

**Student/Parent Elementary Handbook
Berwick Area School District
2023-2024
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Board of Education

Mrs. Sandra Slavick, Board President
Mrs. Brenda Post, Board Vice President
Ms. Carol Bodwalk, Board Member
Mrs. Susy Weigand, Board Member
Mr. Keith Hess, Board Member
Mr. Ron Robsock, Board Member
Mr. Jeffrey Taylor, Board Member
Mrs. Krista Kukorlo, Board Member
Mr. Joseph Nespoli, Board Member

Administration Office

**500 Line Street
570-759-6400**

| | |
|---|---------------------|
| Mrs. Wendy Kupsky, Superintendent | Ext. 3509 |
| Mr. Robert Croop, Jr., Director of Curriculum and Instruction, 9-12 | Ext. 3104 |
| Dr. Elizabeth Shotwell, Director of Curriculum and Instruction, K-8 | Ext. 3702 |
| Mrs. Tina Hrinda, Business Manager | Ext. 3505 |
| Mrs. Pamela Hegland, Director of Student Services | Ext. 3538 |
| Mr. Brent Crispell, Director of Buildings and Grounds | Ext. 3573 |
| Mr. Joseph "Bo" Orlando, Athletic Director | Ext. 3142 |
| Mrs. Sara Lanning, Transportation | Ext. 3517 |
| Mrs. Teresa Conrad, Office of Child Accounting (Registration) | Ext. 3521/3523/3530 |
| Ms. Lori Frey, Director of Food Service | Ext. 3111 |

BUILDING ADMINISTRATORS & CONTACT INFORMATION DIAL 570-759-6400 TO REACH ALL BUILDINGS

Salem Elementary

| | |
|---|-----------|
| Mr. Patrick Sharkey, Principal, K-5 Cyber | Ext. 3304 |
| Ms. Sue Eisenhauer, Dean of Students | Ext. 3550 |
| Secretary | Ext. 3304 |
| School Nurse | Ext. 3306 |
| Guidance | Ext. 3303 |

Nescopeck Elementary

| | |
|--------------------------------------|-----------|
| Dr. Elizabeth Shotwell, Principal | Ext. 3702 |
| Ms. Sue Eisenhauer, Dean of Students | Ext. 3710 |
| Secretary | Ext. 3701 |
| School Nurse | Ext. 3706 |
| Guidance, Jennifer Hestor | Ext. 3704 |

West Berwick Elementary

| | |
|----------------------------------|-----------|
| Ms. Jill Shipman, Principal | Ext. 3602 |
| Mrs. Cara Dunn, Dean of Students | Ext. 2646 |
| Secretary | Ext. 3601 |
| School Nurse | Ext. 3606 |
| Guidance, Jennifer Marcum | Ext. 3605 |

Secondary Schools

Mr. Robert Croop, Jr., Senior High School Principal
Mr. Greg Michaels, Principal of Operations
Mrs. Wendy Daily, Middle School Principal (Grades 5 and 6)
Mr. David Robbins, Middle School Principal (Grades 7 and 8)
Mrs. Jodi Walp, Dean of Students (Middle School)
Mr. Michael Bennett, Dean of Students (High School)
Mrs. Kate Warhurst, Dean of Students (High School)

Berwick Area School District Police

| | |
|---------------------------|-----------|
| High School Police Office | Ext. 3122 |
| Officer Jason Lanning | Ext. 3122 |
| Officer Rob Procopio | Ext. 3122 |

WELCOME

We would like to welcome parents and children to an exciting and challenging new school year. Everything that is offered by our schools is meant to assist and lead your child in reaching the learning goals that have been set, and we are here to help your child reach these goals in any way we can. We encourage our elementary students to be active learners and active participants in all that they do. We want the years that children spend with us to be the best they can be. The following pages explain what you will need to know to make these years successful. Please take time to review these pages together with your child. The opportunity to work with you as a team as your child prepares for his/her future is an opportunity that is important to us all.

GENERAL INFORMATION

LUNCH

Our lunch time is a closed lunch, meaning that students may not walk home or leave the school at lunch time. Students who pack their lunch should come to school with their lunch. Food delivery during the day should not occur unless the student has forgotten their lunch.

| 2023 | Reason | Important Dates | Description | Month | Total |
|---|--------------------|-----------------|------------------------------|-------|-------|
| August | | Aug. 30 and 31 | Teacher In-Service | | |
| September | | Sept. 4 | Labor Day | | |
| | | Sept. 5 | Student First Day | | |
| | Vacation | Sept. 29 | Fair Break | | |
| October | | Oct. 9 | Teacher In-Service | | |
| November | | Nov. 6 | Act 80 Day | | |
| | | Nov. 20-21 | Parent/Teacher Conferences | | |
| | Vacation | Nov. 22 | Early Dismissal Thanksgiving | | |
| | Vacation | Nov. 23, 24, 27 | Thanksgiving | | |
| December | Vacation | Dec. 22 | Early Dismissal Christmas | | |
| | Vacation | Dec 25-29 | Christmas | | |
| 2024 | | | | | |
| January | Vacation | Jan. 1 | New Years Day | | |
| | | Jan. 15 | Teacher In-Service MLK | | |
| February | | Feb. 5 | Act 80 Day | | |
| | Vacation | Feb. 19 | President's Day | | |
| March | | March 15 | Teacher In-Service | | |
| | Vacation | March 28, 29 | Easter | | |
| April | Vacation | April 1 | Easter | | |
| May | Vacation | May 27 | Memorial Day | | |
| June | | June 13 | Tentative Last Day | | |
| Note: Early Dismissals for Students & Teachers – Nov. 22 & Dec. 22 11:15AM MS & HS 12:00 Elementary | | | | | |
| 5 Teacher In-Service Days: August 30, 31, October 9, 2023, January 15 & March 15, 2024 | | | | | |
| Make-Up Days: | 1st day no make-up | MP#1 | 9/05/23-11/08/23 | | |
| | 2nd day no make-up | MP#2 | 11/9/23-1/24/24 | | |
| | 3rd day no make-up | MP#3 | 1/25/24-4/03/24 | | |
| | 4th day no make-up | MP#4 | 4/04/24-6/13/24 | | |
| | 5th day no make-up | | | | |
| Unused snow days will be taken off the end of the school year. Note: Final last day of School and Graduation will be determined at a later date. | | | | | |

PA CORE STANDARDS AND REPORT CARDS

The PA Core Standards initiative is a state led effort to establish a single set of clear educational standards for English/Language Arts and Mathematics that states can share and voluntarily adopt. The standards have been developed by the best available evidence and the highest state standards across the country, globe, and designed by a diverse group of teachers, experts, parents, and school administrators. They reflect both our aspirations for our children and the realities of the classroom. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected of them. The standards are benchmarked to international standards to guarantee that our students are competitive in the emerging global marketplace.

The PA Core Standards are available on PDE's Standards Aligned System. Please use this link <http://www.pdesas.org/Standard/CommonCore> for information regarding the common core state standards. For “Frequently Asked Questions”, please use <http://www.corestandards.org/frequently-asked-questions>.

Our standards aligned report card was designed to prepare our students to be 21st Century Learners and is part of our the Skyward student information system, which is aligned to the PA Core Standards. This report card:

- Defines expectations with learning targets
- Communicates student progress
- Provides consistency by grade level
- Removes extraneous factors
- Focuses on academic achievement

REPORT CARD INDICATORS K-4

Although perfection is impossible in grading, our goal in standards based grading is to have grades that are fair and less subject to bias, more accurate, and specific so that both teachers and students can describe what it means to be proficient, and timely, providing effective feedback so that students can improve their performance. The performance indicators used to identify student progress include **L for Limited Development**, **D for Developing**, **P for Proficient Progress**, and **M for Mastered**.

What Does M, P, D, and L Mean to Parents?

| | |
|----------|--|
| M | My child is working consistently at the year-end expected grade level for that standard. |
| P | My child works consistently on grade level expectations and can explain the how and why behind it. |
| D | My child needs help in order to make progress toward grade level expectations. |
| L | My child is not yet demonstrating progress toward grade level expectations even with support. |

What Does M, P, D, and L Mean to Students?

| | |
|----------|---|
| M | I know or can do it well enough to make connections that weren't even taught. |
| P | I know or can do everything that was taught without making mistakes. |
| D | I know or can do some of what was taught. |
| L | I need help understanding or doing most of what was taught. |

Parents/Guardians are requested to sign the report card sleeve to show that they have reviewed it. Report card sleeves should be returned no later than the second school day after receiving them. Any questions a parent may have regarding student progress should be directed to the child's teacher.

SUPPORT SERVICES & PROGRAMS

-Administrative Regulations to Support Board Policy #112, #113, #117, #237, #819

The Berwick Area School District provides a variety of services and programs designed to complement, extend, and support all learners at the elementary school level. Additionally, schoolwide programs are in place to ensure student and staff safety. A description of the support services and programs that are currently in place are listed below.

A. Child Study Team

All elementary schools will provide instructional support to those students who are having academic and/or behavioral problems affecting their academic achievement. This will involve the parents in establishing procedures or strategies to help the student. Parents are encouraged to meet with school officials and teachers if you are notified that your child is in need of assistance.

B. Speech and Language Support

The school district provides speech and language screening, evaluation, and therapy by a Pennsylvania Department of Education Certified Speech and Language Clinician for students demonstrating needs in the areas of articulation, language, fluency, and voice disorder. Parent and teacher written referrals can be made to the building principal at any time. If the results of this screening indicate a possible speech/language disorder, parents will be contacted to obtain permission for a formal evaluation. No student with a voice problem or recent oral facial repair will be seen for diagnostic purposes without medical clearance.

C. Elementary School Counseling Services

Children in Berwick's elementary schools have access to services offered by the elementary guidance counselors. These services are geared toward helping students with the learning, social, emotional and psychological development children at this age may experience. Counselors may meet with students individually or in small groups as needed. They also serve as contact persons with local social service agencies. Referrals may be made by school personnel or parents. Intervention and therapeutic counselors are also available to work with elementary students through a partnership between BASD and CMSU.

D. Individualized Health Plan

For students with health management needs; the district ensures access to an education for students with special health care needs, whether or not the student is classified as eligible for special education or 504 (a formal written agreement developed with the interdisciplinary collaboration of the school staff in partnership with the student's family, the student, and the student's health care provider).

E. 504

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that prohibits discrimination against individuals with disabilities.

A student may be eligible to receive Section 504 Accommodations if he/she:

- Has a physical or mental impairment, and
- The impairment substantially limits one or more major life activities and the disability is not transitory and minor.

The district's 504 accommodation team is responsible for identification, eligibility, and development of accommodations and the accommodation plan.

- **Note:** A determination that the student has a disability or a medically diagnosed illness or condition does not guarantee eligibility for a 504 accommodation plan. However, a student may be found to be eligible for Section 504 nondiscrimination protections without requiring an accommodation plan.

F. Special Education Support

Learning Support – Services for students whose primary need is assistance with classroom learning.

Life Skills Support – Services for students whose primary need is learning independent living skills.

Emotional Support – Services for students whose primary need is emotional support and structure.

Speech/Language – Services for students with speech and language impairments.

Autistic Support- Services for students on the autism spectrum with attention to managing sensory issues.

Multiple Disability- Services for students with severe cognitive and/or physical disabilities.

G. Student Assistance Program

- BASD Student Assistance Program (SAP) is an intervention program staffed by administrators, guidance counselors, teachers, school nurses and appropriate agencies from the community. The Student Assistance Team is trained to identify and refer “at-risk” students for appropriate help. Concerns may include substance abuse, physical and sexual abuse, suicide prevention, depression, eating disorders, pregnancy and children of divorce. Referrals to the team may be made by parents, teachers, staff, students, or peers. Referral forms are available on the school website.

H. Comprehensive School Threat Assessment

- The FBI, U.S. The Secret Service, and Department of Education recommend that school districts implement a standard procedure for threat assessment. The B.A.S.D. has adopted the Comprehensive School Threat Assessment Guidelines (CSTAG) which have been tested extensively and are practiced in schools throughout the United States.
- CSTAG is a team approach to threat assessment that focuses on problem solving and violence prevention. The threat assessment team will conduct an assessment using the School Threat Assessment Decision Tree to determine the level of seriousness of the threat and how to appropriately respond. If necessary, appropriate discipline will be determined and implemented by the school district discipline committee, and/or school administration.

I. A.L.I.C.E-Alert, Lockdown, Inform, Counter, Evacuate

- A school safety program that is designed to give a person, or group of people, who may find themselves in a dangerous situation, some mental and physical strategies to combat a violent situation. The program is designed so that anybody can employ strategies.

J. Securly Aware

- Securly Aware is a student safety and wellness solution that provides unprecedented visibility into student mental health and wellness. The data provided by Aware can help you understand and meaningfully impact student wellness. Aware can identify those at risk for: self-harm, suicide, depression, violence, bullying. The program proactively supports students who demonstrate concerning behaviors, gains a clear picture of each student's current wellness level, and intervenes quickly when wellness levels drop.

The following is the process for Special Education Support:

1. Referral

Before your child is considered for a special education program, you must grant permission in writing for the evaluation. A parent interested in making a referral for their child should contact the building principal.

2. Evaluation

A multi-disciplinary team evaluates a child to determine such things as his or her learning disability, behavior patterns, physical coordination and communication skills. The team may include a special education teacher and supervisor, speech therapist, counselor or psychologist in addition to a parent, a teacher and the school principal. The team reviews the results of the evaluation and determines if special education services are needed. If a special education placement is recommended, you will be part of the team that develops an Individual Education Program (IEP) for your student.

3. Due Process

Due process is a series of steps to assure students receive a free, appropriate public education. At each step in determining your child's needs for special education services, you have the right to disagree with the educational team's decisions. These decisions may be reviewed in a due process hearing with members of the educational team, school district and IU staff.

4. IEP/NOREP

Every student receiving special education services must have an IEP, a written summary of his or her educational plan. IEPs are developed during planning conferences attended by the education team members and parents. Special education, related services, and any regular education programs or activities in which your child participates are described in the IEP.

To ensure that your child's IEP is appropriate for continued growth, the plan is reviewed when major changes must be made (if goals are met more quickly or slowly than expected, or if a child's needs change), and at least once a year.

NOREP – Before an IEP can be implemented, you are asked to give your approval for special education placement by signing a Notice of Recommended Educational Placement (NOREP). This legal document notes the type of program in which your child is to be enrolled. Your child's NOREP is reissued whenever programming is changed to a major degree.

PROCEDURES FOR PLACEMENT OUTSIDE OF HOME SCHOOL

1. Parent must sign a notarized statement indicating that the babysitter is necessary to maintain parental employment. This must include a signed letter from the employer stating working hours.
2. A letter from the babysitter is required stating the hours during the week, that the student will be in their care.

3. The school district will verify employment with the employer.
4. Letters from the parent, babysitter, and employer must be submitted to the district office before a transfer can be considered.

HOMEBOUND

Absences due to a medical issue/concern that will constitute an absence of more than 10 consecutive days from school can be covered by homebound instruction. Applications and guidelines can be acquired at the central registration office. In case of illness that requires prolonged periods of absence from school, arrangements should be made through the district office for homebound instruction as soon as to keep your child current with his/her curriculum.

DISTANCE LEARNING/CYBER PLATFORM

The Berwick Area School District, in collaboration with Gradpoint Connexus offers an educational learning environment designed to meet the needs of students who desire to pursue their education in an online format. The Berwick Area School District recognizes the value of online learning, yet it continues to carry the belief that the interaction with professional educators truly extends learning to a higher level. The educational program offers an online learning opportunity that includes consistent interaction with highly-qualified professional educators.

K-5 students that are enrolled as cyber students will follow the same school calendar, same grade reporting and attendance policies as in person students. The cyber curriculum will be delivered asynchronously by Imagine Learning, with the support of a B.A.S.D. teachers/staff. Cyber students are bound to the procedures and stipulations laid out in this student handbook.

CUSTODY PAPERS

In situations where court determined custody is in effect, the school district must be given a copy of the custody order. This will enable the district to maintain its impartial and unbiased position in these matters and prevent possible disruption or embarrassment for the child. Copies will be made free of charge by the school upon presentation of a custody order in the office of the building principal. All copies will be kept confidential. Unless mandated by a written court order provided to the school, all educational information as well as custodial rights will be honored by the district to the biological parent(s).

STUDENT RECORDS NOTIFICATION OF RIGHTS PARENTS/GUARDIANS/ELIGIBLE STUDENTS

Administrative Regulations to Support Board Policy #207, #216

The Family Educational Rights and Privacy Act (FERPA) and Pennsylvania law afford parents/guardians and students eighteen (18) years of age and over (eligible students) certain rights with respect to the student's educational records, as follows:

1. The right to inspect and review the student's education records within forty-five (45) days of the district's receipt of a request for access.

A parent/guardian or eligible student making such a request must submit to the school principal (or appropriate school official) a written request that identifies the record(s) she/he wishes to inspect. The principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

2. The right to request amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading or otherwise violates the privacy rights of the student.

A parent/guardian or eligible student may request the district to amend a record she/he believes is inaccurate, misleading or violates the privacy rights of the student by clearly identifying in writing the part of the record

she/he wants changed and specifying why it is inaccurate, misleading or violates the privacy rights of the student. The request shall be made to the building principal (or appropriate school official). If the district decides not to amend the record as requested, the principal will notify the parent/guardian or eligible student of the decision and advise him/her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent.

Disclosure of personally identifiable information can be made without consent to the following:

- a. School officials, including teachers, with a legitimate need to review an education record in order to fulfill their professional responsibilities. This may include the disclosure of disciplinary information regarding conduct that posed a significant risk to the safety or well-being of the student or others. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.
- b. Officials of another school or school system in which the student seeks or intends to enroll. In this case, disciplinary information may be included. The district will make a reasonable attempt to notify the student's parents/guardians prior to the disclosure of information and will provide the parent/guardian with a copy of the record, if so requested.
- c. Authorities named in FERPA and accompanying federal regulations, including authorized representatives of the Attorney General of the United States, Secretary of Education, and state and local educational authorities.
- d. Officials connected with a student's application for a receipt of financial aid.
- e. State and local officials who are required to get specific information pursuant to state law if the disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released. If the state statute was enacted after November 19, 1974, the officials must certify in writing that the information will not be disclosed to any other person, except as provided by state law, without prior written consent of the parent/guardian.
- f. Educational testing and research organizations for the purpose of administering student aid programs or improving instruction or predictive tests as long as confidentiality is maintained and such organizations are required to destroy records after they no longer are needed.
- g. Accrediting institutions.
- h. In emergency situations, to appropriate persons if the information is necessary to protect the health and safety of the student or others.
- i. Anyone if required by a court order or subpoena. However, where the subpoena is issued by a federal grand jury, the district will make reasonable efforts to notify the parent/guardian or eligible student prior to complying with the subpoena or court order.

The school district may disclose group scholastic achievement data from which the individuals cannot be identified without written consent of the parent/guardian or eligible student.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

5. The right to refuse to permit the designation of any or all of the categories of directory information.

The district is permitted, by law, to disclose directory information without written consent of the parent/guardian or eligible student. The parent/guardian or eligible student has the right to refuse to permit the

designation of any or all of the categories of directory information if a written refusal is forwarded to the building principal by the 5th day of the current school term.

Directory information which may be released may include the student's name, date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent and previous education agency or institution attended by the student; email address; photograph and other similar information.

6. The right to request that information not be provided to military recruiting officers.

Names, addresses and home telephone numbers of secondary school students will be released to military recruiting officers unless a student submits within twenty-one (21) calendar days a written request to the Superintendent that such information not be released

MANDATED REPORTING

Mandated Reporters are those people who are required by law to report suspected child abuse. Mandated reporters are held to a higher standard of responsibility and may receive serious consequences for not reporting suspected abuse. Pennsylvania's Child Protective Services Law (CPSL) was amended in 2014, including substantial changes to the list of people who are mandated reporters. Effective December 31, 2014, people in these positions are mandated to report child abuse:

- A person licensed or certified to practice in any health-related field under the jurisdiction of the Department of State;
- A medical examiner, coroner or funeral director;
- An employee of a health care facility or provider licensed by the Department of Health, who is engaged in the admission, examination, care or treatment of individuals;
- A school employee;
- An employee of a child care service, who has direct contact with children in the course of employment;
- Clergyman, priest, rabbi, minister, Christian Science practitioner, religious healer or spiritual leader of any regularly established church or other religious organization;
- An individual paid or unpaid; who, on the basis of the individual's role as an integral part of a regularly scheduled program, activity or service, accepts responsibility for a child;
- An employee of a social services agency, who has direct contact with children in the course of employment;
- A peace officer or law enforcement official defined as Attorney General, District Attorney, PA State Police and municipal police officer.
- An emergency medical services provider certified by the Department of Health;
- An employee of a public library, who has direct contact with children in the course of employment;
- An individual supervised or managed by a person listed above who has direct contact with children in the course of their employment; and
- An independent contractor who has direct contact with children.
- An attorney affiliated with an agency, institution, organization or other entity that is responsible for the care, supervision, guidance or control of children.
- A foster parent.

****Information in this section has been obtained from the Pennsylvania Family Support Alliance™.***

For more information, please refer to www.pa-fsa.org

EMERGENCY CLOSING

In case of an emergency closing prior to regular dismissal times due to power failure, water failure, severe storm watch, etc., the school will make announcements over local radio, television stations, school website and social media, as well as automated calls to those registered with the Skyward Student Information System. Parents will be responsible for making arrangements to receive their children at home.

EVACUATION PROCEDURE

Emergency evacuation procedures have been established at all district schools, under the direction of the Berwick School Police Force, and in compliance with the A.L.I.C.E. school safety model. The evacuation plan will be enacted in such crisis situations where a threat may be present to students in our schools. Our priority is to keep all children safe. If an evacuation is deemed necessary, please allow us to transport all students to the designated location. If dismissal from that location is appropriate, we will take the necessary measures to follow protocol. The telephone numbers from emergency forms will be utilized to contact the designated adult to pick up your children. It is imperative that contact information is kept up to date with school personnel. In the event a person is unable to be contacted, your child will remain at the evacuation site until someone is reached to pick that child up at the site.

EMERGENCY PLAN

Copies of the school district's Radiological Emergency Response Plan are available upon request, coordinated through the B.A.S.D. administrative offices.

FIRE DRILLS/EVACUATION DRILLS

In accordance with law, fire drills will be conducted monthly throughout the school year and each school will conduct at least one emergency evacuation drill during the academic school year. Everyone will move in an orderly manner, following the directives of adults. If the fire alarm rings or an announcement is made directing evacuation of the premises, all parties should leave via their nearest exit. If a student pulls the fire alarm, law enforcement will be notified.

PERSONAL BELONGINGS

The possession of trading cards, handheld electronic toys, beepers, pagers, laser pointers, lighters, or electronic devices that sound an alarm for whatever reason are not permitted in the building and will be confiscated. Cell phones are discouraged from being brought to school. However, if your child must carry a cell phone, it should be kept in his/her book bag and turned off. Should a phone be seen in a classroom or hallway, it will be confiscated and returned to the student at the end of the day in the office. Should the phone be taken a second time, it will be confiscated and a parent or guardian must retrieve the phone from the office. A third offense will result in further disciplinary action. Personal belongings such as backpacks or lockers may be searched with reasonable suspicion, by appropriate personnel, if warranted. **(Refer to Board Policy #226)**

VALUABLES AT SCHOOL

Students, not the school, are responsible for their personal property. Personal property should be taken home after school. The best way for students to assure that nothing happens to personal belongings is to leave them at home. These valuables include money, cameras, radios, clothing, toys, personal electronic equipment, cell phones, etc.

PARKING

Parents and visitors should park in areas designated for visitor parking or where there is available space. No one should park in areas designated for buses or where the proper signs have been posted.

CONDUCT

-Administrative Regulations to Support Board Policy #218, #219, #233

Students shall conduct themselves respectfully toward authority. All employees of the district shall share responsibility for supervising the behavior of students and for seeing that they meet the standards of conduct established by the School Board.

In each instance in which an employee acts to help a student conduct himself/herself properly, emphasis shall be placed upon growth of the student in the ability to discipline himself/herself.

Discipline for misconduct shall be applied in accordance with the guidelines set forth in Board policy.

- Referrals will be handled and appropriate/fair consequences will be issued (recess detention, lunch detention and in/out of school suspension, expulsion).
- Accumulation of 4 discipline referrals per school year can result in loss of privileges including field trips, assemblies, and extracurricular activities (at administrator's discretion).

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 protection of persons or property.

The Berwick Area School District employs its own police force. Officers may be present in all buildings throughout the school day.

SCHOOL TRANSPORTATION REGULATIONS

-Administrative Regulations to Support Board Policy #810

The following regulations apply to all pupils who use Berwick Area School District transportation. Drivers are responsible for safe transportation and student conduct on their vehicles. The safety of the passengers is their first consideration. District transportation is a **privilege** afforded to eligible students.

The following behaviors are prohibited:

1. Smoking
2. Fighting
3. Littering, both in the bus and out the window
4. Defacing or destroying bus property
5. Using profane or abusive language
6. Assaulting and/or cursing at the bus driver
7. Scuffling while on the bus
8. Talking too loudly
9. Distracting the driver's attention
10. Pushing and jostling while getting on or off the bus
11. Discourteous behavior toward other students
12. Standing or changing seats while the bus is in motion
13. Crowding the bus door before the bus has stopped
14. Refusal to obey the driver
15. Improper behavior at the bus stop
16. Making obscene gestures toward others

Discipline Procedures for Transportation Referrals

Correspondence will be sent home informing parents/guardians of the suspension. Discipline for bus infractions is at the discretion of the building administrator, or dean of students and collaboration with the transportation coordinator and could result in suspension or complete loss of school transportation privileges.

DRUGS/ALCOHOL TOBACCO

The board prohibits students from using, possessing, distributing or being under the influence of any controlled substance, alcohol or tobacco during school hours, on school property or during school sponsored activities and the travel involved with getting to and from school events, **(Refer to Board Policies #222 and #227)**

WEAPONS

The Board recognizes that a school must provide a safe and secure environment in which learning can take place. The Board shall make provisions for this type of environment within school buildings, on school buses, or off the school grounds at any school activity, event or function, before, during, and after school hours. Please see Policy 218.1 for further clarification.

TERRORISTIC THREATS/ACTS

Terroristic threats and acts will be taken seriously and acted upon. Any terroristic threats should be reported immediately to administration, faculty, and/or staff. Please refer to District Policy 218.2 for further clarification.

DRESS CODE

-Administrative Regulations to Support #220, #221

Dress code guidelines are as follows: The rule on length of shorts is that the fingertip determines appropriate length when arms are extended by the student at his/her side. Shorts shorter than the fingertip would be inappropriate. No net blouses, net shirts, low cut tank tops, or bare midriff tops will be allowed. Cut off slit jeans or shorts will not be allowed. Oversized pants, pants which touch the floor, or pants that fall below the waist may not be worn. Any clothing items that advertise any product which is illegal for minors, displays obscene or demeaning expressions, sexual expressions, in words or pictures, or that express offensive items will not be permitted. Hats, bandannas, knit caps, baseball caps, or any head gear are to be worn outside of the building only. Sneakers are recommended for recess and required for gym.

In the event of a dress code violation, students will be sent to the health office for an appropriate substitute for the item of clothing in question. The first offense will result in a verbal warning to the student with a reminder of the dress code, as well as a phone call to the parents/guardians to discuss the violation. The second offense will result in a request for a parent conference with the student present and possible in-school isolation depending on the severity of the violation. A third offense will result in further disciplinary action at the discretion of the on-site administrator dependent on the severity of the violation, as well as a conference with the parents/guardians to discuss the discipline being assigned to that student.

INTERNET USE/STUDENT DEVICES

-Administrative Regulations to Support Board Policy #815

The Berwick Area District has established board policy on the use of the use of Internet for both staff and students. See policy 815 for further clarification. Each student in the BASD elementary schools will receive a device as part of our 1:1 initiative. Parents are required to sign an acceptable use policy prior to taking any devices home. Parents can be charged by the technology department for any damage to school district devices.

HEALTH SERVICES

-Administrative Regulations to Support Board Policy #209, #210

To promote optimum health for its elementary school children, the Berwick Area School District enlists the expertise of a school doctor, school nurses, health room technicians (RN or LPN), local dentists, and members of the district's professional staff. Varied personnel provide a broad spectrum of services ranging from the administration of first aid to the completion of state mandated screening programs. The programs not only promote individual health goals, but also foster improved health of the children as members of the school population as well as the community at large.

The school health office is open from 8:30 a.m. to 3:30 p.m. each regular school day as per the school calendar. On rare occasions, if no one is in the health office, students should report to the main office.

A list of health services provided to elementary students by the health team personnel of the Berwick Area School District is as follows:

1. Provision of care for sudden illness and/or accidents occurring during the school day, but not for subsequent care or treatment of injuries sustained away from the school premises. Students feeling ill, having a temperature of 100°F or higher, or having a suspicious skin rash are asked not to report to school.
2. Collaboration with parent/guardian to ensure that students are in compliance with state immunization regulations.
3. Provision of physical examinations for Kindergarten students by the school or family physician depending on the parent preference.
4. Provision of hearing screening tests to students in Kindergarten, first, second and third grades.
5. Provision of vision screening tests to all elementary students.
6. Collection and maintenance of basic health information regarding the student's growth and development.
7. Body Mass Index (BMI) screenings will be administered to students in Kindergarten through fourth grades as mandated by the state of Pennsylvania. Screening results will be available on Skyward.

CONTROL OF COMMUNICABLE DISEASES

The Department of Health and Education mandates regulations to minimize the spread of contagious disease in the school population. Our schools will adhere to the following regulations:

1. Berwick Area School District personnel will refer students with symptoms suggestive of a contagious condition to the health office for possible exclusion. School personnel are to be on the alert for any of the following symptoms: unusual skin rash, fever, head lice, pink/reddened eyes, coughing/wheezing.
2. In certain cases, a physician's excuse is not always necessary for re-admittance to school after exclusion. Examples:
 - a. Chicken Pox: If the student has been absent ten (10) calendar days from the first eruption. However, when parents believe that the student is well enough to return to school before 10 days, a doctor's note is required.
 - b. Head lice: A nurse MUST check the student for nits and/or head lice and write a note to the teacher after each exclusion.
 - c. Skin eruptions: i.e. impetigo, ringworm, scabies – a doctor's note is required. However, the nurse may re-admit the student if the condition has been assessed to have been adequately treated and clearly resolved.
 - d. Pink Eye: The student may return without a doctor's note if the eye is obviously clear upon inspection.

For any questions concerning returning to school after exclusion, a serious illness, disease, or accident, please contact the school nurse.

According to the Nurse Practice Act (Law), nurses cannot give any medicine without a written order signed by the physician, certified nurse practitioner or physician's assistant. School policy requires a parent/guardian signature as well. Medication forms are available on the BASD Website or in the health office for students who must take medicine during the school day. Parents of students with severe asthma/allergies are urged to contact the school nurse/health room technician to complete an asthma/allergy management plan.

All medications (including over the counter, non-prescription medicine) must be taken to the nurse. Failure to follow this procedure will be considered a violation of the Drug and Alcohol Policy, with the possibility of suspension as discipline. Our concern is the health and safety of the entire student body of the Berwick Area School District.

-Administrative Regulations to Support Policy #204

For the purposes of this attendance policy:

- Compulsory school age refers to the period of a child's life from the time that they enter school (which may be no later than 6 years of age), until the age of 18 or graduation from high school, whichever occurs first.
- **Truant** is defined as having three (3) or more school days of unexcused absence during the current school year by a student who is subject to the compulsory school attendance law.
- **Habitually truant** is defined as having six (6) or more school days of unexcused absences during the current school year by a student who is subject to the compulsory school attendance law.
- **Student Attendance Improvement Conference** is defined as a conference where the child's absences and reasons for the absences are examined in an effort to improve attendance, with or without additional services.
- A doctor's excuse is defined as a written statement authorizing absence from school and signed by a practitioner of the healing arts and/or those licensed in the science of diagnosis and treatment of disease or ailments of the human body.
- No credit (a grade of zero) may be awarded for work, class participation, and graded exams/quizzes that are missed due to unexcused or illegal absence from school.
- Elementary Start Time: 8:50am
Elementary Dismissal Time: 3:20pm
- Middle School Start Time: 7:30am
Middle School Dismissal Time: 2:35pm
- High School Start Time: 7:30am
High School Dismissal Time: 2:35pm

1.2 At the discretion of an administrator, an accumulation of excessive amount of tardies and skipped class can result in consequences *that will not affect instructional time*. These consequences can include but are not limited to lunch detention, after school detention, and/or the loss of the privilege to participate in extracurricular activities (clubs, dances, sports, etc.).

1.2a Any student missing two periods of school in a single school day (without a valid excuse) shall receive a ½ day illegal/unexcused absence.

1.2b Any student missing four periods of school in a single school day (without a valid excuse) shall receive a full day illegal/unexcused absence.

1.2c The time of 12pm will be used as the half day mark for elementary school students.

1.3 Any student who participates in an extra/co-curricular activity should refer to the P.I.A.A. Eligibility Requirements #13 of the Student Handbook for further information.

2.0 Excuses

When leaving school early, excuses should be signed by a parent/guardian regardless of the student's age.

2.1 When a student returns to school after an absence, temporary or otherwise, he/she must bring an excuse stating the specific reason for the absence (see 3.0) and that excuse must be signed by a parent, guardian, legal custodian, court official or medical practitioner.

2.2 An excuse should be provided within three days of returning to school. Failure to provide a valid excuse could result in the day being marked as unexcused/illegal.

2.3 The principal, attendance officer, or superintendent may require that a parent/guardian/legal custodian provide a doctor's excuse for a student absence or tardiness at any time.

2.4 If a student misses three consecutive school days, a doctor's excuse must be provided to the school immediately upon the student's return to school.

2.5 The school principal, attendance officer, nurse or superintendent may contact and make inquiries of appropriate persons to verify excuses that are turned into the school. Only information related to those excuses will be requested so as to not invade the privacy of students, parents/guardians.

3.0 Absences

- Parent/Guardians are **permitted to provide up to 15 parent note/excuses per school year** for their student. After 15 days of parent excuses a doctor note is **required** for any additional absences.

3.1 Excused Absences

The following constitute reasonable cause for excused absences from class/school:

- Parent/Guardian excuses (up to 15 per school year)
- Medical appointment
- Educational Trip (prior approval required)
- Funeral
- Religious Holiday
- Court Hearings
- Technical Issues (cyber school students), with administrative verification
- School functions
- Administrative approved days

3.2 Absences from school for reasons listed in 3.1 are considered excused if proper documentation is provided to the school.

3.3 Absences from school for reasons other than those listed in 3.1 are considered unexcused/illegal absences and subject to actions outlined in the Berwick School District Attendance Policy.

3.4 Students found by state, municipal, or school district personnel during school hours and not in school attendance will be charged with an unexcused/illegal absence unless those students can verify that they are absent from school for one of the reasons listed in Section 3.1

4.0 Compulsory Age Students and Enforcement of Compulsory School Law

4.1 The parent, guardian, or person in parental relation to students of compulsory school age who have accumulated three (3) or more unlawful absences shall be notified in writing of these absences within 10 days of the third illegal absence.

4.1a A Student Attendance Improvement Conference will be offered by the school district when a student is deemed truant. The child, person in parent relation to the child, and any other persons identified by the person in parental relation, service providers, and school personnel will be invited to the conference. The meeting will take place in absence of the child and/or the person in parent relation, if they choose to not accept the invitation to the meeting.

4.1b The school district shall not pursue any actions through the local magistrate courts before a School Attendance Improvement Conference is scheduled and takes place.

4.2 The parent or person in parent relation to the student will be notified that the 15 day limit for parental notes is approaching. After the 15th parent excused day is reached, a doctor's excuse must accompany any additional absences. Excluded in the 15 day limit are physician excuses, suspensions/expulsions, school approved trips and prior approved absences by the building principal.

4.3 Nothing in these regulations is intended to supersede the attendance requirements outlined in Act 138 of 2016, which details enforcement procedures for violation of the compulsory school laws.

**Parent's Right to Know
Regulations 200.61**

September 1, 2023

Dear Parent:

Your children attend a school that receives Title I funding. Parents with children that receive funds under this subpart have a right to request professional qualifications of their children's teacher(s) or paraprofessional(s). This letter is to inform you of your right to ask for the following information about your children's classroom teachers or paraprofessionals:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- Whether the teacher is teaching in the field of discipline of the certification of the teacher.
- Whether the parent's child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive specific information about your child's teacher or paraprofessional, please contact your school principal.

Our district is fully committed to the success of your child. We appreciate your partnership in our efforts to provide the best education for your child.

Sincerely,

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

Dr. Elizabeth Shotwell

Director of Federal Programs

Bullying/Cyberbullying

| | |
|---------------|------------------------|
| Book | Policy Manual |
| Section | 200 Pupils |
| Title | Bullying/Cyberbullying |
| Code | 249 |
| Status | Active |
| Adopted | December 3, 2008 |
| Last Revised | June 8, 2015 |
| Last Reviewed | July 22, 2019 |

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. Therefore, the Board prohibits bullying by district students.

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. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of 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 by district students.[\[1\]](#)

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

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained,

consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

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][2][3]

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 web site, if available.

Education

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[4][5][1]

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][3][6]

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.

Legal

[1. 24 P.S. 1303.1-A](#)

[2. 22 PA Code 12.3](#)

3. Pol. 218

[4. 24 P.S. 1302-A](#)

5. Pol. 236

6. Pol. 233

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT:

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently re-authorized in December 2015 by the Every Student Succeeds Act (ESSA).¹ The McKinney-Vento Act is designed to address the challenges that homeless children and youth have faced in enrolling, attending, and succeeding in school.

Under the McKinney-Vento Act, educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youth must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Local Educational Agencies are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

The law indicates that the LEA liaison shall ensure that all homeless children, youth and families are identified through coordinated activities with other entities.

DEFINITION OF HOMELESS (MCKINNEY-VENTO ACT SEC. 725(2); 42 U.S.C 11435(2)): CHILDREN WHO LACK A FIXED, REGULAR, AND ADEQUATE NIGHT TIME RESIDENCE:

"Doubled up" - Sharing the housing of others due to the loss of housing, economic hardship, or similar reasons.

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

Living in emergency or transitional shelters.

Living in a public or private place not designed for humans to live.

Migratory children living in above circumstances

Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings

Unaccompanied Youth - Children or youth who meets the definition of homeless and not in the physical custody of a parent or guardian.

Residency and Educational Rights:

Students who are in temporary, inadequate and homeless living situations have the following rights:

Immediate enrollment in the school they last attended or the school in whose attendance area they are currently staying, even if they do not have all of the documents normally required at the time of enrollment;

Access to free meals and textbooks, Title I and other educational programs and other comparable services including transportation;

Attendance in the same classes and activities that students in other living situations also participate in without fear of being separated or treated differently due to their housing situations.

When a student is identified as being McKinney-Vento eligible, staff will:

Assist with enrollment, monitor school attendance and arrange transportation (preK-8 students)

Provide school supplies and other school related materials as needed

Advocate for and support students and families through school and home visits

Set clear expectations for student behavior, attendance and academic performance

Assist students/families access with community services and assist students/families with access to tutoring, special education, and English language learner resources

Assist students so they can participate in sports, field trips, and school activities regardless of their ability to pay or to provide their own transportation.

For additional information, contact LEA Homeless Liaison at 570-759-6400.