 22 PA Code 10.2](#)

[18. 35 P.S. 780-102](#)

[19. 24 P.S. 1319-B](#)

[20. 22 PA Code 10.21](#)

[21. 22 PA Code 10.22](#)

[22. 24 P.S. 1306.2-B](#)

[23. 22 PA Code 10.25](#)

24. Pol. 218.1

25. Pol. 218.2

26. Pol. 222

27. Pol. 227

[28. 24 P.S. 1302-E](#)

29. Pol. 236.1

[22 PA Code 12.1 et seq](#)

[22 PA Code 403.1](#)

[20 U.S.C. 7114](#)

[34 CFR Part 300](#)

Mahanoy Area School District v. B.L., 594 U.S. _____ (2021)

Pol. 122

Pol. 123

Pol. 218.3

Pol. 805

Book	Policy Manual
Section	200 Pupils
Title	Weapons
Code	218.1
Status	Active
Adopted	June 19, 2024

Purpose

The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

Definitions

Weapon - the term shall include but is not limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and any other tool, instrument or implement capable of inflicting serious bodily injury.[\[1\]](#)[\[2\]](#)

Possession - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker or assigned storage area; or under the student's control while on school property, in student vehicle while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

Authority

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to or from school or a school-sponsored activity, or while the student is coming to or from school.[\[2\]](#)[\[3\]](#)

The Board shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and Board policy.[\[2\]](#)[\[4\]](#)[\[5\]](#)

The Superintendent may recommend modifications of such expulsion requirement on a case-by-case basis.[\[2\]](#)

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[2\]](#)[\[4\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

Delegation of Responsibility

The Superintendent or designee shall react promptly to information and knowledge concerning possession of a weapon. Such action shall be in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with local law enforcement officials and the district's emergency preparedness plan.[11][12][13]

When the behavior of a student in possession of a weapon indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.[14][15]

Guidelines

The Superintendent or designee shall immediately report incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[2][11][13][16][17][18]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[11][16][19]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents involving possession of a weapon to the Office for Safe Schools on the required form.[11][13][18]

The building principal shall annually inform staff, students and parents/guardians about the Board policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the school community.

In accordance with federal law, possession or discharge of a firearm in, on, or within 1,000 feet of school grounds is prohibited. Violations shall be reported to the appropriate law enforcement agency.[20][21]

Transfer Students

When the district receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment does not exceed the expulsion period.[2][22]

[Text Wrapping Break]

Legal

[1. 24 P.S. 1301-A](#)

[2. 24 P.S. 1317.2](#)

3. Pol. 218

4. Pol. 113.1

5. Pol. 233

[6. 20 U.S.C. 1400 et seq](#)

[7. 22 PA Code 10.23](#)

8. Pol. 103.1

9. Pol. 113.2

10. Pol. 113.3

11. Pol. 805.1

12. Pol. 805

[13. 24 P.S. 1319-B](#)

[14. 24 P.S. 1302-E](#)

15. Pol. 236.1

[16. 22 PA Code 10.2](#)

[17. 22 PA Code 10.21](#)

[18. 24 P.S. 1306.2-B](#)

[19. 22 PA Code 10.25](#)

[20. 18 U.S.C. 921](#)

[21. 18 U.S.C. 922](#)

22. Pol. 200

[22 PA Code 403.1](#)

[18 Pa. C.S.A. 912](#)

[20 U.S.C. 7114](#)

[20 U.S.C. 7961](#)

[34 CFR Part 300](#)

Book	Policy Manual
Section	200 Pupils
Title	Terroristic Threats
Code	218.2
Status	Active
Adopted	June 19, 2024

Purpose

The Board recognizes the danger that terroristic threats by students present to the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving a terroristic threat.

Definitions

- Communicate - shall mean to convey in person or by written or electronic means, including but not limited to, telephone, electronic mail, Internet, social media channels, facsimile, telex and similar transmissions.[1]
- Terroristic threat - shall mean a threat communicated either directly or indirectly to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.[1]

Authority

- The Board prohibits any district student from communicating terroristic threats directed at any student, employee, Board member, community member or property owned, leased or being used by the district.
- The Board shall expel for a period of not less than one (1) year any student who violates this policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and Board policy.[2]
- The Superintendent may recommend modifications of such expulsion requirement on a case-by-case basis.

Delegation of Responsibility

The Superintendent or designee, in coordination with the threat assessment team, shall react promptly to information and knowledge concerning a possible or actual terroristic threat. Such action shall be in compliance with state law and

regulations, Board policy and administrative regulations, the procedures set forth in the memorandum of understanding with local law enforcement officials and the district's emergency preparedness plan.[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

Guidelines

In all cases of terroristic threats, where a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.[\[3\]](#)[\[4\]](#)

Staff members and students shall be made aware of their responsibility for informing the threat assessment team regarding any information or knowledge relevant to a possible or actual terroristic threat.[\[4\]](#)[\[8\]](#)

The threat assessment team shall immediately inform the Superintendent or designee, School Safety and Security Coordinator and building principal of a terroristic threat, in accordance with Board policy and administrative regulations.[\[4\]](#)

The Superintendent or designee may report incidents involving terroristic threats on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[6\]](#)[\[7\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving a terroristic threat as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[\[6\]](#)[\[9\]](#)[\[12\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of terroristic threats to the PA Department of Education on the required form.[\[6\]](#)[\[7\]](#)[\[11\]](#)

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[6\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

If a student is expelled for making terroristic threats, the Board may require, prior to readmission, that the student provide competent and credible evidence from a behavioral service provider that the student does not pose a risk of harm to others.[\[2\]](#)[\[4\]](#)[\[16\]](#)

[Text Wrapping Break]

Legal

[1. 18 Pa. C.S.A. 2706](#)

2. Pol. 233

[3. 24 P.S. 1302-E](#)

4. Pol. 236.1

5. Pol. 805

6. Pol. 805.1

[7. 24 P.S. 1319-B](#)

[8. 22 PA Code 12.2](#)

[9. 22 PA Code 10.2](#)

[10. 22 PA Code 10.22](#)

[11. 24 P.S. 1306.2-B](#)

[12. 22 PA Code 10.25](#)

[13. 22 PA Code 10.23](#)

[14. 20 U.S.C. 1400 et seq](#)

15. Pol. 103.1

16. Pol. 113.1

17. Pol. 113.2

[34 CFR Part 300](#)

Book	Policy Manual
Section	200 Pupils
Title	Dress and Grooming
Code	221
Status	Active
Adopted	June 19, 2024

Purpose

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference.

Authority

The district has the authority to impose limitations on students' dress in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or constitute a health or safety hazard.[\[1\]](#)[\[2\]](#)

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities or other situations where special attire may be required to ensure the health or safety of the student.[\[2\]](#)

The district directs the staff to support students experiencing educational instability by waiving penalties related to a delay in compliance with Board policy or school rules related to dress and grooming.[\[3\]](#)

Delegation of Responsibility

The building principal or designee shall be responsible to monitor student dress and grooming, and to enforce Board policy and school rules governing student dress and grooming.

The Superintendent or designee shall ensure that all school rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.[\[2\]](#)

Staff members shall be instructed to demonstrate, by example, positive attitudes and compliance with Board policy and school rules related to dress and grooming.[\[4\]](#)

[Text Wrapping Break]

Legal

[1. 24 P.S. 1317.3](#)

[2. 22 PA Code 12.11](#)

3. Pol. 251

4. Pol. 325

Book	Policy Manual
Section	200 Pupils
Title	Tobacco and Vaping Products
Code	222
Status	Active
Adopted	June 19, 2024

Purpose

The Board recognizes that tobacco, nicotine, THC and vaping products, including the product marketed as Juul and other electronic cigarettes, present a health and safety hazard that can have serious consequences for users, nonusers and the school environment. The purpose of this policy is to prohibit student possession, use, purchase and sale of tobacco and vaping products, including all other electronic cigarettes.

Definition

State law defines the term tobacco product to broadly encompass not only tobacco but also vaping products including all other electronic cigarettes (e-cigarettes). Tobacco products, for purposes of this policy and in accordance with state law, shall be defined to include the following:[\[1\]](#)[\[2\]](#)

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.
2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
3. Any product containing, made or derived from either:
 - a. Tobacco, whether in its natural or synthetic form; or
 - b. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The term tobacco product does not include the following:[\[1\]](#)[\[2\]](#)

1. A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled. NOTE: *This exception shall be governed by Board policy relating to Medications.*[3]
2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act. NOTE: *Guidance issued by the PA Department of Health directs schools to prohibit possession of any form of medical marijuana by students at any time on school property or during any school activities on school property. This exception shall be governed by Board policy relating to Controlled Substances/Paraphernalia.*[4]

Authority

The Board prohibits possession, use, purchase or sale of tobacco nicotine, THC, and vaping products, including the product marketed as Juul and other e-cigarettes, regardless of whether such products contain tobacco, THC or nicotine, by or to students at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[\[1\]](#)[\[2\]](#)[\[5\]](#)

The Board prohibits student possession or use of products marketed and sold as tobacco cessation products or for other therapeutic purposes, except as authorized in the Board's Medication policy.[\[3\]](#)

The Board prohibits student possession of any form of medical marijuana at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[\[4\]](#)

The Board authorizes the confiscation and disposal of products prohibited by this policy.

Delegation of Responsibility

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

The Superintendent or designee shall notify students, parents/guardians and staff about the Board's tobacco, nicotine, THC and vaping products policy by publishing information in student handbooks, parental newsletters, posters, and by other efficient methods, such as posted notices, signs, Code of Student Conduct and on the district website.[\[2\]](#)

Reporting

Parental Report –

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use, purchase or sale of a tobacco, nicotine, THC or vaping product, including a Juul or other e-

cigarette, immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[\[6\]](#)[\[7\]](#)[\[8\]](#)

Office for Safe Schools Report -

The Superintendent shall annually, by July 31, report all incidents of possession, use or sale of tobacco, nicotine, THC and vaping products, including Juuls or other e-cigarettes, by students to the PA Department of Education on the required form.[\[8\]](#)[\[9\]](#)[\[10\]](#)

Law Enforcement Incident Report –

The Superintendent or designee may report incidents of possession, use or sale of tobacco, nicotine, THC and vaping products, including Juuls or other e-cigarettes, by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the school police, School Resource Officer (SRO) or to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[1\]](#)[\[2\]](#)[\[6\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

Guidelines

A student who violates this policy shall be subject to prosecution initiated by the district and, if convicted, shall be required to pay a fine for the benefit of the district, plus court costs. In lieu of the imposition of a fine, the court may admit the student to an adjudication alternative.[\[2\]](#)

Tampering with devices installed to detect use of tobacco, nicotine, THC or vaping products shall be deemed a violation of this policy and subject to disciplinary action.[\[12\]](#)

Students with Disabilities

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[8\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

[Text Wrapping Break]

Legal

[1. 18 Pa. C.S.A. 6305](#)

[2. 18 Pa. C.S.A. 6306.1](#)

3. Pol. 210

4. Pol. 227

[5. 20 U.S.C. 7973](#)

[6. 22 PA Code 10.2](#)

[7. 22 PA Code 10.25](#)

8. Pol. 805.1

[9. 24 P.S. 1306.2-B](#)

[10. 24 P.S. 1319-B](#)

[11. 22 PA Code 10.22](#)

12. Pol. 218

[13. 20 U.S.C. 1400 et seq](#)

[14. 22 PA Code 10.23](#)

15. Pol. 103.1

16. Pol. 113.1

17. Pol. 113.2

[24 P.S. 510](#)

[20 U.S.C. 7114](#)

[20 U.S.C. 7118](#)

[20 U.S.C. 7971 et seq](#)

[34 CFR Part 300](#)

[Pennsylvania Department of Health Medical Marijuana Guidance for Schools and School Districts](#)

Book	Policy Manual
Section	200 Pupils
Title	Searches
Code	226
Status	Active
Adopted	June 19, 2024

Purpose

The Board acknowledges the need to respect the rights of students to be free from unreasonable searches and seizures while fulfilling the district’s interest in protecting and preserving the health, safety and welfare of the school population, enforcing rules of conduct, and maintaining an appropriate atmosphere conducive to learning.

Authority

School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, without a warrant, when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

The district has a compelling interest in protecting and preserving the health, safety and welfare of the school population, which under certain circumstances may warrant general or random searches of students and their lockers, vehicles or other belongings without individualized suspicion, for the purpose of finding or preventing entry onto school property of controlled substances, weapons or other dangerous materials.[\[5\]](#)[\[6\]](#)[\[7\]](#)

Delegation of Responsibility

The Board authorizes the administration to conduct searches of students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions in accordance with the standards set forth in this policy.

The Superintendent or designee, in consultation with the district solicitor, shall develop guidelines and procedures to implement this policy, and shall ensure that school staff who are involved in carrying out searches or determining when searches will be conducted receive appropriate periodic training about such procedures and currently applicable legal standards.[\[3\]](#)

Students, parents/guardians and staff shall be notified at least annually, or more often if deemed appropriate by administration, about the standards and procedures in effect pursuant to this policy.

Guidelines

Individualized Suspicion Searches

Students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, may be searched without a warrant when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.^[3]

In determining whether reasonable suspicion exists, the principal or designee always should be able to articulate what is being looked for, and why it is thought to be located in the particular place to be searched. The scope of a search should be limited to the place or places the item sought is believed to be.

Examination by school staff of text messages, call logs, files, images or other data contained in a student's mobile telephone or other electronic device, without the student's consent, normally constitutes a search that must be justified by reasonable suspicion that material in violation of law, district policy or school rules, or evidence of such a violation, is contained in the particular files, directories or other data locations being examined in the device.

Random or General Searches Without Individualized Suspicion

Under certain circumstances, random or general searches of students and their belongings, including student lockers or vehicles parked on school property, may be conducted during the school day or upon entry into school buildings or school activities, in the absence of suspicion focused on a particular student or students, for the purpose of finding or preventing entry onto school property or activities of controlled substances, weapons or other dangerous materials. Such searches normally will be conducted in a minimally intrusive manner using screening methods such as dogs or other animals trained to detect controlled substances, explosives or other harmful materials by smell, as well as metal detectors and other technology. When such screening methods provide a reasonable suspicion that particular students, items or places possess or contain controlled substances, weapons or other dangerous material, screening may be followed by physical searches of those particular students, items or places on an individualized basis.

General or randomized searches must apply to all students or a randomized selection, such as every tenth student.

Random or general searches for weapons or other dangerous devices may be conducted when there are circumstances, information or events tending to indicate increased likelihood that students may be armed or headed for physical confrontation or as a continuation or escalation of a prior incident, in or out of school.

Random or general searches for controlled substances may be conducted when there are circumstances, events or information tending to indicate significant drug use, possession or trafficking among students in school.

Random or general searches not based on individualized suspicion must be approved in advance by the Superintendent or designee, in consultation with the district solicitor. Coordination with law enforcement officials will be accomplished as provided in the memorandum of understanding with the applicable law enforcement agency.[8]

Searches Upon Consent

Searches may be conducted at any time, with or without reasonable suspicion, if the student has given knowing and voluntary consent specific to the place to be searched.

The administration may establish rules and procedures governing certain privileges enjoyed by students, such as the privilege of parking a vehicle on school grounds, that make the student's consent to random searches or inspections a condition of access to the privilege.[6]

Searches by or at the Request of Law Enforcement Officials

The legal standards governing searches initiated by school officials are less strict than the standards applicable to law enforcement authorities in many situations. When searches of students, student belongings, vehicles or lockers are conducted by or at the request of law enforcement officials, with or without the involvement of school staff, the law enforcement officials are solely responsible for ensuring that a warrant has been issued or that the circumstances otherwise permit the search to be lawfully conducted in accordance with the standards applicable to law enforcement actions. School staff will not interfere with or obstruct searches initiated by law enforcement, but may assist when law enforcement officials have requested such assistance and have represented that a warrant has been issued or that they otherwise have proper authority for a lawful search.[8]

Locker Inspections and Searches

Lockers are assigned to or otherwise made available to students as a convenience for the safe storage of books, clothing, school materials and limited personal property, and to facilitate movement between classes and activities and to and from school. Such lockers are and shall remain the property of the school district, and to the extent students have any expectation of privacy of lockers at all, it is very limited.

No student may place or keep in a locker any substance or object that is prohibited by law, Board policy or school rules, or that constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself. Students are required to ensure that their lockers do not contain spoiled food items or beverages, or soiled clothing which may attract pests, create odors or cause unhealthy conditions. A student locker may be opened and inspected for cleanliness, with or without the consent of the student, whenever there are odors, pests or other indications that a locker contains spoiled food, soiled clothing in need of laundering or similarly unhealthy matter.

Students are exclusively responsible for locking their assigned lockers to ensure the security of their personal belongings and school property entrusted to them. Students are permitted to secure their assigned lockers only with locks provided by the district, or if the district does not provide locks, personal combination locks for which the combination has been provided to designated school staff.

Prior to an individual locker search or inspection, the student to whom the locker is assigned shall be notified and be given a reasonable opportunity to be present. However, when there is a reasonable suspicion that a locker contains materials which pose a threat to the health, welfare or safety of the school population, student lockers may be searched without prior notice to the student.

The principal or a designated staff person shall be present whenever a student locker is inspected for cleanliness or is searched. The principal or designee shall maintain written records of all occasions when a locker is searched or inspected. Such records shall include the reason(s) for the search, persons present, objects found and their disposition.

Searches Involving Removal of Clothing or Examination Beneath Clothing

Searches of students involving the removal of undergarments or examination beneath undergarments are subject to stricter standards than are required to justify other searches of a student's person or belongings. Such searches are permitted only when the basis for suspicion establishes either:

1. That the reasons for believing that the items being searched for are concealed specifically inside undergarments are stronger reasons than grounds that would support only a more general reasonable suspicion that the student is in possession of the items or has them somewhere on the student's person; or,
2. That the quantity or nature of the items being sought present a higher level of danger to the school population than other kinds of contraband.

Searches involving the removal of or examination beneath any clothing of a student, other than jackets, coats or other outerwear, shall be conducted only by a staff person of the same gender as the student, with at least one (1) other staff person of the same gender present as a witness, and in a location assuring privacy from observation by persons not involved in the search or of the opposite sex.

Searches involving the removal of undergarments or examination beneath undergarments will be conducted only after consultation with the district solicitor.

Handling and Disposal of Items Found in the Course of Searches

Any items or material found during a search or inspection, the student's possession of which is in violation of law, district policies or school rules, or otherwise is evidence of such a violation, may be confiscated, and may be used as evidence in student discipline proceedings or a criminal investigation, even if such items or material were not the original objective of the search or inspection.

The principal shall be responsible to ensure that confiscated items or material are properly inventoried and secured until the conclusion of disciplinary action, if any, and are then properly disposed of if not appropriate to be returned to the student. Items or materials that are evidence of a criminal offense, or that are not lawful for ordinary citizens to possess will be promptly turned over to proper law enforcement authorities for custody or disposal.

[Text Wrapping Break]

Legal

[1. PA Const. Art. I Sec. 8](#)

[2. 24 P.S. 510](#)

[3. 22 PA Code 12.14](#)

[4. U.S. Const. Amend. IV](#)

5. Pol. 218.1

6. Pol. 223

7. Pol. 227

8. Pol. 805.1

Commonwealth v. Cass, 551 Pa. 25, 709 A.2d 350, 355-56 (1998)

In re F.B., 555 Pa. 661, 726 A.2d 361, 368 (1999)

Safford Unified School Dist. No. 1 v. Redding, 129 S.Ct. 2633 (U.S. 2009)

Book	Policy Manual
Section	200 Pupils
Title	Controlled Substances/Paraphernalia
Code	227
Status	Active
Adopted	June 19, 2024

Purpose

The Board recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. The purpose of this policy is to prohibit student possession, use and/or distribution of controlled substances, except as permitted by applicable state or federal law and Board policy. As an educational institution, the schools shall strive to prevent abuse of controlled substances.[1][2]

Definitions

For purposes of this policy, controlled substances shall include all:[3](#)[4](#)

1. Controlled substances prohibited by federal and state laws.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.[1][2]

For purposes of this policy, under the influence shall include any consumption or ingestion of controlled substances by a student.

For purposes of this policy, look-alike drug shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

Authority

The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.[\[5\]](#)[\[6\]](#)[\[7\]](#)

The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property or during nonschool hours to the same extent as provided in Board policy on student discipline.[\[14\]](#)

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to identify and control substance abuse in the schools which:

5. Establish procedures to appropriately manage situations involving students suspected of using, possessing, being under the influence, or distributing controlled substances.[\[15\]](#)[\[16\]](#)[\[17\]](#)
6. Disseminate to students, parents/guardians and staff the Board policy and administrative regulations governing student use of controlled substances.
7. Provide education concerning the dangers of abusing controlled substances.
8. Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

Guidelines

Violations of this policy may result in disciplinary action up to and including expulsion and referral for prosecution.[14][18][19]

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents involving possession, use or sale of controlled substances on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[13][16][17][20][21][22]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use or sale of controlled substances as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[13][20][23]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of possession, use or sale of controlled substances to the PA Department of Education on the required form.[13][16][17]

In all cases involving students and controlled substances, the need to protect the school community from undue harm and exposure to drugs shall be recognized.

No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary and aware consent of the student and parent/guardian.

Anabolic Steroids

The Board prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Body building and muscle enhancement, increasing muscle bulk or strength, or the enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.[24]

Students shall be made aware of the dangers of steroid use; that anabolic steroids are classified as controlled substances; and that their use, unauthorized possession, purchase, or sale could subject students to suspension, expulsion and/or criminal prosecution.[18][25]

Reasonable Suspicion/Testing

If based on the student's behavior, medical symptoms, vital signs or other observable factors, the building principal has reasonable suspicion that the student is under the influence of a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.

[Text Wrapping Break]

Legal

1. Pol. 210

2. Pol. 210.1

[3. 35 P.S. 780-102](#)

[4. 21 U.S.C. 812](#)

[5. 24 P.S. 510](#)

[6. 24 P.S. 511](#)

[7. 22 PA Code 12.3](#)

[8. 20 U.S.C. 1400 et seq](#)

[9. 22 PA Code 10.23](#)

10. Pol. 103.1

11. Pol. 113.1

12. Pol. 113.2

13. Pol. 805.1

14. Pol. 218

[15. 42 Pa. C.S.A. 8337](#)

[16. 24 P.S. 1306.2-B](#)

[17. 24 P.S. 1319-B](#)

18. Pol. 233

19. Pol. 236

[20. 22 PA Code 10.2](#)

[21. 22 PA Code 10.21](#)

[22. 22 PA Code 10.22](#)

[23. 22 PA Code 10.25](#)

[24. 35 P.S. 807.1](#)

[25. 35 P.S. 807.2](#)

[22 PA Code 403.1](#)

[35 P.S. 780-101 et seq](#)

[35 P.S. 807.1 et seq](#)

[20 U.S.C. 7114](#)

[20 U.S.C. 7118](#)

[21 U.S.C. 801 et seq](#)

[34 CFR Part 300](#)

Pol. 122

Pol. 805

Pol. 823

Book	Policy Manual
Section	200 Pupils
Title	Threat Assessment
Code	236.1
Status	Active
Adopted	June 19, 2024

Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[\[1\]](#)

Authority

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[\[1\]](#)

Definitions

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[\[2\]](#)

Bias – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

Delegation of Responsibility

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint individuals to a district threat assessment team.[\[1\]](#)

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team.^[1]

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education and school administration; school security personnel; and behavioral health professionals.^{[1][3]}

The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

Guidelines

Training

The School Safety and Security Coordinator shall ensure that threat assessment team members are provided individual and/or group training annually on:^[1]

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.^[4]
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.^{[5][6][7][8][9]}

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.^{[1][6][10][11][12][13]}

Information for Students, Parents/Guardians and Staff

The district shall annually notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.^[1]

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say

Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.[\[1\]](#)[\[4\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[\[1\]](#)[\[4\]](#)[\[14\]](#)[\[15\]](#)[\[17\]](#)

The district shall annually provide mandatory training for school staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with law, Board policy and the standards specified by the state's School Safety and Security Committee.[\[6\]](#)[\[12\]](#)

Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[\[1\]](#)

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[\[1\]](#)[\[6\]](#)

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[\[1\]](#)[\[14\]](#)

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[\[1\]](#)

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.[\[1\]](#)[\[3\]](#)[\[6\]](#)[\[18\]](#)

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[\[1\]](#)[\[19\]](#)[\[20\]](#)

Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Title IX Sexual Harassment.[4][15]
2. Bullying/Cyberbullying.[17]
3. Suicide Awareness, Prevention and Response.[14]
4. Hazing.[21]

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1. Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.[22]
4. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation, or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.
5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team, or others.[5][23][24][25][26][27]

The threat assessment team shall establish and implement procedures, in accordance with the district's Memorandum of Understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[3][18]

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.[\[1\]](#)

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

Response and Intervention

The threat assessment team shall make recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[\[1\]](#)

1. A referral to the Student Assistance Program.[\[5\]](#)
2. A referral to the appropriate law enforcement agency.[\[3\]](#)[\[6\]](#)[\[18\]](#)
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.[\[23\]](#)[\[24\]](#)[\[27\]](#)
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[\[23\]](#)
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[\[28\]](#)
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[\[29\]](#)[\[30\]](#)[\[31\]](#)[\[32\]](#)
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.[\[6\]](#)[\[33\]](#)

Safe Schools Incident Reporting –

For Safe Schools reporting purposes, the term incident means an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the

Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[18][34][35]

When a reported threat also meets the definition of an incident under the Safe Schools Act, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies.[18][29][34][36][37]

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.[18][34][38]

Students With Disabilities –

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.[7][9][39][40][41][42]

Monitoring and Management

The threat assessment team shall monitor and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine monitoring or management is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.[5][7][9][14][23][24]

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:[1]

1. Student health records.[43][44]

2. Prior school disciplinary records.[7][9][45]
3. Records related to adjudication under applicable law and regulations.[45][46][47][48][49][50]
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.[\[1\]](#)

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.[5][7][8][9][14][17][39][41][45][51]

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.[8][52][53][54][55]

Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:[\[1\]](#)

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.
6. Recommendations for improvement of the district's threat assessment processes.

7. Any additional information required by the Superintendent or designee.

The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on district safety and security practices.[\[1\]](#)[\[3\]](#)

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee.[\[1\]](#)[\[3\]](#)[\[56\]](#)

Legal

[1. 24 P.S. 1302-E](#)

[2. 24 P.S. 1301-E](#)

3. Pol. 805.2

4. Pol. 103

5. Pol. 236

6. Pol. 805

7. Pol. 113.4

8. Pol. 207

9. Pol. 216

[10. 24 P.S. 1205.2](#)

[11. 24 P.S. 1205.5](#)

[12. 24 P.S. 1310-B](#)

13. Pol. 333

14. Pol. 819

15. Pol. 104

16. Pol. 105.1

17. Pol. 249

18. Pol. 805.1

[19. 23 Pa. C.S.A. 6311](#)

20. Pol. 806

21. Pol. 247

22. Pol. 226

23. Pol. 103.1

24. Pol. 113

25. Pol. 113.1

26. Pol. 113.2

27. Pol. 113.3

28. Pol. 146

29. Pol. 218

30. Pol. 218.1

31. Pol. 218.2

32. Pol. 233

33. Pol. 709

[34. 22 PA Code 10.2](#)

[35. 35 P.S. 780-102](#)

[36. 22 PA Code 10.21](#)

[37. 22 PA Code 10.22](#)

[38. 22 PA Code 10.25](#)

[39. 20 U.S.C. 1232g](#)

[40. 20 U.S.C. 1415](#)

[41. 34 CFR Part 99](#)

[42. 34 CFR Part 300](#)

[43. 24 P.S. 1409](#)

44. Pol. 209

45. Pol. 216.1

[46. 24 P.S. 1304-A](#)

[47. 24 P.S. 1305-A](#)

[48. 24 P.S. 1307-A](#)

[49. 42 Pa. C.S.A. 6341](#)

50. Pol. 218.3

[51. 24 P.S. 1304-D](#)

[52. 22 PA Code 12.12](#)

[53. 42 Pa. C.S.A. 5945](#)

[54. 42 Pa. C.S.A. 8337](#)

[55. 42 CFR Part 2](#)

[56. 24 P.S. 1309-B](#)

[20 U.S.C. 1400 et seq](#)

[35 P.S. 7601 et seq](#)

Pol. 203.1

[PA Commission on Crime and Delinquency, School Safety and Security Committee Model K-12 Threat Assessment Procedures and Guidelines](#)

Book	Policy Manual
Section	200 Pupils
Title	Electronic Devices
Code	237
Status	Active
Adopted	June 19, 2024

Purpose

The Board adopts this policy in order to support an educational environment that is orderly, safe and secure for district students and employees, while also recognizing that electronic devices may provide a positive contribution when used for educational purposes.

Definition

Electronic devices shall include all but not limited to, devices that can take photographs; record, play or edit audio or video data; store, transmit or receive calls, messages, text, data or images; operate online applications; or provide a wireless, unfiltered connection to the Internet, and the like.

Authority

Authorized Use of Electronic Devices

Principals, in consultation with the Superintendent and in compliance with Board policy, administrative regulations and rules, are authorized to determine the extent of the use of electronic devices within their buildings and programs, on district property, and/or while students are attending school-sponsored activities. Use of electronic devices at the elementary level may be different than at the middle school and/or high school levels or may be different between programs. Building principals shall establish rules and notify students, staff and parents/guardians of all applicable rules for use of electronic devices within their buildings and programs.

The Board prohibits use of electronic devices in locker rooms, bathrooms, health suites and other changing areas at any time.

The district shall not be liable for the loss, damage or misuse of any electronic device.

Electronic Images and Photographs

The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

Because such violations may constitute a crime under state and/or federal law, the district may report such conduct to state and/or federal law enforcement agencies.

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and employees about the Board's electronic device policy.

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

Guidelines

Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device.[1][2][3]

[Text Wrapping Break]

Legal

1. Pol. 218

2. Pol. 226

3. Pol. 233

[24 P.S. 510](#)

Pol. 103.1

Pol. 113

Pol. 235

Pol. 815

Book	Policy Manual
Section	200 Pupils
Title	School Wellness
Code	246
Status	Active
Adopted	July 18, 2024

Purpose

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

Authority

The Board adopts this policy based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations.[\[1\]](#)[\[2\]](#)

To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:

1. A comprehensive nutrition program consistent with federal and state requirements.
2. Access at reasonable cost to foods and beverages that meet established nutrition guidelines.
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

Delegation of Responsibility

The Superintendent or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district's schools, programs and curriculum is compliant with this policy, related policies and established guidelines and/or administrative regulations.[\[1\]](#)[\[2\]](#)

Each principal or designee shall annually report to the Superintendent or designee regarding compliance in his/her school.^[2]

Staff members responsible for programs related to school wellness shall report to the Superintendent or designee regarding the status of such programs.

The Superintendent or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:^{[1][2]}

1. The extent to which each district school is in compliance with law and policies related to school wellness.
2. The extent to which this policy compares to model wellness policies.
3. A description of the progress made by the district in attaining the goals of this policy.

At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.^[2]

The district shall annually inform and update the public, including parents/guardians, students, and others in the community, about the contents, updates and implementation of this policy via the district website, and student handbooks. This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.^{[1][2]}

Guidelines

Recordkeeping

The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:^{[2][3]}

1. The written School Wellness policy.
2. Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.
3. Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.

4. Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.

Wellness Committee

The district shall establish a Wellness Committee comprised of, but not necessarily limited to, at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.[\[1\]](#)

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a School Wellness policy that complies with law to recommend to the Board for adoption.

The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school based activities that promote student wellness as part of the policy development and revision process.[\[2\]](#)

Nutrition Education

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.[\[4\]](#)[\[5\]](#)[\[6\]](#)

The goal of nutrition education is to teach, model, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.

Nutrition education lessons and activities shall be age-appropriate.

Nutrition curriculum shall teach behavior-focused skills, which may include menu planning, reading nutrition labels and media awareness.

Nutrition education may be integrated into other subjects to complement but not replace academic standards based on nutrition education.

Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.

The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. The district shall develop standards for such training and professional development.[7]

Nutrition education shall extend beyond the school environment by engaging and involving families and the community.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, and media.

Physical Activity

District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

District schools shall contribute to the effort to provide students opportunities to accumulate at least sixty (60) minutes of age-appropriate physical activity daily, as recommended by the Centers for Disease Control and Prevention. Opportunities offered at school will augment physical activity outside the school environment, such as outdoor play at home, sports, etc.

Age-appropriate physical activity opportunities, such as outdoor and indoor recess, before and after school programs, during lunch, clubs, intramurals and interscholastic athletics, shall be provided to meet the needs and interests of all students, in addition to planned physical education.

A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

District schools shall partner with parents/guardians and community members to institute programs that support lifelong physical activity.

Physical activity shall not be used or withheld as a form of punishment.

Physical Education

A sequential physical education program consistent with curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All district students must participate in physical education aligned to Pennsylvania Chapter 4 regulations.[5][6][8]

Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.

Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.

A comprehensive physical education course of study that focuses on providing students the skills, knowledge and confidence to participate in lifelong, health-enhancing physical activity shall be implemented.

A varied and comprehensive curriculum that promotes both team and individual activities and leads to students becoming and remaining physically active for a lifetime shall be provided in the physical education program.

Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health, Safety and Physical Education academic standards.

Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

Other School Based Activities

Safe drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.[9][10][11][12]

Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.[7][13][14][15]

District schools shall provide adequate space, as defined by the district, for eating and serving school meals.

Students shall be provided a clean and safe meal environment.

Meal periods shall be scheduled at appropriate hours, as required by federal regulations and as defined by the district.[\[9\]](#)

Students shall have access to hand washing or sanitizing before meals and snacks.

Access to the food service operation shall be limited to authorized staff.

Nutrition content of school meals shall be available to students and parents/guardians.

Students and parents/guardians may be involved in menu selections through various means, such as taste testing and surveys.

To the extent possible, the district shall utilize available funding and outside programs to enhance student wellness.

The district shall provide appropriate training to all staff on the components of the School Wellness policy.

Goals of the School Wellness policy shall be considered in planning all school based activities.

The district shall maintain a healthy school environment to optimize conditions for learning and minimize potential health risks to students, in accordance with the district's school environmental health program and applicable laws and regulations.

Nutrition Guidelines for All Foods/Beverages at School

All foods and beverages available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.[\[9\]](#)[\[10\]](#)[\[13\]](#)[\[14\]](#)

Competitive Foods -

Competitive foods are defined as foods and beverages offered or sold to students on school campus during the school day, which are not part of the reimbursable school breakfast or lunch.

Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.[\[2\]](#)[\[16\]](#)[\[17\]](#)

For purposes of this policy, school campus means any area of property under the jurisdiction of the school that students may access during the school day.[\[2\]\[16\]](#)

For purposes of this policy, school day means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.[\[2\]\[16\]](#)

The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.[\[16\]](#)

Fundraiser Exemptions -

Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless an exemption is approved in accordance with applicable Board policy and administrative regulations.[\[18\]](#)

The district may allow a limited number of exempt fundraisers as permitted by the Pennsylvania Department of Education each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. Exempt fundraisers are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.[\[16\]](#)

The district shall establish administrative regulations to implement fundraising activities in district schools, including procedures for requesting a fundraiser exemption.

Non-Sold Competitive Foods -

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.

If the offered competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:

1. Classroom Parties and Celebrations:
 - a. Parents/Guardians shall be informed that foods/beverages should only be brought in when requested for scheduled parties.
 - b. Classroom parties shall offer a minimal amount of foods (maximum 2-3 items) containing added sugar as the primary ingredient (e.g., cupcakes, cookies) and will provide the following:

- i. Fresh fruits/vegetables; and
 - ii. Water, 100 percent juice, 100 percent juice diluted with water, low-fat milk or nonfat milk.
 - c. When possible, foods/beverages for parties and celebrations shall be provided by the food service department to help prevent food safety and allergy concerns.
2. Shared Classroom Snacks:
 - a. Shared classroom snacks are not permitted in district schools.

The district shall provide a list of suggested nonfood ideas and healthy food and beverage alternatives to parents/guardians and staff, which may be posted via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods.

Marketing/Contracting -

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.[\[2\]](#)[\[16\]](#)

Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.[\[19\]](#)

Management of Food Allergies in District Schools

The district shall establish administrative regulations to address food allergy management in district schools in order to:

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.
2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.
3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities.

Safe Routes to School

The district shall cooperate with local municipalities, public safety agency, police departments and community organizations to develop and maintain safe routes to school.

District administrators shall seek and utilize available federal and state funding for safe routes to school, when appropriate.

[Text Wrapping Break]

Legal

[1. 42 U.S.C. 1758b](#)

[2. 7 CFR 210.31](#)

[3. 7 CFR 210.15](#)

[4. 24 P.S. 1513](#)

5. Pol. 102

6. Pol. 105

7. Pol. 808

[8. 24 P.S. 1512.1](#)

[9. 7 CFR 210.10](#)

[10. 7 CFR 220.8](#)

[11. 24 P.S. 701](#)

[12. 24 P.S. 742](#)

[13. 42 U.S.C. 1751 et seq](#)

[14. 42 U.S.C. 1773](#)

[15. 7 CFR 210.30](#)

[16. 7 CFR 210.11](#)

[17. 7 CFR 220.12](#)

18. Pol. 229

[19. 24 P.S. 504.1](#)

[24 P.S. 1337.1](#)

[24 P.S. 1422.3](#)

[P.L. 111-296](#)

[7 CFR Part 210](#)

[7 CFR Part 220](#)

Pol. 103

Pol. 103.1

Book	Policy Manual
Section	200 Pupils
Title	Hazing
Code	247
Status	Active
Adopted	July 18, 2024

Purpose

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

Definitions

Hazing occurs when a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:[\[1\]](#)

1. Violate federal or state criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
3. Endure brutality of a physical nature, including, but not limited to, whipping, beating, branding, or exposure to the elements.
4. Endure brutality of a mental nature, including, but not limited to, activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
5. Endure any act of a sexual nature.
6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

Aggravated hazing occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and:[\[2\]](#)

1. The person acts with reckless indifference to the health and safety of the student; or

2. The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

Organizational hazing occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing.^{[3][4]}

Any activity, as described above, shall be deemed a violation of this policy regardless of whether:^[5]

1. The consent of the student was sought or obtained, or
2. The conduct was sanctioned or approved by the school or organization.

Student activity or organization means any activity, society, corps, team, club or service, social or similar group, operating under the sanction of or recognized as an organization by the district, whose members are primarily students or alumni of the organization.^{[6][7]}

For purposes of this policy, bodily injury shall mean impairment of physical condition or substantial pain.^[8]

For purposes of this policy, serious bodily injury shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.^[8]

Authority

The Board prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours.^{[4][5][7][9][10]}

No student, parent/guardian, coach, sponsor, volunteer or district employee shall engage in, condone or ignore any form of hazing.

The Board encourages students who believe they, or others, have been subjected to hazing to promptly report such incidents to the building principal or designee.

Title IX Sexual Harassment and Other Discrimination

Every report of alleged hazing that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a hazing investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged hazing.^{[11][12]}

Delegation of Responsibility

Students, parents/guardians, coaches, sponsors, volunteers, and district employees shall be alert to incidents of hazing and shall report such conduct to the building principal or designee.

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.[\[13\]](#)[\[14\]](#)

Guidelines

In addition to posting this policy on the district's publicly accessible website, the district shall inform students, parents/guardians, sponsors, volunteers and district employees of the district's policy prohibiting hazing, including district rules, penalties for violations of the policy, and the program established by the district for enforcement of the policy by means of distribution of written policy, publication in handbooks, presentation at an assembly or verbal instructions by the coach or sponsor at the start of the season or program.[\[4\]](#)

This policy, along with other applicable district policies, procedures and Codes of Conduct, shall be provided to all school athletic coaches and all sponsors and volunteers affiliated with a student activity or organization, prior to coaching an athletic activity or serving as a responsible adult supervising, advising, assisting or otherwise participating in a student activity or organization together with a notice that they are expected to read and abide by the policies, procedures and Codes of Conduct.[\[7\]](#)

Complaint Procedure

A student who believes that they have been subject to hazing is encouraged to promptly report the incident to the principal or designee.

Students are encouraged to use the district's report form, available from the principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of hazing shall be provided to the principal or designee, who shall promptly notify the Superintendent or designee of the allegations and determine who shall conduct the investigation. Allegations of hazing shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of hazing brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be hazing under this policy but merits review and possible action under other Board policies.

Interim Measures/Police

Upon receipt of a complaint of hazing, the principal or designee, in consultation with the Superintendent or designee, shall determine what, if any interim measures should be put in place to protect students from further hazing, bullying, discrimination or retaliatory conduct related to the alleged incident and report. Such interim measures may include, but not be limited to, the suspension of an adult who is involved, the separation of alleged victims and perpetrators, and the determination of what the complaining student needs or wants through questioning.

Those receiving the initial report and conducting or overseeing the investigation will assess whether the complaint, if proven, would constitute hazing, aggravated hazing or organizational hazing and shall report it to the police consistent with district practice and, as appropriate, consult with legal counsel about whether to report the matter to the police at every stage of the proceeding. The decision to report a matter to the police should not involve an analysis by district personnel of whether safe harbor provisions might apply to the person being reported, but information on the facts can be shared with the police in this regard.[\[15\]](#)

Referral to Law Enforcement and Safe Schools Reporting Requirements –

For purposes of reporting hazing incidents to law enforcement in accordance with Safe Schools Act reporting, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[\[16\]\[17\]\[18\]](#)

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents, as defined in the Safe Schools Act, committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[16\]\[17\]\[19\]\[20\]\[21\]\[22\]](#)

The Superintendent or designee shall notify the parent/guardian of any student directly involved in a defined incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[\[17\]\[22\]\[23\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the Office for Safe Schools on the required form.[\[16\]\[22\]](#)

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the district's legal and investigative obligations.

Retaliation

Reprisal or retaliation relating to reports of hazing or participation in an investigation of allegations of hazing is prohibited and shall be subject to disciplinary action.

Consequences for Violations

Safe Harbor –

An individual needing medical attention or seeking medical attention for another shall not be subject to criminal prosecution if the individual complies with the requirements under law, subject to the limitations set forth in law.[\[15\]](#)

Students –

If the investigation results in a substantiated finding of hazing, the investigator shall recommend appropriate disciplinary action up to and including expulsion, as circumstances warrant, in accordance with the Code of Student Conduct. The student may also be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity or organization. The fact of whether a student qualified for and received safe harbor under a criminal investigation shall be considered in assigning discipline.[\[4\]](#)[\[7\]](#)[\[15\]](#)[\[24\]](#)[\[25\]](#)

Nonstudent Violators/Organizational Hazing -

If the investigation results in a substantiated finding that a coach, sponsor, or volunteer affiliated with the student activity or organization engaged in, condoned or ignored any violation of this policy, the coach, sponsor, or volunteer shall be disciplined in accordance with Board policy and applicable laws and regulations. Discipline could include, but is not limited to, dismissal from the position as coach, sponsor, or volunteer, and/or dismissal from district employment.[\[26\]](#)

If an organization is found to have engaged in organizational hazing, it shall be subject to the imposition of fines and other appropriate penalties. Penalties may include rescission of permission for that organization to operate on school property or to otherwise operate under the sanction or recognition of the district.

Criminal Prosecution –

Any person or organization that causes or participates in hazing may also be subject to criminal prosecution.[\[4\]](#)

[Text Wrapping Break]

Legal

[1. 18 Pa. C.S.A. 2802](#)

[2. 18 Pa. C.S.A. 2803](#)

[3. 18 Pa. C.S.A. 2804](#)

[4. 18 Pa. C.S.A. 2808](#)

[5. 18 Pa. C.S.A. 2806](#)

[6. 18 Pa. C.S.A. 2801](#)

[7. 24 P.S. 511](#)

[8. 18 Pa. C.S.A. 2301](#)

9. Pol. 122

10. Pol. 123

11. Pol. 103

12. Pol. 103.1

[13. 24 P.S. 1302-E](#)

14. Pol. 236.1

[15. 18 Pa. C.S.A. 2810](#)

[16. 24 P.S. 1303-A](#)

[17. 22 PA Code 10.2](#)

[18. 35 P.S. 780-102](#)

[19. 24 P.S. 1302.1-A](#)

[20. 22 PA Code 10.21](#)

[21. 22 PA Code 10.22](#)

22. Pol. 805.1

[23. 22 PA Code 10.25](#)

24. Pol. 218

25. Pol. 233

26. Pol. 317

[18 Pa. C.S.A. 2801 et seq](#)

[22 PA Code 10.23](#)

Pol. 113.1

Pol. 916

Book	Policy Manual
Section	200 Pupils
Title	Bullying/Cyberbullying
Code	249
Status	Active
Adopted	July 18, 2024

Purpose

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

Definitions

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:[\[1\]](#)

1. Substantially interfering with a student’s education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[\[1\]](#)

Authority

The Board prohibits all forms of bullying/cyberbullying by district students.[\[1\]](#)

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

Students are encouraged to use the district's report form, available from the principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.^[2]^[3]

Title IX Sexual Harassment and Other Discrimination

Every report of alleged bullying that can be reasonably interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.^[4]^[5]

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the district's legal and investigative obligations.

Retaliation

Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

Delegation of Responsibility

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

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

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.^[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[\[1\]](#)

District administration shall annually provide the following information with the Safe School Report:[\[1\]](#)

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

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[\[1\]](#)[\[6\]](#)[\[7\]](#)

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.[\[1\]](#)

Education

The district shall develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[\[1\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:[\[1\]](#)[\[6\]](#)[\[11\]](#)

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.

4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

[Text Wrapping Break]

Legal

[1. 24 P.S. 1303.1-A](#)

[2. 24 P.S. 1302-E](#)

3. Pol. 236.1

4. Pol. 103

5. Pol. 103.1

6. Pol. 218

[7. 22 PA Code 12.3](#)

[8. 20 U.S.C. 7118](#)

[9. 24 P.S. 1302-A](#)

10. Pol. 236

11. Pol. 233

Pol. 113.1

Book	Policy Manual
Section	200 Pupils
Title	Students Experiencing Homelessness, Foster Care and Other Educational Instability
Code	251
Status	Active
Adopted	July 18, 2024

Purpose

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

Authority

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

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

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

1. Dress code.[\[9\]](#)
2. Transportation.[\[10\]](#)
3. School-sponsored or extracurricular activities for which students meet placement and qualification requirements, including, but not limited to, clubs, athletics, performing arts, class trips, social events, career and technical education, internships and specialized classes.[\[11\]\[12\]\[13\]\[14\]\[15\]\[16\]\[17\]](#)
4. Fees related to school-sponsored or extracurricular activity participation fees, and other fees including, but not limited to, school identification (badges, cards, etc.), uniforms, materials, lost or damaged items, athletic physical exams, parking or driving, food services, library, locker or padlock rental or replacement, summer school or credit recovery, technology and graduation regalia.[\[9\]\[13\]\[14\]\[15\]\[18\]\[19\]\[20\]\[21\]\[22\]](#)

5. Graduation.[19]

6. Registration deadlines.

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

Definitions

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

1. Homelessness.[1][3][7]

2. An adjudication of:[23][24]

a. Dependency relating to child protective services and juvenile matters;

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

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

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

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

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

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

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

1. Children and youths who are:
 - a. Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
 - b. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
 - c. Living in emergency, transitional or domestic violence shelters; or
 - d. Abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;
4. Migratory children who qualify as homeless because they are living in circumstances described above; and
5. School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

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

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

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

Delegation of Responsibility

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

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

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

1. Local children and youth agency to:
 - a. Establish formal mechanisms to ensure that the district is promptly notified when a child enters foster care or changes foster care placements;
 - b. Develop a protocol on how to make best interest determinations; and
 - c. Develop and coordinate transportation procedures.
2. Other local service agencies and entities that provide services to students experiencing educational instability.
3. Other school districts on issues of prompt identification, transfer of records, transportation and other inter-district activities.
4. District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act.^{[11][28]}
5. State and local housing agencies responsible for comprehensive housing affordability strategies.

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

1. Facilitate the student's expedited consultation with the school counselor or other mental health professionals, as appropriate.
2. Facilitate the prompt placement of the student in appropriate courses.
3. Connect the student with educational services that meet the student's specific needs.
4. Immediately request the prior school entity, county agency and the student's education decision maker to provide the complete student information and records, including an IEP or Section 504 service agreement, if applicable. Within ten (10) business days, the prior school entity located within Pennsylvania, including schools with residential placements, shall provide the requested information and records to ensure proper transfer of course credits, grades and an IEP or Section 504 service agreement, if applicable.
5. Develop and execute a graduation plan in collaboration with the student in grades nine (9) through twelve (12). The graduation plan shall be customized to meet the specific needs of the student and shall detail the courses

necessary for on-time graduation and transition to postsecondary education or the workforce. The graduation plan shall be included in the student's education records.

Additional Responsibilities to Support Homeless Students -

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

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

Training

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

Additional Training to Support Homeless Students -

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

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

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

1. Improve identification of homeless children and youths and unaccompanied youths;
2. Understand the rights of such children, including requirements for immediate enrollment and transportation;
and
3. Heighten the awareness of, and capacity to respond to, the educational needs of such children.

Guidelines

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

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

Parents/Guardians and students have the authority to determine what information shall be shared with the district. However the information provided must be sufficient in order for the District to determine that the student is experiencing educational instability.

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

Enrollment

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

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

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

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

Best Interest Determination -

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

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

1. In the case of a homeless child or unaccompanied youth, give priority to the request of the parent/guardian or unaccompanied youth.
2. Consider student-centered factors related to impact of mobility on achievement, education, appropriateness of the current educational setting, health and safety, and proximity to living arrangements including foster care placement.

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

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

Timeliness of Enrollment -

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

1. The student is unable to produce records normally required for enrollment.[\[27\]](#)[31]
2. The application or enrollment deadline has passed.[\[27\]](#)[31][32]

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

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

Grade Level Assignment -

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

Dispute Resolution

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

Dispute Resolution for Homeless Students -

If the district determines that it is not in the student's best interest to attend the school of origin or the school requested by the unaccompanied youth or parent/guardian, the district shall provide the unaccompanied youth or

parent/guardian with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the unaccompanied youth or parent/guardian and shall include information regarding the right to appeal.^[27]

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

1. The parent/guardian or unaccompanied youth shall be referred to the district's point of contact, who shall assist in the dispute resolution process.
2. The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.
3. The district's point of contact shall issue a written decision of the dispute within twenty (20) business days of being notified of the dispute.

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

Dispute Resolution for Students in Foster Care -

If a dispute arises over the appropriate school placement for a child in foster care, to the extent feasible and appropriate, the child shall remain in their school of origin, pending resolution of the dispute.^[2]

Students Discharged From Foster Care

A student who has been discharged from foster care may be permitted to finish the semester in this district, if appropriate, without payment of tuition.^[38]

Education Records

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

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

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

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

Comparable Services

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

1. Transportation services.[\[10\]](#)
2. School nutrition programs.[\[21\]](#)
3. Career and technical education.[\[12\]](#)
4. Educational programs for which the student meets the eligibility criteria, such as:
 - a. Services provided under Title I or similar state or local programs.[\[41\]](#)
 - b. Programs for English Learners.[\[42\]](#)
 - c. Programs for students with disabilities.[\[11\]](#)
 - d. Programs for gifted and talented students.[\[16\]](#)
5. Preschool programs.

Transportation for Homeless Students -

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

If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation. [\[27\]](#)

Transportation for Students in Foster Care –

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

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

The transportation plan shall address the following:^[6]

1. The procedure the district and local children and youth agency will follow to provide transportation for children in foster care in a cost-effective manner and in accordance with applicable law.^[8]
2. How transportation costs will be covered if additional costs are incurred. Options include:
 - a. The local children and youth agency agrees to reimburse the district;
 - b. The district agrees to pay for the cost;^[6]
 - c. The district and the local children and youth agency agree to share the costs; or
 - d. The district of origin, the district of foster residence, and the placing children and youth agency agree to share the costs.
3. Dispute resolution procedures to ensure that any disagreements regarding the cost of transportation are resolved promptly and fairly, and do not impact a student's ability to remain in the school of origin during the dispute resolution process.

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

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

Course Credit and Graduation

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

1. Waiving a specific course required for graduation if similar coursework has been satisfactorily completed in another school entity or the student has demonstrated competency in that content area. Evidence as to whether

coursework has been satisfactorily completed and the amount of full or partial credit assigned, may be determined through any of the following:[\[4\]](#)[\[19\]](#)

- a. Competency demonstration, which could include, but is not limited to:
 - i. Submission of an essay, presentation or project.
 - ii. Recognition that the student has already successfully completed a higher-level course, an experiential learning opportunity or internship that demonstrates competence in the content area.
 - b. Performance on an examination.
 - c. Successful completion of a career and technical education course.
 - d. Other evidence or method determined appropriate by the district.
2. If a specific course requirement cannot be waived, the district shall provide an alternative or modified course of study that is currently offered to students and that will assist the student with acquiring the required work or competency requirements by the anticipated graduation date.
 3. If, after considering full and partial course credits, waiving courses or providing alternative courses of study, the district determines that the student meets the established graduation requirements, the student shall be allowed to participate in the graduation ceremony and graduate with their peers.

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

Keystone Diploma –

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

1. All other graduation options have been exhausted.
2. The student is unable to obtain a diploma from the student's prior or receiving school entity.

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

Students with Disabilities –

Students experiencing educational instability who have an IEP shall maintain the right to special education and the right to graduate either through attainment of credits or through the completion of the goals established in their IEP, in accordance with applicable law, regulations, Board policy, administrative regulations and state guidance.[11][19]

[Text Wrapping Break]

Legal

[1. 22 PA Code 11.18](#)

[2. 24 P.S. 1305](#)

[3. 24 P.S. 1306](#)

[4. 24 P.S. 1331.1](#)

[5. 20 U.S.C. 6311](#)

[6. 20 U.S.C. 6312](#)

[7. 42 U.S.C. 11431 et seq](#)

[8. 42 U.S.C. 675](#)

9. Pol. 221

10. Pol. 810

11. Pol. 113

12. Pol. 115

13. Pol. 121

14. Pol. 122

15. Pol. 123

16. Pol. 114

17. Pol. 231

18. Pol. 124

19. Pol. 217

20. Pol. 223

21. Pol. 808

22. Pol. 110

[23. 23 Pa. C.S.A. 6301 et seq](#)

[24. 42 Pa. C.S.A. 6301 et seq](#)

[25. 45 CFR 1355.20](#)

[26. 42 U.S.C. 11434a](#)

[27. 42 U.S.C. 11432](#)

28. Pol. 103.1

29. Pol. 113.4

30. Pol. 216

31. Pol. 200

32. Pol. 201

33. Pol. 203

34. Pol. 204

35. Pol. 209

36. Pol. 206

37. Pol. 906

38. Pol. 202

[39. 20 U.S.C. 1232g](#)

40. Pol. 146

41. Pol. 918

42. Pol. 138

[43. 24 P.S. 121](#)

[22 PA Code 403.1](#)

[20 U.S.C. 6301 et seq](#)

[34 CFR Part 99](#)

[67 Fed. Reg. 10698](#)

PA Education for Homeless Children and Youth State Plan

[Basic Education Circular, August 1, 2022: Act 1 of 2022 - Assisting Students Experiencing Education Instability](#)

Ensuring Educational Stability for Foster Care Youth - Transportation Plan Guide