

WW 8/4/23  
Bd App 8/10/23

**23-24 SY Canton Area School District Cafeteria Ala Carte Pricing:**

Adult Lunch: \$4.75

Adult Breakfast: \$2.50

Extra Lunch Entree: ~~\$2.00~~ \$2.50

Extra Breakfast Entrée: ~~\$1.00~~ \$1.50

Extra Fruit/Veggie: \$0.75

Adult Salad: ~~\$2.00~~ \$2.50

Hoagie/Wrap/Sandwich: ~~\$2.00~~ \$2.50

Yogurt: \$2.00

Juice: \$0.50

Milk: ~~\$0.45~~ \$0.50

Large Water: \$1.00

Small Water: \$0.85

Chips: \$1.00

Fruit Snacks: \$0.85

Rice Crispy Treat: \$1.25

Pack of Cookies: ~~\$1.00~~ \$1.15

Ice Cream: ~~\$1.00~~ \$1.25

Flavored Water: \$1.25

Sparkling Water: \$2.00

KickStart: \$2.00

Gatorade: \$1.50

Switch Beverage: \$1.50

# CANTON AREA SCHOOL DISTRICT

(New A.R.)

No. 904-AR-0

ADMINISTRATIVE REGULATION

APPROVED: August 11, 2023

REVISED:

## 904-AR-0. ADMISSION TO SCHOOL EVENTS

Members of the public are encouraged to attend school events on district property, including competitive or exhibition sport contests and games, productions such as plays and musicals, and choral and band performances.

Attendance at school events may require payment of a Board-approved admission fee.

### **Schedule of Admission Fees for School Athletic Events**

Group Name	Athletic Gate Prices
Non-CASD Student Entry	\$2.00
Non-Student (Adult) Entry	\$5.00
Yearly Athletic Pass	\$55.00
Fall Athletic Pass	TBD annually
Winter Athletic Pass	TBD annually

### **Free Admittance**

Students who are Canton ASD residents shall be admitted without charge.

Senior citizens who are 60 years of age or older, shall be admitted without charge.

Military veterans, showing a form of proof, shall be admitted without charge.

School Directors shall be admitted with NTL athletic passes without charge.

NTL Athletic Passes: The Board will honor athletic passes from all districts that are members of conferences in which teams of this district compete and honor the passes of this district.

*No change***PUBLIC BEHAVIOR AT SCHOOL EVENTS**

The district expects mutual respect, civility, and orderly conduct by all individuals attending school events on district property.

Expected Behavior

Individuals attending school events on district property will not:

1. Injure, threaten, harass or intimidate a district employee, sports official or coach or any other person.
2. Act in an unsafe manner that could threaten the health or safety of others.
3. Use vulgar or obscene language or gestures.
4. Fight, strike or injure another person.
5. Damage, deface or threaten to damage district property.
6. Damage, deface or threaten to damage another individual's property.
7. Engage in any activity that violates any federal or state law or regulation or any local policy, regulation or ordinance.
8. Violate any Board policy, district administrative regulation or health and safety rules.
9. Use any tobacco product or vaping product, including Juuls or other electronic cigarettes, as defined in Board policy, except in an area designated and posted by the district.
10. Consume, possess, distribute or be under the influence of alcoholic beverages or controlled substances prohibited by state or federal law.
11. Possess or use weapons or dangerous devices prohibited by the district.
12. Impede, delay, disrupt or interfere with any school activity or event, including using cellular telephones in a disruptive manner.
13. Enter upon any portion of district or school premises at any time for purposes other than those that are lawful and authorized by the Board.
14. Operate a motor vehicle in a risky manner, in excess of posted traffic signage, or in violation of an authorized district employee's directive.
15. Engage in any risky behavior, such as roller skating, roller blading or skateboarding.

16. Fail to obey the directive of an authorized district employee, security officer, school police officer, School Resource Officer (SRO) or local law enforcement official.

As circumstances warrant, the administrator in charge will take appropriate action, including warning the person in violation, requesting the person to immediately leave district property, contacting law enforcement officials, and seeking to deny future admission to school events.

Refusal to leave school grounds when requested to do so by district employees or event officials constitutes the criminal offense of defiant trespass and may result in arrest and prosecution.

Continuation or escalation of prohibited behavior after a warning will result in ejection from the event premises.

Behavior that is unlawful or in violation of Board policy or administrative regulations may result in immediate ejection of the person in violation from the event premises.

Disruptive behavior by a group when individual persons cannot be identified may result in the ejection of offending areas of spectator seating.

A district employee may request identification from any individual on district grounds and in district buildings. Refusal to provide such information may result in a request to leave district property.

An employee involved in an incident with an attendee at a school event will complete an incident report and submit it to the building principal or immediate supervisor, who will report the incident to the Superintendent.

### Crowd Control

A designated administrator will be assigned responsibility for monitoring and supervising the orderly conduct of students and spectators attending school events on district property. Crowd control procedures may include the following:

1. The administrator will ensure that enough authorized district personnel are assigned to provide adequate supervision.
2. The administrator may request law enforcement officials to be present if the administrator anticipates the crowd may pose a behavior or safety problem, and may direct the placement of the officers.
3. The admissions gate and/or entrances will be regulated, and admission will be limited to eligible students, spectators and other authorized attendees. No one under the influence of alcohol or controlled substances prohibited by state or federal law will be admitted.
4. If a disturbance occurs, the administrator will determine if the event needs to be concluded, and the administrator may close the event and direct those in attendance to immediately leave school grounds.

# CANTON AREA SCHOOL DISTRICT

## ADMINISTRATIVE REGULATION

APPROVED: January 21, 2020

REVISED: January 13, 2023

### 251-AR-0. HOMELESS STUDENTS

#### Point of Contact Responsibilities

The district's designated point of contact for homeless students and families has the following responsibilities:

1. Identify homeless children and youth with assistance by school personnel and through coordination activities with other entities and agencies.
2. Inform parent(s)/guardian(s) of homeless students of educational rights and related opportunities available to their children, and provide them with meaningful opportunities to participate in the education of their children.
3. Disseminate public notice of the educational rights of homeless students where such children and youth are likely to receive services, such as schools, public libraries, family shelters, soup kitchens and food pantries.
4. Mediate enrollment disputes.
5. Inform parent(s)/guardian(s) of a homeless child or youth, and any unaccompanied youth, of all transportation options, including to the school of origin, and assist in accessing these transportation services.
6. Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
7. Assist children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records.
8. Learn about and maintain familiarity with the best resources in the community to assist families with referrals for things such as shelter, counseling, food and transportation.
9. Distribute information on the subject of homeless students and arrange staff development workshops and presentations for school personnel, including office staff.
10. Provide standard forms and information about enrollment procedures and key school programs to each shelter in the district.

11. Become familiar with the various program materials that are available from the Pennsylvania Department of Education.
12. Collaborate with the district special education program to ensure that homeless children who are in need of special education and related services are located, identified, and evaluated. This is a requirement under the Individuals with Disabilities Education Act, which mandates that highly mobile children with disabilities, including homeless children, be identified and served. The point of contact should also ensure that homeless youth who have or may have disabilities have a parent or surrogate parent to make special education or early intervention decisions. In the case of an unaccompanied homeless youth, if a student is disabled or may be disabled and the youth does not have a person authorized to make special education decisions, the following people can be temporary surrogate parents: staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs, and state, local education agency or child welfare agency staff involved in the education or the care of the child. This rule only applies to unaccompanied homeless youth.
13. Identify preschool-aged homeless children by working closely with shelters and social service agencies in their area. In addition, the point of contact should inquire, at the time they are enrolling homeless children and youth in school, whether the family has preschool-aged children.
14. Identify unaccompanied homeless youth while respecting their privacy and dignity by providing specific outreach to areas where eligible students who are out of school may congregate.

#### Dispute Resolution

The following procedures will be utilized to resolve disputes regarding enrollment, school selection, homeless status or complaints of noncompliance:

1. If a dispute arises over school selection or enrollment, the child or youth involved must immediately be admitted to the school in which they are seeking enrollment, pending resolution of the dispute. The parent(s)/guardian(s) or unaccompanied youth who initiated the dispute should contact the point of contact as soon as possible after receiving notice of the dispute. If the person initiating the dispute does not contact the point of contact directly, the district staff receiving the notice must notify the point of contact as soon as possible, for the point of contact to contact the person initiating the dispute.
2. The point of contact will ensure that the child/youth is immediately enrolled, explain the dispute resolution process to families, and help them use it. The point of contact will issue a written disposition of the dispute within twenty (20) business days after the date on which the point of contact is notified of the dispute. The written disposition will be provided to the parent(s)/guardian(s) or unaccompanied youth, will explain the basis for the decision, and advise the parent(s)/guardian(s) or unaccompanied youth of the right to appeal and the procedures to be used for the appeal.

3. The point of contact should use and maintain the Procedural Safeguards Notice of Denial of Enrollment Form when notifying the parent(s)/guardian(s) or unaccompanied youth of the determination. The parent/guardian or unaccompanied youth should sign the form to confirm receipt.
4. The parent/guardian or unaccompanied youth may file a complaint with the McKinney-Vento Site, Regional or State Coordinator using the Enrollment Complaint Form. Use of the form is not mandatory. The parent/guardian or unaccompanied youth may also appeal the decision directly to a court of competent jurisdiction.

#### Transportation

If the student's school of origin or the school they choose to attend is within the district, the district will provide transportation.

If the student's school of origin is outside district boundaries, the point of contact will coordinate with the school of origin to develop a method to apportion the responsibility and costs of transportation. The point of contact should contact the appropriate individuals at the school of origin to reach such an agreement. If disputes arise over the method of apportion, the point of contact should contact the Superintendent or designee.

# CANTON AREA SCHOOL DISTRICT

## ADMINISTRATIVE REGULATION

APPROVED: January 27, 2017

REVISED: January 13, 2023

### 251-AR-1. HOMELESS LIAISON & TRANSPORTATION

#### Liaison Responsibilities

The district's designated liaison for homeless students and families has the following responsibilities:

1. Identify homeless children and youth with assistance by school personnel and through coordination activities with other entities and agencies.
2. Inform parent(s)/guardian(s) of homeless students of educational rights and related opportunities available to their children, and provide them with meaningful opportunities to participate in the education of their children.
3. Disseminate public notice of the educational rights of homeless students where such children and youth are likely to receive services, such as schools, family shelters, soup kitchens and food pantries.
4. Mediate enrollment disputes.
5. Inform parent(s)/guardian(s) of a homeless child or youth, and any unaccompanied youth, of all transportation options, including to the school of origin, and assist in accessing these transportation services.
6. Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
7. Assist children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records.
8. Familiarize him/herself with the best resources in the community to assist families with referrals for things such as shelter, counseling, food and transportation.
9. Distribute information on the subject of homeless students and arrange staff development workshops and presentations for school personnel, including office staff.
10. Provide standard forms and information about enrollment procedures and key school programs to each shelter in the district.



11. Become familiar with the various program materials that are available from the Pennsylvania Department of Education.
12. Collaborate with the district special education program to ensure that homeless children who are in need of special education and related services are located, identified, and evaluated. This is a requirement under the Individuals with Disabilities Education Act, which mandates that highly mobile children with disabilities, including homeless children, be identified and served. Liaisons should also ensure that homeless youth who have or may have disabilities have a parent or surrogate parent to make special education or early intervention decisions. In the case of an unaccompanied homeless youth, if a student is disabled or may be disabled and the youth does not have a person authorized to make special education decisions, the following people can be temporary surrogate parents: staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs, and state, local education agency or child welfare agency staff involved in the education or the care of the child. This rule only applies to unaccompanied homeless youth.
13. Identify preschool-aged homeless children by working closely with shelters and social service agencies in their area. In addition, the liaison should inquire, at the time they are enrolling homeless children and youth in school, whether the family has preschool-aged children.
14. Identify unaccompanied homeless youth while respecting their privacy and dignity by providing specific outreach to areas where eligible students who are out of school may congregate.

#### Dispute Resolution

The following procedures will be utilized to resolve disputes regarding enrollment, school selection, homeless status or complaints of noncompliance:

1. If a dispute arises over school selection or enrollment, the child or youth involved must immediately be admitted to the school in which s/he is seeking enrollment, pending resolution of the dispute. The parent(s)/guardian(s) or unaccompanied youth who initiated the dispute should contact the district liaison as soon as possible after receiving notice of the dispute. If the person initiating the dispute does not contact the liaison directly, the liaison should again attempt to contact the person initiating the dispute.
2. The liaison will ensure that the child/youth is immediately enrolled, explain the dispute resolution process to families, and help them use it. The liaison will issue a written disposition of the dispute within twenty (20) business days after the date on which the liaison is notified of the dispute. The written disposition will be provided to the parent(s)/guardian(s) or unaccompanied youth, will explain the basis for the decision, and advise the parent(s)/guardian(s) or unaccompanied youth of the right to appeal and the procedures to be used for the appeal.

3. The liaison should use and maintain Procedural Safeguards Notice Of Denial Of Enrollment Form when notifying the parent(s)/guardian(s) or unaccompanied youth of his/her determination. The parent/guardian or unaccompanied youth should sign the form to confirm receipt.
4. The parent/guardian or unaccompanied youth may file a complaint with the McKinney-Vento Site, Regional or State Coordinator using Enrollment Complaint Form. Use of the form is not mandatory.

### Transportation

If the student's school of origin or the school they choose to attend is within the district, the district will provide transportation.

If the student's school of origin is outside district boundaries, the liaison will coordinate with the school of origin to develop a method to apportion the responsibility and costs of transportation. The liaison should contact the appropriate individuals at the school of origin to reach such an agreement. If disputes arise over the method of apportion, the liaison should contact the Superintendent or designee.

# Procedural Safeguards Notice of Denial of Enrollment

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*To be completed by a school whenever an enrollment or school selection request of a student experiencing homelessness is denied*

**Date:** \_\_\_\_\_

**Name and Title of School Employee Completing Form:** \_\_\_\_\_

**Requested School:** \_\_\_\_\_

**School District:**

(This may be the school the child was attending when they became homeless, the school the child is currently attending or the school where the child is now living.)

In compliance with Section 722(g)(3)(E) of the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

**Parent or Guardian or Youth:** \_\_\_\_\_

**After receiving your request for enrollment or school selection for the student(s) listed above, we hereby provide notice that the request is denied. The reason for the determination is the following:**

The school district hereby notifies the parent or guardian of the student or the unaccompanied youth of the following rights:

- The student has the right to enroll immediately in the requested or preferred school pending full resolution of the dispute.
- If the student(s) want to remain in the same school they were attending or the school they attended when they first became homeless, the student is entitled to transportation back to the prior school pending full resolution of the dispute if the placement (including any transportation involved) is feasible, reasonable and in the best interest of the student.

- **You have the right to appeal this decision.** You may do so by completing the second page of this notice (Compliant Form) or by contacting Pennsylvania's McKinney-Vento Homeless state coordinator by phone at (717) 783-6466.
- The family/unaccompanied your can challenge the school district's decision by providing additional written material or by discussing the matter with the school, school district personnel, McKinney-Vento school district liaison or McKinney-Vento regional or site coordinator.
- The McKinney-Vento school district liaison can assist the family or youth in appealing the school district's decision. A copy of Pennsylvania's Education of Children and Youth Experiencing Homelessness Complaint Form is attached.
- The family/youth can have an advocate or attorney handle the matter.
- You may also as for help from the Commonwealth's Office of General Counsel's.
- Dispute Resolution Program. This is a voluntary informal mediation process through which a trained impartial mediator helps parties reach a mutually acceptable resolution. Using mediation does not wait a family/youth's right to file a lawsuit before or after the mediation.
- For more information Visit the [Homeless Education on the PDE Website](#).

### School District's Homeless Liaison involved in the decision

**Name:** Mark Jannone

**Title:** Business Manager

**Phone:** 570-673-3191

**Name of McKinney-Vento Regional Coordinator consulted in making this determination:**

**I hereby confirm that I received this notice,**

**(Signature of parent, guardian or unaccompanied youth)**



## Enrollment Complaint

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*To the Pennsylvania Department of Education's State Coordinator,  
Education for Homeless Children & Youth Program*

**Date:** Click or tap to enter a date.

**Name:**

**Address**

**City:**

**State:**

**Zip Code:**

**Phone:**

**Email:**

**Dear State Coordinator:**

(name of child) is experiencing homelessness. This child is my (son, daughter, etc.).

I am writing because the (name of School District) School District:

- ☐ will not enroll this child  
(Explain, if necessary below)
- ☐ will not let this child stay in the same school/he/she has been attending.  
(Explain, if necessary below)
- ☐ will not provide transportation to stay in the same school he/she has been attending.  
(Explain, if necessary below)
- ☐ will not provide equal access to public preschool.  
(Explain, if necessary below)

- ☐ will not provide equal access to academic or nonacademic services.  
(Explain which services below).

Other:

Please feel free to attach additional pages with an explanation of the situation, supporting documents, etc. You may call or write to me at the address listed at the top of the page with any questions you may have. Thank you.

ww 8/4/23  
Bd App 8/10/23



# Canton Area School District

Occupational Advisory Committee

Local Advisory Committee

Handbook

08.02.2023

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## Canton Area School District Mission Statement

We focus on LEARNING – Every child, every day, "The Warrior Way!"

## Canton Area School District Values

- Integrity
- Loyalty
- Excellence
- Resiliency
- Charisma

## The Educational Program

There is only one educational program offered within the Canton Area School District organized from the **Agriculture, Food & Natural Resources career cluster**. The hyperlink below will explain the pathway in the major courses of study under this career cluster in greater detail. Link: <https://careertech.org/Agriculture>

The Canton Area School District students may attend the [Northern Tier Career Center](#) in the pathways of automotive technology, building construction, collision repair technology, cosmetology, diesel technology, computer technology, food production and management, health assisting, heating ventilating and air conditioning, machine tool technology, welding, early childhood education, and diversified occupations.

### Career Clusters and Pathways

#### Agriculture, Food & Natural Resources

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems

#### Architecture & Construction

- Construction
- Design/Pre-Construction
- Maintenance/Operations

#### Arts, A/V Technology & Communications

- A/V Technology & Film
- Journalism & Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

#### Business Management & Administration

- Administrative Support
- Business Information Management

- General Management
- Human Resources Management
- Operations Management

#### Education & Training

- Administration & Administrative Support
- Professional Support Services
- Teaching/Training

#### Finance

- Accounting
- Banking Services
- Business Finance
- Insurance
- Securities & Investments

#### Government & Public Administration

- Foreign Service
- Governance
- National Security
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation

#### Health Sciences

- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services

#### Hospitality & Tourism

- Lodging
- Recreation, Amusements & Attractions
- Restaurants & Food/Beverage Services
- Travel & Tourism

#### Human Services

- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services

#### Information Technology

- Information Support & Services
- Network Systems
- Programming & Software Development
- Web & Digital Communications

#### Law, Public Safety, Corrections & Security

- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Legal Services

- Security & Protective Services

#### Manufacturing

- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Maintenance, Installation & Repair
- Manufacturing Production Process Dev.
- Production
- Quality Assurance

#### Marketing

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales

#### Science, Technology, Engineering & Mathematics

- Engineering & Technology
- Science & Mathematics
- Transportation, Distribution & Logistics
- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics Planning & Management Services
- Sales & Service

#### Transportation Operations

- Transportation Systems/Infrastructure
- Planning, Management & Regulation
- Warehousing & Distribution Center Operations

Retrieved from: <https://careertech.org/sites/default/files/CareerClustersPathways.pdf>

## Advisory Committees

There are several types of advisory committees which are established to meet the needs of the career and technical education programs and community.

**Local advisory committees (LAC)** provide overall direction for the entire career and technical education program of a school district, area vocational-technical school, career and technical center or postsecondary institution. This committee advises on the whole range of activities and issues involving the career and technical education program, provides advice on appropriate program offerings and support services and, when appropriate, provides assistance and support to the institution.

**Occupational advisory committees (OAC)** are established for each career technical education program or cluster of related programs offered by a school district or AVTS. The majority of the members of the committee shall be

employees and employers in the occupation for which training is provided. The committee advises the board, administration and staff on curriculum, equipment, instructional materials, safety requirements, program evaluation and other related matters and to verify that the programs meet industry standards.

Professional advisory committee is composed of superintendents of districts participating in a consortium to establish and operate an area vocational-technical school (AVTS) or career and technology center (CTC), advises the school administration on the educational program and policies of the school and assists in strategic planning.

Participatory planning committee is composed of specified members as defined in the Carl D. Perkins Vocational and Technical Education Improvement Act of 2006. This committee is a requirement for local planning and certain competitive funding areas authorized in the Perkins legislation.

Strategic Planning (Future Ready Comprehensive Planning) committees develop schools' strategic plans through active participation by parents, students, school directors, teachers, school administrators, other school personnel, business and other community representatives. The committee serves a specific function in the strategic planning process as required by Section 4.13 (Strategic Plans) of Chapter 4, regulations of the Pennsylvania State Board of Education.

*It is recommended these committees be established and operated to complement and support one another. For example, the participatory planning committee and the strategic planning committee can be the same committee, if all guidelines for membership requirements are met.*

### Local Advisory Committee

This guide is designed for **Local Advisory Committees** at both secondary (comprehensive high schools, area vocational-technical schools and career and technical centers) and postsecondary (community colleges, technical institutes and other colleges and universities) levels. It is intended for use by new and existing committees, providing suggestions on how a local advisory committee can be organized and maintained to function effectively. The most important ingredient for success, however, is a willingness and commitment on the part of the school's administration and the advisory committee members to have an effective committee.

**The main purpose of a local advisory committee is to strengthen the career and technical education program of a school or college. The committee provides valuable advice to the program, plans, and implements or supports activities to aid the program, and helps to promote the program in the community.**

Local advisory committees are a vital link between the career and technical education program and business and industry. In addition to state requirements for their establishment, career and technical education administrators and citizens recognize the value of community participation in the discussion of career and technical education issues. Advisory committees assist in assuring the relevance of the career and technical education program, help to create a partnership between the career and technical education program and the community, and increase public awareness of the program. Committee members representing business, industry, labor, public sector, community, postsecondary representatives and the general public bring a unique perspective to education and training programs. They provide knowledge and perspectives, which are invaluable to the career and technical education program.

It must be emphasized that local advisory committees are advisory bodies only. They do not have administrative or governing authority; nevertheless, their work is important to the effective operation of a career and technical education program. Career and technical education programs that have a close association and function in cooperation with an advisory committee are generally more successful than those which do not have such an association.

The Pennsylvania Department of Education, Bureau of Career and Technical Education commends those individuals who are working to build a strong, effective program by involving the community in the career and technical education system.

#### Organization

The LAC shall consist of 5-10 representatives from business, industry, government, education, colleges and universities, community-based organizations, and trade / professional organizations. Members are approved by the Board of Directors for one-year terms. The LAC selects a chairperson, vice chairperson, and secretary annually. The secretary may be the superintendent of schools.

#### Meetings

The LAC meets one time per year. The Superintendent and the LAC Chairperson develop an agenda two weeks prior to the meetings. At the meetings, school personnel report essential information and request specific advice regarding matters related to career and technical education. Robert's Rules of Order are used for all meetings. Meetings do not last more than one hour, and a quorum of all members must be present to vote on recommendations. All minutes from the meetings will be shared with the Board of Directors for the school district.

### State Laws and Regulations governing

The Pennsylvania State Board of Education regulations governing Career and Technical Education, Chapter 4 – Academic Standards and Assessment, and Chapter 339 all require the establishment of local advisory committees, and occupational advisory committees as a condition for career and technical education program approval by the Pennsylvania Department of Education.

State Board of Education regulations (Chapter 4) require the establishment of advisory committees. The applicable regulations are: An occupational advisory committee shall be established for each vocational-technical education program or cluster of related programs offered by a school district or AVTS.

The committee shall:

Meet at least once each year

To advise the board, administration and staff on

- Curriculum,
- Equipment,
- Instructional materials,
- Safety requirements,
- Program evaluation,
- Other related matters,
- To verify that the programs meet industry standards and, if appropriate, licensing board criteria
- And that they prepare students with occupation related competencies.

## Occupational Advisory Committees FAQ

**Q. How many members should we have?**

**A. Generally 5 to 9 is adequate.**

**Q. How many meetings should we have?**

**A. Enough to get the job done. No less than two a year, three to six is practical. It's better to have fewer, well planned and attended meetings.**

**Q. How long should a member serve on the committee?**

**A. A three-year term is recommended, with staggered starting years. When an advisory committee is first formed, identify individuals as members with one-, two-, and three-year terms. A limit should be set on reappointments.**

**Q. How do we fill vacancies?**

**A. Vacancies before a term is completed should be filled as soon as it is declared vacant. Recommendations or nominations may come from the committee, the teacher(s), administration, etc., and should go through the same administration and school board approval process. A rule should be established that if a committee member misses meetings repeatedly without reason, they be replaced on the committee.**

**Q. Should we elect officers?**

**A. Yes. A chairperson should be elected by the committee. In addition, a vice chair and recorder should be sufficient. The teacher may serve as the secretary/recorder.**

**Q. Who should get copies to the minutes?**

**A. Copies should be distributed to all committee members, the principal, the superintendent, the local CareerTech director, the school board president, and all agriculture education teachers.**

**Q. Should a multiple teacher department have multiple advisory committees?**

**A. That depends. How diverse is your program? It may be necessary to have one general advisory committee, and then subcommittees that focus on animal science and horticulture, for example.**

Retrieved from: <https://www.okcareertech.org/educators/agricultural-education/resources/AdvisoryCommitteeGuidelines.pdf>

## Occupational Advisory Committee Activities

Although committee members have no legislative or administrative authority, the local advisory committee can enhance the education program and become a vital, positive force for career and technical education. The time and energy devoted by advisory committee members help increase their knowledge about the career and technical program and **provide data and recommendations to teachers and administrators about the job market, employer needs and community opportunities.**

The local advisory committee has several major goals:

1. Provide information to update, modify, expand and improve the quality of career and technical education programs
2. Support and strengthen the relationship between business, industry, the community and education

3. Make recommendations to strengthen and expand the curriculum, and provide assistance in implementing these recommendations
4. Assist in identifying needs, determining priorities, and reviewing and evaluating programs
5. Articulate long-term goals and objectives of the career and technical education program to parents, employers and the community

To achieve these goals, members may provide valuable services in areas such as student recruitment, student placement, curriculum development, facilities and equipment, staff development, public relations, community needs, legislative and financial support, and career and technical student organizations' (CTSO) support.

Suggested activities for each of these areas follows:

1. Student Recruitment
  - a. Speak at student orientation meetings
  - b. Participate in school and community career fairs
  - c. Help conduct events recognizing students, employers or others active in career and technical
  - d. Assist in the development of admissions criteria for career and technical education programs
2. Student Placement
  - a. Identify the knowledge, skills and attitudes necessary to compete in the job market
  - b. Identify student training stations and activities
  - c. Review and modify training plans
  - d. Place students in part-time jobs during the school year or summer months
  - e. Conduct mock interviews with students
  - f. Set up testing via licensing agencies
  - g. Help program graduates secure jobs
  - h. Develop articulation agreements between secondary career and technical programs and postsecondary education/training institutions
  - i. Provide work-based learning opportunities to assist in the transition from school to work
3. Curriculum Development
  - a. Annually review the **occupational program philosophy, mission statement and goals**;
  - b. Assure curriculum, course content, student competencies, and safety procedures meet current industry standards;
  - c. Review and update student performance standards;
  - d. Recommend curriculum modifications or new course offerings as needed;
  - e. Participate in evaluations conducted by outside agencies;
  - f. Inform teachers of new methods, procedures, products, and technologies in the workplace. Give classroom presentations/demonstrations;
  - g. Promote student visits to work sites in the community;
  - h. Provide supplies (such as raw materials, finished products, charts or posters) for exhibit or instructional purposes;
  - j. Assist in shadowing experiences and professional observation days;
  - k. Promote qualified program graduates as candidates for higher education.
  - l. Assess student performance on skill tests (e.g., NOCTI); and Assess student performance of SCANS skills.

4. Facilities and Equipment
  - a. Identify facility and equipment needs
  - b. Help to obtain needed equipment and supplies on loan through donations or at special prices
5. Staff Development
  - a. Arrange industry site visits for teachers to upgrade their knowledge and skills
  - b. Offer industry training programs for teachers
  - c. Identify community resource persons to assist career and technical teachers in the classroom
  - d. Foster communications among teachers and employers to establish cooperative relationships between education and industry
  - e. Help teachers find summer employment or internships related to their teaching assignment
6. Public Relations
  - a. Foster positive communication between the school and community
  - b. Distribute information describing the career and technical education program
  - c. Communicate with the local boards of education about the impact of the career and technical education programs on the community
  - d. Recommend effective ways to communicate with parents and provide them with information on career and technical education and resulting career opportunities
  - e. Develop public service announcements to inform the community about career and technical education programs
  - f. Post information on bulletin boards, submit news articles to local media, and place brochures in pay envelopes that advertise career and technical education opportunities
  - g. Publicly commend businesses, employers, unions or other organizations making significant contributions/donations to the career and technical school/students
7. Community Needs
  - a. Assess student interest and community support for career and technical education
  - b. Identify the social, economic and cultural needs of the community
  - c. Evaluate the career and technical education program with respect to employer requirements and individual graduates' career accomplishments
  - d. Conduct surveys to identify present and anticipated employer needs and job availability
  - e. Represent the business community in the strategic planning process
8. Legislative and Financial Involvement
  - a. Support the adoption and implementation of state and federal legislation that strengthens career and technical education
  - b. Establish scholarships or other financial assistance for outstanding graduates who wish to continue their education/training
9. Student Organization Involvement
  - a. Promote the efforts of career and technical student organizations
  - b. Judge contests held by career and technical student organizations
  - c. Secure prizes or equipment donations for contests
  - d. Attend career and technical education banquets and special events



The occupational advisory committee is the advisory group closest to program operation. It provides advice directly to the instructor, and indirectly to the institution's administrators, governing board and local advisory committee. It assures the relevancy of program offerings.

Program evaluation is one of the most important activities for occupational advisory committee members. Objective evaluations make possible the development of sound committee recommendations for the program being advised. When evaluating, it should be remembered that career and technical education is intended to prepare people for initial employment, retrain for new employment, upgrade skills or enter a related postsecondary training and education program and prepares for life-long learning activities, i.e. certification. It serves as a link between individuals and employment.

Providing advice on curriculum content is vital to the development and maintenance of an effective career and technical education program. This advisory function should focus on curriculum content, not on teaching methodology. What to teach is a legitimate concern of an occupational advisory committee, while how to teach is the responsibility of instructors and administrators.

When the technology in program-related occupations is rapidly changing, evaluation might be performed annually. It is a lengthy process, and enough time must be allowed for this activity in the committee's program of work. Subcommittees may be formed to undertake some of the activities, with the full occupational advisory committee involved in the final review and development of recommendations

#### Occupational Advisory Committee Recommendations

Developing recommendations is one of the local advisory committee's most important functions. Committee recommendations, based on its expertise and evaluation(s), are important because they put forth the unique perspective advisory committee members bring to the task, and they solidify the link between the institution and the community.

It is suggested that recommendations be submitted at one meeting and adopted at a later meeting. Written justification for each recommendation should be provided. Recommendations should be included in the annual report prepared by the committee. All recommendations and advice should be formally approved and adopted by a majority of the committee members in attendance at a meeting. Recommendations and advice by committees should be prepared and submitted in writing to the appropriate governing board.

After a committee has gathered its information, analyzed it, made conclusions, formed recommendations and submitted them to the appropriate body, it is usually anxious for acceptance of its recommendations and implementation of recommended actions. It is important, however, for the committee to remember that its role is advisory, not administrative or legislative. It is not realistic to expect that all recommendations will be accepted and implemented; however, the committee should request, and expect to receive, a written response to its recommendations from the appropriate board, committee or person. If a recommendation is rejected, the committee should be informed of the rationale for the rejection. The committee should also be informed of action taken and results achieved when a recommendation is accepted.

Committee members represent business, industry, other employers, labor and the general public, and thus are the "consumers" of career and technical education's "products." Their recommendations, if developed carefully, will have considerable influence.

School and college administrators and governing board members are aware of the unique contributions advisory committee members can make and are usually prepared to seriously consider their recommendations. They may not

be as eager as the committee to adopt the recommendations, but they are bound to listen to the suggestions made and to respectfully respond to the recommendations.

To improve career and technical education programs, cooperation is needed between the advisory committee, governing board and the administration. The committee should never disclose its ideas or recommendations to the media or the public without first discussing them with the responsible school administrator and the school board, joint operating committee or board of trustees.

## Some Dos and Don'ts for an Effective Advisory Committee

### **As a representative of the educational institution,**

#### **DO . . .**

- invite committee members to visit classrooms and laboratories while in session and in the company of school/college personnel
- ask the committee to report periodically to the school board, joint operating committee or board of trustees
- share professional publications and information about conferences with committee members
- give the committee a follow-up on all advice and recommendations
- be honest and candid
- make meetings worthwhile by discussing problems and concerns, presenting appropriate information and responding frankly to questions and suggestion
- provide background information about activities and programs of the institution
- keep committee members informed about activities and programs of the institution

#### **DON'T . . .**

- underestimate the intelligence of committee members or their interest in educational matters
- hesitate to request committee advice and support on problems confronting the program
- ignore committee suggestions and recommendations or exhibit a complacent attitude in your relationship with the committee
- ask the committee for advice or approval after a decision or action has already been made, or without providing supporting evidence
- alienate those members with opinions that do not always agree with yours
- manipulate committee members into providing support without full understanding of the circumstances in which a decision is being made

**As a local advisory committee member,**

**DO . . .**

- allow yourself enough time in your work and personal schedule for committee activities
- attend meetings regularly and let your colleagues on the job know about committee activities
- remember that the only local body with authority for the school or college is the elected school board, joint operating committee or board of trustees and their employees
- examine material presented to you prior to voting on issues, making recommendations and taking other actions
- familiarize yourself with the way schools and/or colleges are organized, governed and financed so that advice is realistic
- serve enthusiastically and take pride in your achievements and those of the committee

**DON'T . . .**

- complain, involve personalities, use pressure tactics or criticize without offering constructive alternatives
- set too broad a scope of objectives for the committee
- lose interest in the school/college when your term on the committee expires
- deal with issues outside the purview of the committee
- disseminate privileged or confidential information
- meet for the sake of meeting
- sit back and let others assume all the responsibility for committee work

## **Canton Area School District Occupational Advisory Committee (OAC)**

The Occupational Advisory Committee (OAC) has the responsibility for guiding the program(s), counseling the teaching and administrative staff, and helping to develop a vision for a specific program. The OAC shall advise school personnel on curriculum changes, equipment and tool purchases, safety, and facility upgrades.

### **Committee Composition**

The OAC shall comprise a broad representation of the industry including incumbent workers (union and nonunion), supervisors and management personnel, vendors, trade association representatives, students, and parents. These individuals / constituents shall be people of goodwill and willing to accept personal responsibility for the success of the program. Teachers will be responsible for establishing and maintaining an OAC of 5-10 members.

### **OAC Meeting Format**

The OAC shall meet twice per year.

### **Attendance**

Members are expected to be present at all meetings unless they give prior notification that they are unable to attend. Regular attendance helps to maintain an informed, effective committee. If a member of the OAC does not attend a regularly scheduled meeting at least once every three years then the member will be dropped from the committee.

### **Teacher Responsibility**

The following responsibilities are associated with the role of the teacher:

- Establish and maintain a viable OAC.
- Orient new committee members.

- Work in coordination with the committee chairperson to plan meetings and prepare specific agendas, minutes, reports and recommendations.
- Take and prepare the minutes of each meeting.
- Contact members regarding meeting times and dates.
- Conduct first meeting of a newly organized OAC.
- Provide committee with input on curriculum, budget, cooperative education, enrollment and graduate placement.
- Follow up on OAC recommendations.
- Involve OAC members in public relations efforts.

The agenda is the plan for the meeting which identifies the items for discussion and their sequence. It is prepared in advance by the OAC Coordinator and mailed to all committee members at least two weeks prior to the scheduled meeting.

Teachers can add items to the agenda if specific items contribute to the effectiveness of the committee, and program.

#### Example Meeting Format

- OAC meetings should be conducted in a businesslike manner and structured to run efficiently.
- Approximately 1 – 1 ½ hours.
- Utilize Robert's Rules of Order (handbook available to OAC Chairperson and teacher).
- **In order to conduct a meeting, a minimum of 5 members excluding the teacher must participate.**
- The committee shall have at least 50% business and industry representation.

#### Chairperson

A chairperson shall be elected by the committee membership to serve each advisory committee. A co-chairperson should be elected by the committee in the event that the chairperson cannot attend a meeting.

Note: The teacher cannot act as the chairperson of the OAC Committee.

The chairperson has these responsibilities:

- Assure that at least five members are in attendance (excludes the teacher).
- Attend the annual Fall and Spring OAC Meeting.
- Assure that background information and necessary documents are available for meetings.
- Preside at meetings, maintain an orderly process and keep the committee on track.
- Assign tasks to individuals or subcommittees and follow up on their work.
- Encourage committee members to engage in public relations efforts in the community.
- Engage committee members to provide cooperative work experience training stations for students.
- Encourage committee members to solicit graduation awards from the business community.
- The committee chairperson should use enough parliamentary procedure to officially document decision making and recommendations, and to keep discussions focused on the agenda items. Guidelines for conducting meetings in accordance with Robert Rules of Order are provided on the internet and available to all teachers and committee chairpersons.

#### Teacher Role

- The teaching staff shall be responsible for completing the minutes of their respective OAC meeting.

- The teacher is responsible of having a correct list of attendees at the meeting (added to the agenda)
- The teacher shall initiate recommendations for any changes to curriculum, purchases of equipment and tools, and improvements to the facility. This will include completing a work order, purchase requisition, or other appropriate documents, forwarding them to the appropriate administrator, and budgeting for the particular item or improvement in the annual program budget.
- The success of the OAC depends largely upon the ability of the teacher to provide adequate support to the committee. as a non-voting representative, however, it is important that the teacher not dominate committee discussions
- The teacher is responsible for maintaining an accurate listing of current OAC members. The listing should include a business address and telephone number as well as a home address and home, business and cell phone numbers. In addition, the teacher must provide the demographic information necessary for the OAC coordinator to prepare Pennsylvania Department of Education mandated reports. This information will be communicated to the OAC coordinator who will keep a master list of all OAC members.
- Finally, the teacher shall be responsible for determining the status of each recommendation made by the OAC and report back to the OAC at subsequent meetings.

## Work of the Committee

### Curriculum

The OAC shall review and validate the program curriculum once a year. Recommendations for modifications, including the deletion of outdated competencies and the inclusion of new competencies, will be included in the minutes of the meeting and considered for the following year. The changes to the curriculum documents are to be made and in red and returned to the OAC chairperson. Teachers are expected to conduct research to determine existing national skill standards and to determine the competency profile currently being used as a basis for measuring state program exit outcomes (e.g., NOCTI Job Ready Examinations). In addition, teachers are expected to analyze the results of historical and past year NOCTI test scores. This type of research information will be distributed and discussed with the OAC and form the basis for curriculum changes. Each program curriculum shall include core competencies, pathway competencies, and related competencies.

### Equipment, Tools, and other Instructional Resources

The OAC shall annually review existing equipment, tools, and instructional resources. Resources considered obsolete, unsafe or worn out shall be identified as such with recommendations for proper disposal. The OAC may further assist this process by establishing any market value and suggesting ways to dispose of the item. The OAC will also identify new equipment, tools, and other instructional resources that are necessary for delivering the curriculum. In so doing, the OAC may provide estimated costs and prioritize which resources are most critical to the program. All recommendations shall be documented in the form of meeting minutes and on the appropriate school forms.

### Facility and Safety

The OAC shall annually tour and evaluate the laboratory. Recommendations for improving the layout of the lab, safety, maintenance, and other aspects of the facility shall be made in writing and contained in the minutes and detailed on the OAC inspection report.

## Typical OAC Meeting Agendas

### Fall Meeting

The fall meeting is usually held during the Fall Parent-Teacher Conference date. The goal of the fall meeting is to review the facilities and equipment. Review of Minutes from previous Spring Meeting Laboratory and Classroom Facility Tour, including tool, equipment, and storage areas. Complete Facilities Reporting Form. Each member of the committee shall have the opportunity to express their evaluation to the committee. A summary of the member's findings shall be turned into the OAC Coordinator. This copy is to be signed and dated by the committee chairperson. Facilities and Equipment Report shall be signed by the chairperson and returned to the OAC Coordinator. Equipment Requisition Recommendations: The teacher shall review the equipment listed from the current year, remove items purchased or rejected and report to the committee membership on the status. The committee members shall add or remove items, prioritize the items and provide an estimate of the cost. The teacher will submit this updated form to the OAC Coordinator. The teacher should document the committee findings in the meeting minutes. Program Enrollment – review current enrollment and industry trends. Program Specific Agenda Items (new business) Adult Education Workforce Investment Board

### Spring Meeting

The spring meeting is usually held during the month of May. Review of Minutes from previous fall meeting Validation of Curriculum Review/Recommend changes to Standards and Objectives Reports Student Mastery Reporting Review/Recommend Revisions to Program Scope Discuss Labor Market Trends and Projections of our Local Labor Market Review Textbooks and Instructional Materials Solicit Feedback for Program Direction and Goals Discuss Program and Professional Development Goals NOCTI Results Adult Education Workforce Investment Board Tour of Classrooms and Laboratories to include tool rooms, equipment and storage facilities (optional) Program Specific Agenda Items (new business)

# CANTON AREA SCHOOL DISTRICT

## "WARRIOR PRIDE"

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### Occupational Advisory Committee - Fall Meeting Sample Agenda

#### Program Title (CIP Code)

#### Occupational Advisory Committee - FALL Meeting (add Date)

Join Zoom Meeting - Meeting ID: - Passcode:

- I. Call to Order: \_\_\_\_\_ PM
- II. Welcome and Introduction of Members by Teacher (Review Facilities and Equipment)
- III. OAC Attendance
- IV. Approval of OAC Minutes: Date

Motioned:		Seconded:	
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#### V. Old Business

##### A.

#### VI. New Business

- B. Approval of OAC Members 5-10 members (50% from Business and Industry) 3 year Term; 1 / 3 membership's terms expire annually.

Motioned:		Seconded:	
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#### C. Approval of OAC Chairperson - Term one year

Motioned:		Seconded:	
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#### D. Safety Checklist

#### E. Laboratory and Classroom Facility Tour

#### F. Each member of OAC: Complete Facilities Reporting Form

#### G. Equipment and Tools status report

- a. Teacher review equipment listed from current year, remove items purchased or rejected.
- b. Committee - 3 year equipment list prioritize items and provide cost estimate.

#### H. Program Enrollment - Current enrollment

**VII. Other Business or Related Matter**

**VIII. Adjournment:** \_\_\_\_\_ PM

<b>Motioned:</b>		<b>Seconded:</b>	
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**\*Next Meeting will be scheduled:** \_\_\_\_\_



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### Occupational Advisory Committee - Spring Meeting Sample Agenda

#### Program Title (CIP Code)

#### Occupational Advisory Committee - SPRING Meeting (add Date)

Join Zoom Meeting - Meeting ID: - Passcode:

- I. Call to Order: \_\_\_\_\_ PM
- II. Welcome and Introduction of Members by Teacher (\*Letters of Support Needed)
- III. OAC Attendance
- IV. Approval of OAC Minutes: Date

Motioned:		Seconded:	
-----------	--	-----------	--

- V. Old Business
- VI. New Business
  - A. Safety Checklist
  - B. Shop Layout
  - C. Equipment and Tools Needed
    - a. 3 year equipment list
  - D. Curriculum (POS and Maps)
    - a. POS and Curriculum Maps
    - b. Instructional Materials
  - E. Analysis of NOCTI test
    - a. Student Mastery Reporting
  - F. Placement after Graduation
  - G. Program Evaluation: Verification of Industry Standard and Student Competencies being Achieved
  - H. Employment Outlook / Co-op Opportunities

#### VII. Other Business or Related Matter

VIII. Adjournment: \_\_\_\_\_ PM

Motioned:		Seconded:	
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\*Next Meeting will be scheduled: \_\_\_\_\_

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### Occupational Advisory Committee - Facilitates Reporting Form

PROGRAM:	DATE:
<b>Directions: Complete the right column using the following letter codes:</b> S = Satisfactory, I = Improvement needed, U = Unsatisfactory, C = Can't judge / Unsure, N = Not Applicable	
The room layout provides the most advantageous use of the space available.	
Room lighting is adequate for the technology taught.	
The facility is clean.	
The tools and equipment are arranged in a neat and orderly manner.	
The lab area has adequate storage areas.	
Panic buttons are properly located.	
Panic buttons are in operating condition.	
Strategic floor areas are properly lined.	
Strategic floor areas are free of obstructions.	
There are adequate storage facilities for paints, solvents, oils and other flammable products and for toxic materials.	
There is adequate ventilation or paints, solvents, oils and other flammable products and for toxic materials.	
Fire extinguishers are visible, accessible, properly maintained and adequate in number.	
Classroom space for instruction in related theory is adequate.	
The classroom / shop / laboratory is properly ventilated.	
The classroom / shop / laboratory temperature is comfortable.	
The classroom / shop / laboratory is large enough for the number of students served.	
There is an adequate supply of equipment and tools to implement the curriculum.	
Equipment is appropriate for teaching occupational skills for related business/industry.	
The condition of the equipment indicates proper care and maintenance.	
Equipment meets OSHA safety standards with respect to guards, shields, grounding, etc.	
Safety protection (safety glasses, shields, etc.) and the proper instruction in the use thereof are provided.	
Adequate supplies are provided.	
An inventory of equipment is maintained by the teacher/instructor.	
A schedule for replacement of equipment and tools and supplies is maintained.	
A security system for the use of tools, equipment and supplies is maintained.	
Instruction is provided in the maintenance and repair of equipment.	
Students have appropriate access to equipment and supplies.	

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## Occupational Advisory Committee - Facility and Equipment Report

Program Area: \_\_\_\_\_

Date: \_\_\_\_\_

The Occupational Advisory Committee has evaluated the facility and reviewed the equipment of the program.

It is the consensus opinion of this occupational advisory committee that:

1. The shop environment adequately simulates industry and is sufficiently large to accommodate students safely
2. Instructional equipment is comparable to industry standard; and
3. Workstations are safe for student learning.

Note:

Recommendations and comments facility improvement should be detailed on the reverse side of this form.

Recommendations for equipment acquisition should be noted on the Equipment Acquisition Report and forwarded to the high school principal, business manager, and superintendent.

\_\_\_\_\_  
Signature of OAC Chairperson

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## **Occupational Advisory Committee - Curriculum Report**

Program Area: \_\_\_\_\_

Date: \_\_\_\_\_

The Occupational Advisory Committee has reviewed the curriculum including the program scope and competency list and made recommendations where it felt necessary.

Consequently, it is the consensus opinion of this occupational advisory committee that:

1. The occupations defined in the scope of the program are consistent with industry needs;
2. The competency list is valid (i.e., contains those competencies which are essential to entry level employment); and
3. The curriculum remains in effect for the next school year.

Note:

Recommendations and comments for changes to the curriculum improvement should be detailed on the reverse side of this form.

\_\_\_\_\_  
Signature of OAC Chairperson

## **APPENDIX A**

### **STATE LAWS AND REGULATIONS GOVERNING LOCAL ADVISORY COMMITTEES AND OCCUPATIONAL ADVISORY COMMITTEES**

State Board of Education regulations (Chapter 4, and Chapter 339) require the establishment of advisory committees. The applicable regulations are:

#### **§ 4.33. Advisory committees**

- (a) A school district or AVTS administering or planning to administer vocational-technical education programs shall appoint a local advisory committee. Membership on the committee shall consist of business and industry representatives, public sector employers, agriculture, labor organizations, community organizations, postsecondary education institutions and the general public. The appointed advisory committee shall meet at least once each year and shall give advice to the board and the administration concerning the program of the school, including its general philosophy, academic and other standards, strategic plans, course offerings, support services, safety requirements and the skill needs of employers. An advisory committee may serve multiple institutions where employment areas overlap.
- (b) An administrative committee, composed of chief school administrators representing participating school districts, shall be included in the organization of each AVTS. The committee shall play an integral part in the development of the AVTS strategic plan under § 4.13 (relating to strategic plans) and advise the AVTS board and the administration concerning the educational program and policies of the school.
- (c) An occupational advisory committee shall be established for each vocational-technical education program or cluster of related programs offered by a school district or AVTS. The committee shall meet at least twice a year to advise the board, administration and staff on curriculum, equipment, instructional materials, safety requirements, program evaluation and other related matters and to verify that the programs meet industry standards and, if appropriate, licensing board criteria and that they prepare students with occupation related competencies.

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### Local Advisory Committee Approval Letter

Ms. Mary Doe  
Chief Executive Officer  
Acme Auto Parts  
482 Council Boulevard  
Advice, PA 00000

Dear Ms. Doe:

Welcome to the Canton Area School District **Local Advisory Committee**. Your appointment to a three-year term was approved at the (date) meeting of the Board of Trustees/Joint Operating Committee/School Board of Canton Area School District.

Your expertise in (industry/business/education/etc.), concern for your community and interest in education qualify you for appointment to this advisory committee. We hope that this association will be rewarding to you, as we are confident it will be helpful to the Canton Area School District and our students.

The first meeting of the Committee will be on (date) at (time and place). It is anticipated that the meeting will last until (time). At this meeting the purpose, objectives and functions of the committee will be explained and various committee activities will be discussed. A copy of the agenda is enclosed. Also enclosed is a copy of the minutes from the last meeting and material describing the committee, our last annual report and a description of the vocational-technical education program of the Canton Area School District.

Your interest in career and technical education and your willingness to serve on the committee is appreciated. If you have any questions, please call me or (name, title, institution). I look forward to your participation at our upcoming Local Advisory Committee meeting on (date).

Sincerely,

\_\_\_\_\_  
Dr. Amy Martell  
Superintendent  
Canton Area School District

\_\_\_\_\_  
Name  
Chairperson  
Local Advisory Committee

# CANTON AREA SCHOOL DISTRICT

## "WARRIOR PRIDE"

### ADMINISTRATIVE OFFICES

509 East Main Street - Canton, PA 17724  
Ph: (570) 673-3191 Fax: (570) 673-3680

### OFFICE OF SUPPORT SERVICES

545 East Main Street - Canton, PA 17724  
Ph: (570) 673-3983 Fax: (570) 673-7929



[www.canton.k12.pa.us](http://www.canton.k12.pa.us)

### CANTON AREA ELEMENTARY SCHOOL

545 East Main Street, Canton, PA 17724  
Ph: (570) 673-6196 Fax: (570) 673-7929

### CANTON JR. SR. HIGH SCHOOL

509 East Main Street, Canton, PA 17724  
Ph: (570) 673-6134 Fax: (570) 673-6566

## Local Advisory Committee Sample Agenda

### Canton Area School District

### Local Advisory Committee

Date \_\_\_\_\_

Join Zoom Meeting - Meeting ID: - Passcode:

- I. Call to Order
- II. Welcome and Introduction of Members by Superintendent
- III. LAC Attendance
- IV. Facilities Tour
- V. Approval of LAC Minutes

Motioned		Seconded	
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### VI. Approval of OAC Members

Motioned		Seconded	
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### VII. Old Business

- A. None

### VIII. New Business

- A. CASD Overview Presentation
- B. 2022-2023 Budget
- C. HPO – High Priority Occupations
- D. Carl D. Perkins Grant
- G. Chairperson of the OAC

Motioned		Seconded	
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### IX. Discussion and Recommendations -

### X. Adjournment- \_\_\_\_\_

Motioned		Seconded	
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**\*\*Next Meeting will be scheduled for Month Day, Year at 6:00 pm Location.**

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### Local Advisory Committee Bylaws

(Written rules, policies and procedures should be developed locally by each advisory committee and should include only those provisions necessary for efficient committee operation.)

#### I. Name

The name of this organization shall be the **Canton Area School District Local Advisory Committee**.

#### II. Purpose

The purpose of the Advisory Committee is to advise the Canton Area School District Board of Education and administrators of the Canton Area School District concerning the career and technical program of Canton Jr. Sr. High School. The Advisory Committee is authorized under Title §4 PS 18.1808 of the Pennsylvania school laws and rules and Chapter 4 of State Board of Education Regulations.

#### III. Organization

- A. The committee shall consist of a sufficient number of members to provide a representative cross section of the labor market served by the Canton Area School District. The committee shall have at least members and no more than members.
- B. **Terms of Appointment.** Appointments shall be for three-year terms. Appointments shall be staggered so that one-third of the members' terms expire each year. At the time of initial organization, terms shall be determined by drawing lots among the members. Members may succeed themselves. The term of a new committee member shall start on July 1.
- C. **Officers.** The committee shall have a chairperson, vice chairperson and secretary. The responsibilities of the officers are:

**Chairperson** – Shall preside at meetings, serve as chairperson of the executive committee, direct external relations and legislative activities, and appoint standing and special committees as the need arises. The chairperson shall develop the meeting agenda in cooperation with the superintendent of schools.

**Vice Chairperson** – Shall preside in the absence of the chairperson, direct committee program planning, chair the annual report committee, and assist the chairperson as requested.



**Secretary** – Shall direct the recording of the minutes of the meeting, the transmittal of all reports to members and maintain a permanent record file of advisory committee activities. The secretary shall coordinate all correspondence on behalf of the committee. **The secretary can be the superintendent of schools.**

- D. The executive committee shall consist of the officers plus the chairpersons of any established committees. The established committees shall be: (list)
- E. Officers shall be elected by the members (annually/biennially). Other members of the executive committee shall be appointed annually by the elected committee officers. A replacement for a vacancy in a committee office shall be elected at the next regular meeting of the committee after the vacancy is created.

#### **IV. Meetings**

- A. The advisory committee shall meet a **minimum of once a year**. The executive committee shall meet a minimum of two times (Fall and Spring) annually.
- B. Special meetings may be called by the chairperson.
- C. The chairperson, after consultation with the advisory committee membership or the executive committee, shall establish the schedule of advisory committee and executive committee meetings. Meetings may be postponed or canceled by the chairperson.
- D. Written notices of committee meetings shall be mailed to all members at least **five** days prior to the meeting by the committee secretary. Written notices of executive committee meetings shall be emailed to all executive committee members at least **five** days prior to such meetings.
- E. Each meeting will begin at the planned time and will continue for no more than (2) two hours and (45) forty-five minutes unless a majority of the members present vote to extend the meeting.
- F. A quorum shall be deemed to exist if at least 50 percent of the members of the advisory committee are present.
- G. Members who are absent for **two** consecutive meetings shall lose their membership unless the Executive Committee votes to extend their membership

#### **V. Occupational Advisory Committee Representation**

Each career and technical program or cluster of programs shall have an occupational advisory committee composed of persons with expertise in that occupational field or fields. The chairpersons of these occupational advisory committees shall also be ex-officio members of the local advisory committee.

#### **VI. Reporting and Dissemination**

Minutes, reports and recommendations shall be forwarded to the (Board of Education/Joint Operating Committee/Board of Trustees) by the secretary within days following each committee or executive committee meeting.

**VII. Working Rules**

The committee shall annually establish a set of working rules to govern its operation. Items to be included are committee structure, meeting arrangements, annual priorities for committee work and other organizational details.

**VIII. Rules of Order**

Robert's Rules of Order shall be followed.

**IX. Funding**

Expenditures of the committee shall be assumed by the (School Board/Joint Operating Committee/Board of Trustees) upon the prior approval of the appropriate board or committee.

**X. Amendments**

Bylaws may be amended by two-thirds vote of the committee provided the following conditions have been met:

- A. The proposed amendment shall have been proposed by the executive committee and distributed to each committee member days prior to the time of voting.
- B. The proposed changes shall have been approved by the CASD School Board.

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## Self Evaluation for Local Advisory Committees

YES	NO	STATEMENT
		1. The local advisory committee has updated bylaws, which include terms of membership, responsibilities of members' and officers' and procedures of operation.
		2. Nominations for advisory committee membership are reviewed and candidates are appointed by the Canton Area School Districts Board of Directors.
		3. The committee establishes an annual program of activities.
		4. The committee has regularly scheduled meetings.
		5. Leadership in the operation of the committee is provided by committee members.
		6. Agendas for committee meetings are emailed to members prior to meetings.
		7. Minutes of committee meetings are mailed to members promptly after meetings.
		8. Written recommendations are prepared and forwarded to the governing board by the committee.
		9. Recognition is given to committee members for their service and contributions.
		10. The committee has active committees to carry out its work (if needed).
		11. Information concerning requests for committee actions is provided prior to meetings.
		12. The advisory committee is actively involved in:
		a. assessing labor markets
		b. approving request for federal career and technical education funds

		c. the budget process
		d. program evaluation
		e. integrating basic academic skills with career and technical training
		f. enhancing cooperation among career technical education institutions in the area.
		g. student recruitment
		h. student placement
		i. teacher recruitment
		j. public relations for the program and Canton Area School District
		k. coordination of the career technical education program with community-based organizations
		l. coordinating or conducting visits to places of employment for students
		m. providing speakers / demonstrations for career and technical education classes
		n. lending personnel to provide instructional support to career and technical education teachers
		o. assisting teachers in updating skills
		p. being represented at meetings of the governing board
		q. informing state and federal legislators of career and technical education programs accomplishments and needs.

Summary:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print name: \_\_\_\_\_

## Glossary of Terms for Career and Technical Education

**Academic Program/Classes** – Traditionally inclusive of basic education subjects such as reading, English, math, science and social studies, (core curriculums for all students)

**Adults in Secondary Programs** – High school graduates, or those who left high school prior to graduation, enrolled in an approved secondary career and technical program to prepare for a new occupation or to upgrade skills in his/her present occupation.

**Advanced Academic Courses** – Those courses that increase the mathematics, science and communications achievement of students and enhance their ability to successfully enter the workforce or further their education after graduation as approved by the State Board for Vocational Education

**Advisory Committee** – A selected group of individuals representing various sectors of business and industry who provide advice and technical assistance to the administrator, teacher and others in an area career and technical school, comprehensive high school or postsecondary institution.

**All Aspects of an Industry** – With respect to a particular industry, the planning, management, finances, technical and production skills, labor and community issues, health and safety, and environmental issues related to that industry. The individual has a comprehensive understanding and strong experience in the industry he/she is preparing to enter.

**Applied Academics** – Academic subjects such as math, science and English taught by demonstrating how each subject is used in a real-life situation or job performance.

**Apprenticeship Training Program** – A job training program registered with and governed by the U.S. Department of Labor, the Pennsylvania Department of Labor and Industry, and sponsored by one or more employers and/or a union.

**Approved Secondary Occupational Career and Technical Education Program** – A program that has been approved by the Pennsylvania Department of Education in accordance with applicable State Board of Education regulations governing career and technical education; This does not include consumer and homemaking education.

**Area Vocational-Technical School (AVTS)** – A public school which provides career and technical education to secondary school students, out-of-school youth and adults in a geographical area comprised of and operated by one or more school districts and established under Sections 1840 – 1853 of the Public School Code of 1949 (24 P.S. §§18-1840--18-1853).

**Articulation** – A planned sequence of courses often resulting in a certificate, diploma or degree in a specialized field.

**Associate Degree** – A degree granted to completers of a two-year college program.

**Baccalaureate/Bachelor's Degree** – Bachelor of Arts or Sciences college degree, usually requiring four years of college study.

**Bureau of Career and Technical Education (BCTE)** – The office in the Pennsylvania Department of Education responsible for administering career and technical education programs in the state.

**Career and Technical Student Organizations (CTSOs)** – Profession-related activities integrated into the instructional program that contributes to the comprehensive learning experiences of students and provides unique opportunities for career and leadership development, motivation and recognition. Organizations have local, state and national affiliations.

DECA Association of Marketing Students

FBLA Future Business Leaders of America

FCCLA Family, Career and Community Leaders of America

**FFA Association of Agriculture Education Students**

HOSA Health Occupations Students of America Skills USA Trade and Industrial Students of America TSA Technology Student Association

**Career and Technology Center (CTC)** – A public school which provides career and technical education to secondary school students, out-of-school youth and adults in a geographical area comprised of and operated by one or more school districts and established under Sections 1840 – 1853 of the Public School Code of 1949 (24 P.S. §§18-1840--18-1853).

**Career Development** – A planned sequence of programs and services for students to develop and implement an individualized plan of career awareness, planning and decision-making

**Career Guidance and Academic Counseling** – Providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid and postsecondary options.

**Carl D. Perkins Vocational and Technical Education Act (P.L. 101-392)** – Federal legislation reauthorized in 2006 to provide funding for career and technical education programs.

**Certified Teacher/Instructor** – A professional who has successfully completed all the Pennsylvania Department of Education requirements to qualify as a classroom teacher for a given subject or program.

**Chapters 4 and 49** – Chapters of the Regulations of the State Board of Education, under the provisions of the Pennsylvania School Code, which govern various aspects of the education process. These chapters include: (4) Academic Standards and Assessment and (49) Certification of Professional Personnel.

**Competency-Based Vocational-Technical Education (CBVE)** – An instructional system based on the successful completion of clearly stated criteria, based on industry standards, critical to successful employment in a given occupation.

**Completer** – A student, including an adult in a secondary program, who (1) has completed all program requirements and has met the performance standards in the approved career and technical program

according to the Pennsylvania Secondary Career and Technical Education Program Approval (PDE-320) form on file with the district and PDE, or, if disabled, has met the vocational Individualized Education Program (IEP) requirements, and (2) has graduated.

**Completion Rate** – A measure of the percentage of students who were enrolled in career and technical education programs at 11 th grade or above who completed all program requirements and received diplomas in the year in which they were scheduled to graduate

**Comprehensive High School/AVTS** – A school building accommodating both academic and career and technical education programs and providing opportunities for students to participate in one or both programs.

**Consortium** – A formal partnership agreement among local education agencies.

**Cooperative Education** – A method of instruction of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required academic courses and related vocational and technical education instruction, by alternation of study in school with a job in a related occupational field. This alternation shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual, and may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

**Core Performance Standards and Measures** – Required by the Perkins Act, each state must implement a system of data collection and reporting to identify student learning and competency gains, achievement of basic, academic and occupational skills, retention in school, placement after graduation and incentives for targeted groups.

**Disadvantaged Student** – Individual with economic or academic limitations who requires special services and assistance to succeed in school.

**Displaced Homemaker** – An adult with limited job skills, without means of economic support and is unemployed or underemployed.

**Diversified Occupations Program** – A secondary career and technical education program in which students are given supervised work experience in any one of a variety of occupations combined with related classroom instruction. This type of program is suited especially to communities where the need for workers is too limited to justify separate courses for each occupation. This program is usually under the direction of the trade and industrial education division and supervised by a teacher-coordinator.

**Economically Disadvantaged** – An economic disadvantage may include individuals or members of families eligible for any of the following: free or reduced price lunch; program for the Temporary Assistance for Needy Families under Part A of title IV of the Social Security Act (42 U.S.C. 601); benefits under the Food Stamp Act of 1977; or is in receipt of Pell grants or other economic services.

**High Schools That Work** – An initiative designed to significantly raise the academic and technical competencies of students. Established in cooperation with the Southern Region Education Board (SREB)

**Home/Sending School** – School of academic origin for a student who spends part of a day/week/ year at an AVTS/CTC.

**Individuals with a Disability** – A student with any physical/mental impairment that substantially limits that person in some major life activity or employment; This includes any individual who has been evaluated under Part B of the Individuals with Disabilities Education Act Amendments of 1997 (20 U.S.C. 1400 et seq.) and determined to be an individual with a disability who is in need of special education and related services in accordance with Section 114 A and B as related to evaluation and his/her Individualized Education Plan (IEP). Or any individual who is considered to be disabled under Section 504 of the Rehabilitation Act of 1973, as amended, and who has an impairment, which affects his/her ability to be employed.

**Integration of Academic and Career and Technical Education** – The process of blending curriculum content from academic and career and technical education, and utilizing career and technical applied methods to develop the academic and occupational competencies of all students.

**Intermediate Unit** – A local education agency providing educational support services to students and schools within a predetermined service area

**Limited English Proficiency** – A student who has limited ability in speaking, reading, writing or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language.

**Local Education Agency (LEA)** – A school district, AVTS/CTC, Intermediate Unit or community college having administrative control of public education within a given locale. (Section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801))

**National Skill Standards** – Under the auspices of federal legislation, a voluntary set of standards for occupational competencies, developed by or with the cooperation of business and industry, establishing a benchmark for skills needed for successful employment in a particular industry. **Nontraditional Student** – In a program or class where student enrollments of one sex comprise 75.1 to 100 percent of total enrollment, a student of the opposite sex is identified as nontraditional and may receive special encouragement and support services to continue in the program.

**Nontraditional Training and Employment** – Occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

**Occupational Safety and Health Administration (OSHA)** – To assure safe and healthful working conditions for working men and women; by authorizing enforcement of the standards developed under the



Act; by assisting and encouraging the States in their efforts to assure safe and healthful working conditions; by providing research, information, education and training in the field of occupational safety and health; and for other purposes.

**Occupational Advisory Committee** - This committee is comprised of representatives from local business and industry who are actively involved in the occupation for which training is being provided. Representation should also include management and labor personnel, homemakers, career and technical education students, recent graduates, post-secondary faculty, home school and CTC Counselors, and members of the community. This committee shall provide advice on program content and performance objectives to the classroom teacher. The classroom teacher will set performance objectives.

**Off-Campus Learning Component** – One or more activities outside of the regular classroom instruction in which a student participates during his/her career and technical education program.

**Pennsylvania Skills Certificate** – A certificate awarded to a high school graduate successfully completing a written examination and a performance evaluation on examinations developed by the National Occupational Competency Testing Institute (NOCTI) in a specific occupational area or by completing other approved tests identified by the Pennsylvania Department of Education. The Pennsylvania Department of Education administers the tests in those schools with approved career and technical education programs

**Plan of Delivery** – Methods of instruction and technical skills development, either in a school or work setting, as outlined in the approved secondary occupational career and technical education program; Plans may encompass either occupational (non tech-prep) or tech prep delivery

**Postsecondary Educational Institution** – An institution of higher education that provides not less than a 2- year program of instruction that is acceptable for credit toward a bachelor's degree; a tribally controlled college or university; or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

**Programs of Study** - The Carl D. Perkins Career and Technical Education Act of 2006 require the development and implementation of career and technical programs of study. Each local recipient receiving Perkins funds under the Act will be required to offer the relevant courses of at least one POS. Programs of Study are very similar to, and build on, positive initiatives, such as Tech Prep, career pathways, career academies and career clusters, already underway in career and technical education in Pennsylvania

**Racial/Ethnic Categories** – Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. These categories do not denote scientific definitions of anthropological origins. However, no person is counted in more than one racial/ethnic category.

**SCANS** – Secretary's Commission on Achieving Necessary Skills - A 1991 report commissioned by the U.S. Secretary of Labor, The report described the skills needed by all workers to be successful and productive in a modern economy. Business defined five basic competencies required of all employees: the ability to use (1) resources, (2) technology, (3) information, (4) systems and (5) to work with others.

**School Code** – The body of laws adopted by the General Assembly and signed by the Governor to govern education in Pennsylvania's public schools.

**Single Parent** – A student who is unmarried or legally separated from a spouse and who has a minor child or children for which the parent has either custody or joint custody, or is pregnant.

**Special Populations** – Individuals who may need special support services to succeed in school. Populations include those with disabilities, academic/economic disadvantages, limited English proficiency, nontraditional status, and incarceration in a correctional institution.

**State Board of Education** – Created by state law, the State Board of Education adopts broad policies and principles and establishes standards governing the educational program of Pennsylvania.

**State Plan for Vocational and Technical Education** – Every two or three years, as required by the Carl D. Perkins Vocational and Applied Technology Education Act of 1998, the State Board of Education, with the assistance of the Pennsylvania Department of Education, Bureau of Career and Technical Education, prepares a plan describing the state's intended use of federal funds to address the requirements of federal legislation and the state's need for career and technical education programs and services.

**Strategic Plan** – Curriculum regulations of the State Board of Education require each school district and AVTS/CTC to develop and submit a strategic plan to the Department of Education once every six years and a mid-point revision of the plan once every three years. The plan includes a needs assessment and explains how the school district/AVTS will enable students to achieve desired learning outcomes.

**Supplementary Services** – Services related to curriculum modification, adaptive devices for equipment, supportive personnel, classroom modifications, instructional aids and devices and child care necessary to allow students to participate in career and technical education programs.

**Team Pennsylvania Career Link** – A cooperative effort to provide one-stop delivery of career services to job seekers, employers and other interested individuals. The goal is to provide a self service system in which interested individuals have access to employment, education and training resources locally.

**Tech Prep** – A combined secondary and postsecondary state-approved program delivery which leads to an associate degree or certificate and employment by providing the integration of academic and vocational technical preparation in engineering technology; applied science; mechanical, industrial or practical arts or trade; agriculture; health or business. This includes development of competence in mathematics, science and communications through a sequential course of study.

**Workforce Investment Board (WIB)** – The Commonwealth initiated a collaborative process to build a regionally planned, locally directed market driven workforce and economic development system. The Team Pennsylvania Workforce Investment Board (State WIB) has been charged with the responsibility to coordinate all workforce development programs including the one stop employment and training delivery system that is to be customer focused and inclusive of all citizens of the Commonwealth. The Local WIB is

the catalyst for coordinating and aligning workforce services and investment strategies that reflect the particular needs of local and regional economies.

## Resources

National Career Cluster Framework. Retrieved from:

<https://careertech.org/sites/default/files/CareerClustersPathways.pdf>

Occupational Advisory Committee FAQ. Retrieved from:

<https://www.okcareertech.org/educators/agricultural-education/resources/AdvisoryCommitteeGuidelines.pdf>

Establishing and Operating Effective Occupational Advisory Committees (2018, June). Retrieved from

<https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/Teacher%20Resources/Advisory%20Committee%20Guidelines/Establishing%20and%20Operating%20Effective%20Occupational%20Advisory%20Committee.pdf>

Effective Practices for Occupational Advisory Committees (2015, October) Retrieved from

<https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/Teacher%20Resources/Advisory%20Committee%20Guidelines/Occupational%20Advisory%20Committees%20Guide.pdf>

Establishing and Operating Effective Local Advisory Committees (Reviewed 5/2014) Retrieved from

<https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/Teacher%20Resources/Advisory%20Committee%20Guidelines/Establishing%20and%20Operative%20Effective%20Local%20Advisory%20Committees.pdf>

WW 06/16/23  
Bd App 08/10/23

**MINUTES  
CANTON AREA SCHOOL DISTRICT  
JUNE 8, 2023**

The regular meeting of the Canton Area School District Board of Education was held in the Canton Jr/Sr High School Library on Thursday, June 8, 2023 at 5:00 p.m.

**MEETING CALLED TO ORDER**

Our President, Mrs. Judy Sourbeer, called the meeting to order, welcomed all in attendance, and reminded the audience to please sign in if they had not done so.

All stood and recited the Pledge to the Flag.

**BOARD MEMBERS PRESENT**

Mrs. Judy Sourbeer, President; Mr. Ryan Allen, Mr. Gary Black, Mr. Bill Holland, Mr. Scott May, Mrs. Arica Jennings, Mr. Tom Resavage, and Mr. Denny Sourbeer.

**OTHERS PRESENT**

Dr. Amy Martell, Superintendent; Mr. Mark Jannone, Business Manager/Board Secretary; Mr. Michael Wells, Elementary School Principal; Mr. Donald Jacopetti, High School Principal; Attorney Cassie Blaney, District Solicitor; Mrs. Sherry Lambert and Mr. Matt Jennings, newspaper reporters; Mrs. Asti Tillotson, Ms. Cinda Dewey, Mr. Lucas Drever, Mr. Darin Rathbun, Mr. Greg Barr, Mr. Jared Knaub, and Mr. Ryan Mooney.

**BOARD RESIGNATION**

A motion was made by Mr. Denny Sourbeer and seconded by Mr. Bill Holland to accept the letter of resignation from Eric Anderson, School Board Director - Region 2, with 15 years of service on the board, effective June 1, 2023.

Voice Vote: All eight members present voted yea.  
Motion carried.

**INTERVIEW FOR VACANT REGION 2 SCHOOL BOARD DIRECTOR**

There was only one candidate; the board declined to interview.

**BOARD APPOINTMENT**

A motion was made by Mr. Bill Holland and seconded by Mr. Ryan Allen to appoint Sarah Neely as School Board Director - Region 2, effective immediately through December 1, 2023.

Roll Call Vote: All eight members vote yea.  
Motion carried.

**OATH OF OFFICE**

Attorney Cassie Blaney administered the Oath of Office to Mrs. Sarah Neeley.

**MINUTES**

A motion was made by Mrs. Arica Jennings and seconded by Mr. Ryan Allen to approve the minutes of the regular meeting of May 11, 2023.

Voice Vote: All nine members present voted yea.  
Motion carried.

**REPORTS**

## **Superintendent**

Dr. Amy Martell, Superintendent, reported on the following items:

- Presented current district enrollment numbers.
- The 149th CHS Commencement ceremony took place on the football field on 6/3/23 and sent 82 prepared graduates into the world!
- 6th grade Move-Up Day was held at the high school this month. All 6th graders visited the high school and were taken on tours of the various locations by our high school student PBIS (Warrior Way) team leaders. After the tours were completed, the 6th graders watched our student created video, "Warrior Way", and asked questions about what the next six years will be like at CHS. The 6th graders will have another opportunity to learn more about CHS during 7th Grade night held in August.
- The CHS Teacher of the 4th Marking Period, as selected by the staff, was Greg Bellows.
- Approximately seven CHS seniors attended the Alumni Reception on May 27th in the Nelle Black Westgate Auditorium. Reverend Duane Taylor from the class of 1953, Ted Tomlinson from the class of 1963, Dan Colton from the class of 1973, Honorable Matthew Brann from the class of 1983, and Ron Spencer from the class of 1993 wished the senior class of 2023 well. The honored guest was Mr. Bill Holland. The recipient of the Alumni Association Award Honoring Mr. Holland was William James Colton, class of 2023.
- May 25th the Senior Academic Awards Ceremony took place at 7:00 pm in the Nelle Black Westgate Auditorium with the presentation of athletic letterman, department and club awards; community, school and scholarship awards, principal's awards, and superintendent awards. There were 25-30 seniors in attendance. Mr. Jacopetti and Dr. Martell presented the awards.
- May 22nd CHS Athletic Awards were given at 6:00 pm in the Nelle Black Westgate Auditorium with coaches presenting the awards.
- Baccalaureate was held on Sunday, May 28th, at 5:00 p.m. in the Nelle Black Westgate Auditorium with approximately 31 seniors and 120 guests in attendance.
- The year ended as quickly as it began and we are currently planning for the upcoming 2023/2024 school year.
- Started work on Student and Staff Handbooks for the 2023-24 School
- Started the Consolidated Application for Title I, II, and IV Funds.
- Starting the School-Wide Title I Plan in the Comprehensive Plan.
- Updating all Title I Paperwork.
- Informed the board of upcoming events in the elementary school.
- Indicator 13 is completed and 100% compliant.
- Extended School year begins June 12, 2023 and will be for 12 days in the summer of 2023
- Special Education plan was approved by the state. Compliance monitoring is in the fall of 2023.
- Informed the board of the number of special education teachers' caseloads.
- Presented Lucas Drever, Canton FFA President from the class of 2024, to present the 2022/2023

## **CITIZEN RECOGNITION - AGENDA RELATED**

There were no comments.

## **BUSINESS**

### **Treasurer's Report**

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve the Treasurer's Report as presented for May 31, 2023. (A copy is in the supplemental file.)

Roll Call Vote: All nine members present voted yea.  
Motion carried.

## **Bills**

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve the bills for May.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

## **Transportation Changes**

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve the transportation changes.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

## **Transfer Budget Funds**

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve the administration to transfer budget funds to cover year-end accounts and pay July bills.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

## **Sign Contracts**

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve the Superintendent and/or Business Manager to sign contracts related to budgeted items for the 2023/2024 school year.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

## **BLaST Agreement**

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve the BLaST Inter-Governmental Agreement for shared Special Education Services effective July 1, 2023 for the 2023/2024 school year.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

## **IDEA Agreement**

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve the BLaST IDEA Agreement effective July 1, 2023 for the 2023/2024 school year.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

## **Referral Agreement**

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve the referral agreement between the Canton Area School District and Northern Tier Counseling, Inc. effective July 1, 2023 through July 1, 2028.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

## **New Treasury Accounts**

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve the addition

of the following new accounts/clubs to the Canton Jr/Sr High School Treasury in the name of:

- a. Class of 2030
- b. Class of 2031

Roll Call Vote: All nine members present voted yea.  
Motion carried.

#### **Agreement**

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve the Occupational Therapy Services Agreement between Lisa Inman and Canton Area School District effective July 1, 2023 through June 30, 2024.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

#### **Memorandum of Understanding**

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve the Outreach Case Worker Program Memorandum of Understanding between Bradford County Human Services Agency and Canton Area School District effective the 2023/2024 school year.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

#### **Letter of Agreement**

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve the Caseworker Outreach and Student Assistance Program Letter of Agreement between Bradford County Human Services Agency on behalf of the Bradford/Sullivan County Mental Health Program and Canton Area School District effective July 1, 2023 to June 30, 2024.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

#### **Memorandum of Understanding**

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve the Memorandum of Understanding between Bradford-Tioga Head Start, Inc. and Canton Area School District for the 2023/2024 school year.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

Agreement between Bradford/Sullivan Drug & Alcohol, Single County Authority and Canton Area School District to provide a Student Assistance Program (SAP) Liaison effective July 1, 2023 to June 30, 2024.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

#### **Revised Homestead/Farmstead Exclusion**

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to resolve that the Canton Area School District Board of Directors approve the revised homestead and farmstead exclusion real estate tax assessment reductions in the amount of \$266.87 as authorized for the school year beginning July 1, 2023 under the provision of the Homestead Property Exclusion Program Act (Part of Act 50 of 1998) and the Taxpayer Relief Act (Act 1 of 2006.)



Roll Call Vote: All nine members present voted yea.  
Motion carried.

### Budget

A motion was made by Mr. Bill Holland and seconded by Mrs. Arica Jennings to approve the 2023/2024 Canton Area School District final budget with expenditures equaling \$18,614,237 and revenues of \$17,124,774 with the deficit coming from the fund balance. The final budget would set taxes at the following:

Real Estate:	<u>2023/2024</u>	<u>2022/2023</u>	<u>Change</u>
Bradford County	36.9437	35.3848	+1.5589
Lycoming County	15.1764	14.4366	+ .7399
Tioga County	17.3902	16.5614	+ .8288

The following tax levies remain the same as last year:

Occupation Assessment Tax: 200 mills (Bradford County system)

Category 1 = \$ 0   Category 2 = \$15  
Category 3 = \$30   Category 4 = \$60

Earned Income Tax: 1% levy (.5% effective rate due to sharing)

Real Estate Transfer Tax: 1% (.5% effective rate due to sharing)

Per Capita Tax per School Code 679: \$5 per person

Per Capita Tax Act 511: \$10 per person levy (\$5 effective rate due to sharing)

Discounts and Penalties: Occupation, Per Capita and Real Estate taxes will be subject to a 2% discount if paid within 2 months of bill date and a 10% penalty if paid after 4 months of the bill date.

There will be no discount or penalty for payments made between 2 months and 4 months of the bill date.

A three (3) month installment plan is available. Payments will be due on August 31<sup>st</sup>, September 30<sup>th</sup>, and October 31<sup>st</sup>.

Roll Call Vote: Mr. Ryan Allen, Mr. Gary Black, Mr. Bill Holland, Mrs. Arica Jennings, Mr. Scott May, and Mrs. Sarah Neely vote yea.  
Mr. Tom Resavage, Mr. Denny Sourbeer, and Mrs. Judy Sourbeer voted nay.  
Motion carried.

### PERSONNEL

#### Tenure

A motion was made by Mr. Scott May and seconded by Mr. Tom Resavage to approve tenure of the following professional employee:

- a. Talia Roupp, Certified Pre-K through grade 4

Roll Call Vote: All nine members present voted yea.  
Motion carried.

### Co-Curricular Lists

A motion was made by Mr. Scott May and seconded by Mr. Tom Resavage to accept the 2023/2024 Co-Curricular Sports and Non-Sports lists as presented.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

#### **Substitute List Additions**

A motion was made by Mr. Scott May and seconded by Mr. Tom Resavage to approve the following additions to the substitute list, pending completion of all required paperwork:

- a. Collin Bellows, custodian
- b. Kylie Ackley, custodian
- c. Grace Chamberlain, custodian
- d. Hunter Swain-Foust, custodian, cafeteria, and paraprofessional

Roll Call Vote: All nine members present voted yea.  
Motion carried.

#### **Summer Worker**

A motion was made by Mr. Scott May and seconded by Mr. Tom Resavage to approve the hiring of Caiden Williams as maintenance summer worker, effective June 12, 2023 through the first week of August, pending completion of required paperwork.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

#### **Unpaid Days**

A motion was made by Mr. Scott May and seconded by Mr. Tom Resavage to approve the unpaid days for the month of May 2023, for the following employees:

- a. Employee #1858, 3 days
- b. Employee #1863, 2 days
- c. Employee #1762, 1 day
- d. Employee #1857, 2 days
- e. Employee #1402, 0.5 day
- f. Employee #1785, 9 days

Roll Call Vote: All nine members present voted yea.  
Motion carried.

#### **Superintendent Salary**

A motion was made by Mr. Ryan Allen and seconded by Mr. Scott May to set the Superintendent's salary for the 2023/2024 fiscal year at \$133,250.00.

### **FINANCE/POLICY**

#### **Policy Second Reading**

A motion was made by Mr. Ryan Allen and seconded by Mr. Bill Holland to approve the second reading of the following new/revised board policies:

- a. No. 231 Social Events and Class Trips (revised)
- b. No. 309 Assignment and Transfer (new)
- c. No. 325 Dress and Grooming (revised)
- d. No. 338 Sabbatical Leave (revised)
- e. No. 339 Uncompensated Leave (revised)
- f. No. 342 Jury Duty (new)
- g. No. 716 Integrated Pest Management (revised)

- h. No. 800 Records Management (revised)
- i. No. 800.2 Electronic Data Storage (new)
- j. No. 800.3 Electronic Records/Signatures (new)
- k. No. 916 Volunteers (revised)

Roll Call Vote: All nine members present voted yea.  
Motion carried.

#### **OTHER ITEMS**

##### **Final Class List**

A motion was made by Mr. Denny Sourbeer and seconded by Mr. Ryan Allen to accept the Canton Area School District Jr/Sr High School final class list of 2023.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

##### **District Calendar**

A motion was made by Mr. Denny Sourbeer and seconded by Mr. Ryan Allen to approve the updated 2022/2023 Canton Area School District calendar.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

##### **Survey**

A motion was made by Mr. Denny Sourbeer and seconded by Mr. Ryan Allen to approve participation in the Fall 2023 PAYS Survey for grades 6, 8, 10, and 12 and the PAYS Survey Pilot for grade 4.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

##### **Minutes**

A motion was made by Mr. Denny Sourbeer and seconded by Mr. Ryan Allen to approve the 2022/2023 LAC meeting minutes and the 2023/2024 LAC member list.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

##### **Survey**

A motion was made by Mr. Denny Sourbeer and seconded by Mr. Ryan Allen to approve the administration of a pre and post-implementation survey to students participating in the fall in the Developing Future Special Educators Grant with Mansfield University.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

##### **Curriculum Guides**

A motion was made by Mr. Denny Sourbeer and seconded by Mr. Ryan Allen to approve the following Curriculum Guides as posted on our school website:

- a. Elementary School Curriculum
- b. Jr./Sr. High School Curriculum

Roll Call Vote: All nine members present voted yea.  
Motion carried.

### **Quarterly Reports**

A motion was made by Mr. Denny Sourbeer and seconded by Mr. Ryan Allen to approve the Canton Area Elementary and Canton Jr./Sr. High School Library third quarter board reports.

Roll Call Vote: All nine members present voted yea.  
Motion carried.

### **CITIZEN RECOGNITION - NON-AGENDA RELATED**

There were no comments.

### **Announcements**

There was an Executive Session prior to the Board Meeting, at 4:30 p.m., to discuss personnel and safety matters.

The next Board Meeting will be held Thursday, August 10, 2023, at 5:00 p.m. in the Canton Jr./Sr. High School Library, Canton, PA.

### **Meeting Adjourned**

Mrs. Sourbeer adjourned the meeting at approximately 5:39 p.m. on a unanimous voice vote.

Respectfully submitted,

Mark S. Jannone  
Business Manager/Board Secretary

ww 6/9/23  
Bd App 8/10/23



**Educator Induction Plan (EIP)  
2024-2027  
Canton Area SD**

**Induction Handbook**

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## **Induction Plan (Chapter 49)**

### **Overview**

This is the Canton Area School District high-quality Educator Induction Plan (EIP). Through the support of the EIP for new teachers retention rates increase and participants are more likely to use instructional practices that improve student achievement, assign challenging work, use standards-based curriculum frameworks, and accomplish the goals of the curriculum.

The induction plan is submitted to the Pennsylvania Department of Education (PDE) for approval. The plan for induction includes first-year teachers, long-term substitute teachers (who are hired for a position for 45 days or more), and may include newly employed teachers with prior school teaching (as required by the Canton ASD).

Beginning in the 2024-2025 school year the length of the EIP is a minimum of two school years and plans are updated every six years. This plan will be approved 2024-2025, 2025-2026, 2026-2027.

### **Requirements for the Educator Induction Program (EIP)**

The EIP must be prepared by an Educator Induction Committee which includes teachers and administrative representatives. 22 Pa. Code § 49.16(d) states that the induction plan must reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator, and the induction team for the duration of the induction program. According to 22 Pa. Code § 49.16(e), criteria for approval of the induction plan must include induction activities that focus on teaching diverse learners in inclusive settings. Diverse learners include English Learners and students with Individualized Education Programs (IEP).

### **Goals of the CASD Educator Induction Program (EIP)**

The goals of the Canton Area School District Educator Induction Program (EIP) are to provide each inductee with a general orientation to the Canton Area School District and to increase knowledge and improve teaching skills.

#### **The objectives of the program are to:**

1. Familiarize the inductee with school district policies and practices and to integrate them into the social system of the school and community.
2. To provide an opportunity for the inductee to analyze and reflect on their teaching with coaching from veteran teachers.
3. To support the development of the inductee's professional knowledge and skills.

4. To provide continued assistance to face the challenges of the new teacher.
5. To cultivate a professional attitude toward teaching and learning, and working with others such as students, parents and colleagues.

**The general topics to be covered in our EIP can be classified into two categories:**

1. Those designed as orientation activities to familiarize the inductee with the Canton Area School District.
2. Those activities designed to develop and define the professional knowledge and skills of the inductee.

An orientation program will be presented by district staff prior to the beginning of each school year in August. A similar type program will be presented to any newly-hired inductee throughout the school year by the chairperson of the EIP program to ensure the continuity of the program. Some of the topics that will familiarize inductees with the Canton Area School District will include:

The Framework for Teaching /Act 13	Homework policy
District calendar	Bell schedules
Salary and benefits	School handbooks
PA Public School Code	Lesson plans
CASD Policy	First day routines
Courses of study and curriculum	Grouping of students
Central duplicating system	Supplies
Emergency closings	Grading procedures
Substitute teachers	Employee Assistance Program (EAP)
HIPAA, FERPA	Act 48, Instructional I, Instructional II,
Technology	Tenure
Emergency Plans	

### **Mentor Selection Criteria**

Chapter 49 of the Pennsylvania Code requires a mentor relationship between the education induction team and first-year teachers, educational specialists, and long-term substitutes who are hired for a position for 45 days or more. The mentor relationship is required for the length of the induction program; however, the assigned mentor may vary. The educator induction committee should determine the criteria for mentor selection (see 22 Pa. Code § 49.16).

Recommended criteria are as follows:

- a. Similar certification and assignment, when possible
- b. Outstanding work performance
- c. Models continuous learning and reflection
- d. Knowledge of district/school policies, procedures, and resources
- e. Ability to work with students and adults



- f. Willingness to accept additional responsibility
- g. Mentor training or previous experience
  - i. Purpose of induction program
  - ii. Role of mentor
  - iii. Communication and listening skills
  - iv. Coaching and conferencing skills
  - v. Problem-solving skills
  - vi. Knowledge of adult learning and development
- h. Compatible schedules so the mentor and inductee can meet regularly, if possible
- i. Training in use and application of the Standards Aligned System
- j. Understanding the levels of Bloom's Taxonomy and Webb's Depth of Knowledge
- k. Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks
- l. Differentiated learning that supports higher order thinking skills and the development of metacognitive skills
- m. Developing assessments that are based on standards and eligible content
- n. Data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS))

Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership. Mentors also gain from the experience that refines their skills and enhances professional growth. However, it is also a demanding responsibility and may include district incentives.

## **Roles and Responsibilities:**

### **Inductee**

All first- and second year- teachers and educational specialists are required to participate in the induction program. Inductee responsibilities should include attending all orientation activities, seeking help when needed, observing experienced teachers/specialists, meeting regularly with mentors, meeting with other inductees to discuss experiences, and evaluating the program.

Inductees are expected to:

- a. Actively participate in mentoring activities and relationships;
- b. Seek out help from colleagues;
- c. Accept and act upon constructive feedback through open communication with the mentor;
- d. Schedule observation of experienced teachers at work;
- e. Schedule classroom observation by the mentor;
- f. Maintain and submit accurate records of induction activities (e.g., observations, training sessions, conferences) to be awarded an Induction Completion Letter; and
- g. Maintain a confidential relationship with the assigned mentor.

## **Mentor**

Mentor documents the inductee's involvement in the program. Mentors provide the following types of support to inductees:

Instructional support such as:

- a. Classroom management
- b. Standards-based instructional planning and implementation
- c. Standards-aligned teaching strategies
- d. Differentiated instruction and supports for struggling students
- e. Observations and conferencing with the beginning teacher
- f. Instruction for diverse learners in inclusive settings, including English Learners and students with IEPs
- g. Data-informed decision-making

Professional support such as:

- a. Information about school policies and procedures
- b. Student formative and summative assessments and evaluation
- c. Educator Effectiveness in accordance with Act 13 of 2020 and 22 Pa. Code § 19.1a et seq.
- d. Information about quality professional development opportunities

Personal support such as:

- a. Introductions to other faculty and administrators
- b. Personal encouragement within the context of a confidential relationship
- c. Liaison to referral to other key people and resources

Mentors of first-year teachers and supervisors of student teachers (does not include pre-student teachers) may earn Act 48 credit only if the LEA approves the professional development hours. Mentors/Supervisors may receive up to 15 hours per inductee or student teacher totaling no more than 45 hours in a compliance period.

## **Administration (Act 93)**

A designated administrator receives, evaluates, and archives all mentor records. School principals and administrators provide support such as:

- a. Opportunities for professional development related to the Code of Professional Practice and Conduct for Educators (22 Pa. Code Chapter 235). The code is found in AppendixA and sets forth rules of conduct to which professional educators are legally bound. New employees should be informed of the code and given a copy.
- b. Creating a culture of teaching and learning that supports professional collaboration among both new and veteran teachers.
- c. Designing appropriate schedules to support new teachers as they develop professional skills.

- d. Acquiring and providing appropriate resources to support educator induction activities (time, scheduling, space, funding)
- e. Periodically evaluating (twice during the school year) temporary classroom and non teaching professionals using the Educator Effectiveness System in accordance with Act 13 of 2020.
- f. Facilitating activities to enhance the relationship between mentors and beginning teachers.
- g. Accepting the confidential relationship between each teacher and mentor
- h. Identifying and selecting highly qualified mentors

### **Secretary to the Superintendent**

School / LEA maintains accurate records of program completion and provides a certificate or statement of completion to each inductee who has completed the program.

**Documentation:** To document participation in the EIP a copy of the Induction Completion Document will be placed in each inductee's permanent file in the Superintendent's office. The original Induction Completion Document along with a Certificate of Completion will be given to each inductee for their records.

### **Superintendent**

The Superintendent verifies that the program is completed on the Application for Level II Certification.

#### **Requirements of EIP**

- ☐ All induction documents must be completed and uploaded to the Google Classroom: Induction
- ☐ Attend district-level Induction meeting August through May
- ☐ Attend Inductee / Mentor meetings
  - ☐ Weekly - First four months
  - ☐ Bi-Monthly - Last four months
- ☐ Inductee: Completion of Monthly Induction Reports (Addendum 3)
- ☐ Inductee: Completion of Needs Assessment for Inductees (Addendum 1) during the summer induction program.
- ☐ Inductee: Completion of checklist of induction discussions (Addendum 2) during the summer induction program.
- ☐ Inductee: Two peer classroom observations (Due May 1)
- ☐ Mentor: Two Inductee observations (Due May 1)
- ☐ Inductee: Completion of Induction Completion Document Y1 (Addendum 4)
- ☐ Inductee: Completion of Evaluation of EIP program (Addendum 5)
- ☐ Inductee: Completion of mandatory PD (Addendum 6) and Certificate of Completion

## Act 48 for participation in Induction Mentor or Inductee

Mentors of first-year teachers and supervisors of student teachers (does not include pre-student teachers) may earn Act 48 credit if the LEA approves the professional development hours. Mentors & Supervisors may receive up to 15 hours per year or student teacher totaling no more than 45 hours in a three year Act 48 compliance period. Mentors and Inductees may earn unlimited Act 48 hours with the professional development PDESAS courses (Addendum 6). The mandatory courses are indicated below.

## Year 1 - New Teacher Induction 2023-2024 Program Schedule

### Timeline of Activities and Requirements

Activity / Requirement:	Submit to:	Dates:
Mentor: Induction Training Self Paced (Addendum 6) Mandated Certificates Due; Act 48 <ul style="list-style-type: none"> <li>• Introduction to Structured Literacy</li> <li>• Culturally Relevant and Sustaining Education</li> <li>• Professional Ethics Program</li> </ul>	Supervisor Permanent File	May 1
F2F Summer Induction Program Day 1 8:30-2:30 (6 hours)		August 18, 2023
F2F Summer Curriculum and Instruction (LFS) Program Day 2 8:30-2:30 (6 hours)		August 21, 2023
Inductee: Completion of Needs Assessment (Addendum 1)	Supervisor Google Folder	September 1, 2023
F2F New Teacher Induction Meeting 1 3:30-5:00 pm		September
F2F New Teacher Induction Meeting 2 3:30-5:00 pm		October
F2F New Teacher Induction Meeting 3 3:30-5:00 pm		November
F2F New Teacher Induction Meeting 4 3:30-5:00 pm		December
F2F New Teacher Induction Meeting 5 3:30-5:00 pm		January
F2F New Teacher Induction Meeting 6 3:30-5:00 pm		February
F2F New Teacher Induction Meeting 7 3:30-5:00 pm		March
F2F New Teacher Induction Meeting 8 3:30-5:00 pm		April
F2F Mentor / Inductee Monthly Meetings (August - April)		TBD
Weekly: Inductee Mentor Meeting Logs Due (September / October) Addendum 3	Supervisor Google Folder	November 1, 2023

Weekly: Inductee Mentor Meeting Logs Due (November / December) Addendum 3	Supervisor Google Folder	January 1, 2024
Bi-Monthly: Inductee Mentor Meeting Logs Due (January / February) Addendum 3	Supervisor Google Folder	March 1, 2024
Bi-Monthly: Inductee Mentor Meeting Logs Due (March / April) Addendum 3	Supervisor Google Folder	May 1, 2024
Inductee: Two Peer Classroom Observations	Supervisor	May 1, 2024
Mentor: Two Classroom Observations of Inductee	Supervisor Inductee	May 1, 2024
Mentor: Induction Completion Document (Addendum 4)	Superintendent Permanent File	May 1, 2024
Inductee: Checklist of Induction Discussions (Addendum 2) Monthly Teacher Induction Reports (Addendum 3) End of Year Reflection and Evaluation (Addendum 5) Certificates of Completion for mandatory PD (Addendum 6)	Superintendent Permanent File	May 1, 2024
Superintendent / Secretary to Superintendent: New Teacher and Mentor Recognition and Awards	Inductee Permanent File	June XX, 2024
<b>Year II New Teacher Induction 2024-2025 Program Schedule</b>		
Inductee: Completion of Needs Assessment (Addendum 7)		
F2F New Teacher Induction Meeting 1 3:30-5:00 pm		September
F2F New Teacher Induction Meeting 2 3:30-5:00 pm		October
F2F New Teacher Induction Meeting 3 3:30-5:00 pm		November
F2F New Teacher Induction Meeting 4 3:30-5:00 pm		December
F2F New Teacher Induction Meeting 5 3:30-5:00 pm		January
F2F New Teacher Induction Meeting 6 3:30-5:00 pm		February
F2F New Teacher Induction Meeting 7 3:30-5:00 pm		March
F2F New Teacher Induction Meeting 8 3:30-5:00 pm		April
Certificates of Completion for completion of the needs assessment (Addendum 6)		May 1

### **Agenda: F2F Summer Induction Program Day 1 8:30-2:30 (6 hours)**

Sample Agenda: Year 1 Inductee and Year 1 Mentor - dates subject to change

Activity / Presenter	Date	Time / Location
District Orientation (Martell) Building Orientation (Administrators) Required Annual Notices	August 18, 2023	
School Safety (D. Jannone)	August 18, 2023	
The Formal Evaluation Process (Danielson Framework) <ul style="list-style-type: none"> <li>13-1, 13-2, 13-3 forms and PEERS</li> <li>Act 13 - No formal goal this year; discussion of process</li> </ul>		
Assessment Topic: Standardized student assessment data: PVAAS: What to expect? Classroom assessment data: Formative and Summative		
Future Ready Comprehensive Planning Process (FRCPP)		
Relationship Building with Students		
The Evaluation Process: Special Education (Repard) Progress Monitoring, differentiated instruction, accommodations, etc.		
Positive Behavior Intervention and Supports (PBIS)		
Statewide Assessments: What do I need to know?		
The Parent Teacher Conference: What to expect?	October	
Budgeting Process: What do I need to know?	January	
Reflections on my first year	May	

## Year 1: Needs Assessment for Teacher Inductees (Addendum #1)

(To be completed by Inductee)

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_

Building: \_\_\_\_\_ Date: \_\_\_\_\_

Some typical components of the Framework of Teaching are listed below. **Please circle three specific items from each of the Four Domains of Teaching.** The circled items should be addressed by you and your Mentor during the \_\_\_\_\_ school year.

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
<ol style="list-style-type: none"> <li>1. Individual Differences</li> <li>2. Lesson Plans</li> <li>3. Materials Acquisitions</li> <li>4. Special Education</li> <li>5. Pupil Support Services</li> <li>6. IU Resources</li> <li>7. Teaming Collaboration</li> <li>8. Other: _____</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom Management</li> <li>2. Discipline</li> <li>3. School Facilities</li> <li>4. School Procedures</li> <li>5. Custodia / Clerical Relations</li> <li>6. Nurse / First Aide</li> <li>7. CPR / AED</li> <li>8. Other: _____</li> </ol>
Domain 3: Instruction	Domain 4: Professional Responsibilities
<ol style="list-style-type: none"> <li>1. Student Learning Maps</li> <li>2. Understanding the Curriculum</li> <li>3. Learning Focused School Practices</li> <li>4. Communicating Clearly and Concisely</li> <li>5. Demonstrating Flexibility/Responsiveness</li> <li>6. Professional Learning</li> <li>7. Differentiation</li> <li>8. Other: _____</li> </ol>	<ol style="list-style-type: none"> <li>1. Professionalism</li> <li>2. Record Keeping / Data Collection</li> <li>3. Teacher Evaluation</li> <li>4. Relations with Students and Parents</li> <li>5. Parent / Teacher Conference</li> <li>6. Budget</li> <li>7. Contributing to Community / District</li> <li>8. Other: _____</li> </ol>

## Year 1: Checklist of Induction Discussions (Addendum #2)

(To be completed by Inductee)

**Inductee:** \_\_\_\_\_ **Mentor:** \_\_\_\_\_

**Building:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Topics preceded by the mentor's initials indicate the areas addressed by the above Inductee and Mentor during the \_\_\_\_\_ school year.

<b>Domain 1: Planning and Preparation</b>  1. _____ Individual Differences 2. _____ Lesson Plans 3. _____ Materials Acquisitions 4. _____ Special Education 5. _____ Pupil Support Services 6. _____ IU Resources 7. _____ Pupil Grading 8. _____ Teaming Collaboration 9. _____ Other: _____	<b>Domain 2: The Classroom Environment</b>  1. _____ Classroom Management 2. _____ Discipline 3. _____ School Facilities 4. _____ School Procedures 5. _____ Custodial / Clerical Relations 6. _____ Nurse / First Aide 7. _____ CPR / AED 8. _____ Other: _____
<b>Domain 3: Instruction</b>  1. _____ Student Learning Maps 2. _____ Understanding the Curriculum 3. _____ Learning Focused Schools Practices 4. _____ Communicating Clearly and Concisely 5. _____ Demonstrating Flexibility/Responsiveness 6. _____ Professional Learning 7. _____ Differentiation 8. _____ Other: _____	<b>Domain 4: Professional Responsibilities</b>  1. _____ Professionalism 2. _____ Record Keeping / Data Collection 3. _____ Teacher Evaluation 4. _____ Relations with Students / Parents 5. _____ Parent / Teacher Conference 6. _____ Budget 7. _____ Contributing to Community / District 8. _____ Other: _____



## Monthly Teacher Induction Report (Addendum #3)

(To be completed by Inductee)

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_

Building: \_\_\_\_\_ Date: \_\_\_\_\_

Topic(s) Discussed:	Action(s) Planned:

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

**Induction Completion Document (Addendum #4)**  
(To be completed by Mentor)

Inductee: \_\_\_\_\_ Mentor: \_\_\_\_\_

Activities	Date of Participation
1. District Orientation Session	
2. Formal Evaluation / PVAAS	
3. Parent / Teacher Conference	
4. Curriculum and Instruction	
5. Relationship Building	
6. Evaluation Process: Special Education	
7. Positive Behavior Intervention Supports	
8. Statewide Assessments	
9. Reflection	
10. Two Peer Observations	
11. Two Mentor Observations	

**Monthly Report to Principal:**

\_\_\_\_\_ (August / September / October)

\_\_\_\_\_ (November / December / January)

\_\_\_\_\_ (February / March / April)

This certifies that the above named inductee participated in and successfully completed the requirements of the Year 1 Educator Induction Program (EIP) during the \_\_\_\_\_ School Year.

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Induction Classroom Visit Recording Form (Addendum #5)

(To be completed by Inductee, To be completed by Mentor)

Classroom: \_\_\_\_\_ Visitor: \_\_\_\_\_  
 (mentor teacher, inductee, or special education teacher name) (mentor teacher or inductee name)

Date: \_\_\_\_\_ Subject / Period: \_\_\_\_\_

**Before:** Prior to the classroom visit, the inductee and teacher identify an area of focus for the visit. They will complete Domain 1 conversations prior to the classroom visit.

**During:** Highlight and describe two components that were observed in each of the Domains of Professional Practice (Domains 2-3). Reference PDE Educator Effectiveness Observation and Practice: Framework for Evaluation - Classroom Teacher for a full description of each domain and component.

**After:** Use the identified area of focus and highlighted components to guide the discussion about the visit.

**Off Stage** - This is reviewed to completion in the BEFORE step.

Domain 1: Planning and preparation	
<b>Components:</b> 1A: Knowledge of Content and Pedagogy 1B: Demonstrating Knowledge of Students 1C: Setting Instructional Outcomes 1D: Demonstrating Knowledge of Resources 1E: Designing Coherent Instruction 1F: Designing Student Assessments	Component: _____  Description:
	Component: _____  Description:

**On Stage** - The component is selected in the BEFORE step. Observed in the classroom visit and reviewed in the After step.

Domain 2: Classroom Environment	
<b>Components:</b> 2A: Creating an Environment of Respect and Rapport 2B: Establishing a Culture for Learning 2C: Managing Classroom Procedures 2D: Managing Student Behavior Expectations 2E: Organizing Physical and Digital Space	Component: _____  Description:
	Component: _____  Description:

**On Stage** - The component is selected in the BEFORE step. Observed in the classroom visit and reviewed in the After step.

Domain 3: Instruction	
<b>Components:</b> 3A: Communicating with Students 3B: Questioning and Discussion Techniques 3C: Engaging Students in Learning Activities and Assignments 3D: Using Assessment in Instruction 3E: Demonstrating Flexibility and Responsiveness	Component: _____  Description:
	Component: _____  Description:

**Evaluation of Program (Addendum #6)**  
(To be completed by Inductee)

Located: <https://forms.gle/a53QzcCLatt4iey76>

## Evaluation of Induction Program (Addendum #5)

This is the online version of the paper version of the evaluation. Please take the google form.

This form is automatically collecting emails from all respondents. [Change settings](#)

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Please indicate your induction year. \*

- ☐ I have completed Induction Year I
- ☐ I have completed Induction Year II

1. Did this induction program provide the support that you needed to make the transition to the Canton School District? Explain.

Long answer text

2. What things would you suggest be added to aid an incoming teacher?

Long answer text

3. What changes in the program would you recommend?

## Induction Program Act 48 2024-2027 (Addendum #7)

Located here: <https://docs.google.com/document/d/1mqT5bZEh1j0BKVJEU77qkVbRI2C1CfA/copy>

**Directions:** The following courses are available free of charge from the sites listed below. PDESAS.org will require a login name and password. If you sign up and take courses with PDESAS.org the Act 48 will be automatically uploaded to PERMS. Mentors may choose to use the materials and scenarios provided in the coursework with inductees. Inductees may take the courses chosen and add for discussion with their mentors at the mentor - inductee meetings.

Mentors of first-year teachers and supervisors of student teachers (does not include pre-student teachers) may earn Act 48 credit if the LEA approves the professional development hours. Mentors/Supervisors may receive up to 15 hours per inductee or student teacher totaling no more than 45 hours in a compliance period.

- Induction – add a letter for anyone who is subbing 45 days or more – use from this content.

Educator Induction Plan Topic Areas	Selected Danielson Framework	Timeline
Code of Professional Practice and Conduct for Educators	4f: Showing Professionalism;	Y1 Fall, Y2 Fall
Assessments and Progress Monitoring	1f: Designing Student Assessments; 3d: Using Assessment in Instruction; 4c: Communicating with Families	Y1 Fall
Instructional Practices	3b: Using Questioning and Discussion Techniques; 3c: Engaging Students in Learning; 2b: Establishing a Culture for Learning; 1e: Designing Coherent Instruction; 3a: Communicating with Students; 3d: Using Assessment in Instruction; 3e: Demonstrating Flexibility and Responsiveness	Y1 Fall
Safe and Supportive Schools	3c: Engaging Students in Learning; 2d: Managing Student Behavior 1b: Demonstrating Knowledge of Students 4c: Communicating with Families 2a: Creating and Environment of Respect and Rapport	Y1 Fall
Standards and Curriculum	1a: Demonstrating Knowledge of Content and Pedagogy; 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	Y1 Fall, Y2 Fall

Technology Instruction	2b: Establishing a Culture for Learning; 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness	Y1 Fall
Progress Reports and Parent - Teaching Conferencing	1f: Designing Student Assessments; 3c: Engaging Students in Learning 4b: Maintaining Accurate Records 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness 2b: Establishing a Culture for Learning 3d: Using Assessment in Instruction 4c: Communicating with Families 1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques 4a: Reflecting on Teaching	Y1 Fall, Y1 Winter
Accommodations and Adaptations for Diverse Learners	1b: Demonstrating Knowledge of Students; 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness; 1d: Demonstrating Knowledge of Resources 3b: Using Questioning and Discussion Techniques 1a: Demonstrating Knowledge of Content and Pedagogy 2a: Creating and Environment of Respect and Rapport 3d: Using Assessment in Instruction 1f: Designing Student Assessments 3c: Engaging Students in Learning	Y1 Fall
Data Informed Decision-Making	1e: Designing Coherent Instruction; 3b Using Questioning and Discussion Techniques 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 1f: Designing Student Assessments 4a: Reflecting on Teaching; 2b: Establishing a Culture for Learning 4b: Maintaining Accurate Records	Y1 Winter
Materials and Resources for Instruction	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	Y1 Fall, Y2 Fall
Classroom and Student Management	2a: Creating an Environment of Respect and Rapport 2e: Organizing Physical Space 1e: Designing Coherent Instruction 2d: Managing Student Behavior 1c: Setting Instructional Outcomes; 2c: Managing Classroom Procedures 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning	Y1 Fall, Y1 Winter, Y1 Spring
Parental and/or Community Involvement	4c: Communicating with Families 3a: Communicating with Students 4f: Showing Professionalism	Y1 Fall, Y2 Fall
Professional Ethics	4f: Showing Professionalism;	Y2 Fall, Y2 Winter,

Program Framework		Y3 Spring
Culturally Relevant and Sustaining Education Program Framework	1b: demonstrating knowledge of students; 3c engaging students in learning	Y2 Fall
Educator Effectiveness	1d demonstrating knowledge of resources	Y2 Fall
Structured Literacy	2b: establishing a culture for learning; 1a: demonstrating knowledge of content and pedagogy	Y2 Fall
Social Emotional Learning	2b: establishing a culture for learning; 1a: demonstrating knowledge of content and pedagogy	Y2 Fall
Career Technical Education	2b: establishing a culture for learning; 1a: demonstrating knowledge of content and pedagogy	Y2 Fall
Other		

### **Code of Professional Practice and Conduct for Educators: (Year II )**

FACILITATED BY CASD ADMINISTRATION: Educator Ethics and Conduct Toolkit [pspc.education.pa.gov](http://pspc.education.pa.gov) (Ethics Toolkit) Act 48 will be granted by CASD for participation. This is planned at 15 hours of Act 48 credit.

- August - Unit 1 The Ethical Teacher
- September - Unit 2 Private and Professional Lives
- October - Unit 3 Relationships with Teachers
- November - Unit 4 The Connected Teacher
- December - Catch Up / Extra Time on Topics 1-4
- January - Unit 5 Teaching in a Diverse Society
- February - Unit 6 Improper Personal or Financial Gain
- March - Unit 7 the Ethical Colleague
- April - Unit 8 Fostering an Ethical School Climate

### **Assessments and Progress Monitoring**

Instruction and Assessment accommodation to meet individual needs (5 hours) PDESAS.org

- Explore the definition and general purpose of accommodations for instruction and assessment.



- Examine the proper selection and use of accommodations for instruction and assessment.
- Evaluate and revise the accommodation for instruction/assessment after implementation.

#### **Fundamentals of Assessment (10 hours) PDESAS.org**

- Identify the various purposes for assessment.
- Differentiate between different types of assessments.
- Design assessments that are aligned with learning outcomes and the PA Core Standards.
- Determine appropriate tools for scoring and evaluation.

#### **Creating Meaningful Assessments (10 hours) PDESAS.org**

- Describe benchmark, diagnostic, formative, and summative assessments.
- Explain how fair assessments foster learning and hold teachers and students accountable for learning.
- Develop formative assessment strategies using the SAS methodology.
- Demonstrate the use of engaging formative assessment strategies to measure students' depth of knowledge.
- Create an authentic assessment in your area of expertise.

#### **Instruction in Assessment (10 hours)**

- Analyze methods for monitoring student progress toward intended instructional outcomes.
- Identify strategies for providing high quality feedback on student progress.
- Determine ways in which different forms of assessment can be used to inform and differentiate instruction.
- Develop student self-assessment tools that are aligned with learning outcomes.
- Explain how students can utilize assessment data and feedback in their learning.

#### **Expectations for Learning and Achievement (5 hours)**

- Analyze the concepts of bias and mindset as they relate to student expectations for learning.
- Identify teacher behaviors and attitudes associated with high or low expectations for student learning and achievement.
- Explain the influence that family and school community have on student expectations for learning and achievement.

### **Instructional Practices**

#### **Grouping**

##### **Advanced Grouping Strategies (5 hours) PDESAS.org**

- Identify grouping activities that address classroom situations and strategies that align with the desired curriculum outcome.

- Develop questioning and discussion strategies that encourage student participation within instructional groups.
- Apply, assess, and reflect on learning group procedures in order to achieve desired results for all students in grouping activities.

## **Communication**

### **Facilitating Classroom Discussions (5 hours) PDESAS.org**

- Analyze how effective classroom discussions deepen and extend understanding.
  - Differentiate between explanations of content and effective classroom discussions.
  - Identify verbal and nonverbal communication techniques that support effective classroom discussions.
- Devise strategies for supporting focused and engaging discussions.
- Implement strategies for increasing and sustaining student participation in whole-class and small-group discussions.

### **Classroom Communication (5 hours) PDESAS.org**

- Explain how communicating clear expectations supports student achievement of learning goals.
- Identify ways to provide clear directions that facilitate students' meaningful work without direct teacher supervision.
- Discuss how vivid oral and written language can be used to explain content, clarify limits, and facilitate student choice.

### **Communicating Directions and Procedures (5 hours) PDESAS.org**

- Define rules, directions, and procedures.
- Develop a student-friendly rationale for adhering to established procedures.
- Determine how to practice and reinforce classroom procedures.
- Analyze strategies for communicating directions and ensuring clarity for all students.

### **Discussion Techniques (7 hours) PDESAS.org**

- Discuss how effective discussion techniques promote student engagement with content.
- Discuss how to create opportunities during discussions for student reflection.
- Identify strategies that promote and encourage student consideration and reflection.
- Identify methods that evaluate student participation in classroom discussions that support student efforts to take responsibility for their own learning.

### **Student Participation (5 hours) PDESAS.org**

- Identify questioning strategies that promote deep engagement and participation in classroom discussions.
- Apply methods for teaching students to frame questions of high cognitive challenge and use them to extend learning.
- Identify opportunities for engaging with content to ensure that all students play an active role in small-group and whole-class discussions.

#### Questions that Facilitate Taking Action (5 hours) PDESAS.org

- Refine approaches to teaching students how to ask and identify questions and reflect on peer comments.
- Develop scaffolded questions for a unit of study that facilitate higher-order thinking and taking action based on new understanding.
- Reflect on the implementation of student inquiry and questioning strategies.

#### Questions that Gather Information (5 hours) PDESAS.org

- Develop questions that encourage students to analyze information.
- Implement questioning techniques and reflect on their effectiveness in fostering students' higher-order thinking skills.
- Examine and apply strategies that facilitate student questioning, reflection, and peer support.

#### Questions that Work With Information (5 hours) PDESAS.org

- Analyze close reading and text-dependent analysis.
- Identify strategies for scaffolding and creating opportunities for conceptualizing reading to engage students.
- Develop text-dependent questions.
- Evaluate TDA prompts taking into consideration text complexity and literary elements.
- Explore TDA Learning Progressions to analyze student responses.

#### Effective Strategies for Instruction (15 hours) PDESAS.org

- Develop a lesson supporting the Cycle of Effective Instruction using the curriculum framework, Dr. Marzano's ten design questions, and the thirteen effective instructional strategies.
- Incorporate effective instructional strategies into lessons to deepen students' understanding of concepts and help students develop competencies.
- Apply assessment for learning techniques to monitor student progress and inform instruction.
- Increase student engagement by creating compelling concept presentations and encouraging peer learning through student learning teams.

#### Student Engagement and Exploration (5 hours) PDESAS.org

- Validate the use of discretionary time in instructional activities that enhance student engagement.
- Investigate and implement hands-on/minds-on activities that engage students in exploration of content.
- Evaluate the relevance and rigor of instructional content to ensure appropriate levels of challenge and engagement designed to increase the learning performance of all students.

#### Explaining Content: Student to Student (5 hours) PDESAS.org

- Identify strategies for implementing student-centered learning.
- Analyze strategies for facilitating peer-to-peer learning.
- Develop approaches that integrate 21st Century skills into explanations of content.
- Evaluate web-based and other technology tools for engaging students in collaborative learning activities.

#### **Explaining Content: Teacher to Student (5 hours) PDESAS.org**

- Investigate imaginative ways to present and explain content, including using technology tools.
- Develop strategies for making connections between new content and students' interests, experiences, backgrounds, and prior knowledge.
- Design instructional activities that implement strategies and approaches for engaging students' interests that build upon prior knowledge.

#### **Preparing to Participate Student-Led Discussions (5 hours) PDESAS.org**

- Identify strategies to support student engagement and participation of all students throughout classroom discussions.
- Implement techniques that foster high-level questions and reasoning skills while simultaneously maintaining the momentum of student-led discussions.
- Analyze methods for focusing, re-directing, and encouraging student contributions.

### **Instructional Practices**

#### **Setting Instructional Outcomes (8 hours) PDESAS.org**

- Identify key elements of appropriate instructional outcomes.
- Compose instructional outcomes that are rigorous, sequentially appropriate, clear, viably assessed, and reflective of student needs.
- Analyze how different types of learning can be integrated into instructional outcomes.
- Examine how instructional outcomes can be aligned to the PA Core Standards.

#### **Student-to-Student Interactions (5 hours) PDESAS.org**

- Explain the importance of positive student-to-student relationships.
- Implement strategies that encourage respectful verbal and nonverbal student interactions.
- Identify how team building can foster a caring classroom culture that clearly prioritizes social-emotional well-being.

#### **Teacher-to-Student Interactions (5 hours) PDESAS.org**

- Explain how interacting with students in an environment of respect and rapport enhances student learning.
- Identify effective verbal and nonverbal strategies that develop relationships with students.
- Describe ways to prevent and reduce teacher and student frustration and stress.

### Text-Dependent Analysis – Digging Deeper (Grades 4-8) (10 hours) PDESAS.org

- Analyze close reading and text-dependent analysis.
- Identify strategies for scaffolding and creating opportunities for conceptualizing reading to engage students.
- Develop text-dependent questions.
- Evaluate TDA prompts taking into consideration text complexity and literary elements.
- Explore TDA Learning Progressions to analyze student responses.

## **Safe and Supportive Schools**

### Promoting Safe and Supportive Schools (5 hours) PDESAS.org

- Analyze student needs for safe and supportive schools.
- Explore how to create safe school environments in which all students can experience classroom success.
- Examine how safe school environments promote student achievement.
- Discover how engagement advances students' own learning.

### Comprehensive Mental Health for Teachers (5 hours) PDESAS.org

- Describe how mental health literacy knowledge can improve the classroom environment.
- Identify key components of a safe, supportive learning environment.
- Evaluate how you will integrate Pennsylvania-prioritized initiatives into your daily practice.

### Organizing Physical Space (5 hours) PDESAS.org

- Analyze student needs for a safe physical classroom environment.
- Describe how to create a safe physical environment in which all students can experience classroom events.
- Explain how physical resources can be used to support learning activities.
- Describe how students can use physical resources to advance their own learning.

### Student Pride in Work (5 hours) PDESAS.org

- Describe ways students can support and encourage one another.
- Describe ways to support students in taking pride in their accomplishments.
- Identify how risk-taking within a safe environment promotes student reflection, encouragement, peer review, and goal setting.

### Creating a Culture of Respect and Rapport (5 hours) PDESAS.org

- Identify ways to establish a positive culture.
- Discuss the qualities that promote a supportive and positive teacher-student relationship, with a focus on social-emotional competencies.
- Describe how to create a learning environment that promotes a culture of respect and rapport.

## **Standards/Curriculum**

### **Getting Started: The Standards Aligned System (10 hours) PDESAS.org**

- Discuss the intent of a Standards Aligned System and explain how the elements of a Standards Aligned System can improve student achievement.
- Navigate the Standards, Assessments, and Curriculum Framework tabs for a variety of subject areas and grade levels and identify ways to use these systems to inform instruction.
- Identify the different types of resources contained in the SAS Instruction, Materials & Resources, and Safe & Supportive Schools sections.
- Identify the ways to address the needs of all learners.

### **Deconstructing Standards (5 hours) PDESAS.org**

- discover why standards are important and why they impact both students and teachers,
- examine standards and analyze their components,
- create learning targets for use in teaching and student assessment, and
- explore ways standards can be assessed in the classroom.

### **Types of Learning Activities (5 hours) PDESAS.org**

- Reflect upon current learning activities and levels of student choice.
- Identify types of learning activities that align with lesson outcomes and promote deep learning.
- Analyze learning activities that emphasize depth over breadth.
- Implement strategies for students to exercise choice, make modifications, and serve as resources for other students.
- Evaluate the effectiveness of different learning activities and opportunities for student choice in achieving instructional outcomes that promote deep learning.

### **Designing Lessons, Units, and Learning Activities (5 hours) PDESAS.org**

- Explain how to design clear, goal-focused lessons and units.
- Describe how to connect learning goals with other content areas to facilitate the transfer of concept learning among other disciplines.
- Describe how assessment choices check for understanding of the goal.
- Develop learning activities that are aligned to instructional outcomes and appropriate for all students.

### **Engaging Students in Learning (8 hours) PDESAS.org**

- Select activities and assignments that promote deep learning.
- Analyze grouping activities that engage all students and can be adjusted to enhance understanding.
- Develop criteria for selecting a range of instructional materials and resources that engage students while also providing student choice.
- Analyze lesson structures to understand appropriate techniques for scaffolding.

- Evaluate the significance of lesson pacing with emphasis on time provided for student reflection and closure.

#### Effective and Engaging Standards-based Instruction (10 hours) PDESAS.org

- Use standards to establish quality and consistency in teaching and learning.
- Develop or modify instruction to include the relevant PA standards, anchors, and eligible content.
- Develop a new classroom activity that fully aligns with the Pennsylvania Standards.

#### Meaningful Instruction to Improve Student Achievement (10 hours) PDESAS.org

- Discuss strategies for developing critical thinking skills to prepare students for their future.
- Identify instructional strategies that are best suited to help students achieve the expected performance.
- Describe how to provide explicit instruction that directs student attention toward specific learning outcomes.
- Examine instructional strategies aligned to standards that address key concepts, skills, essential questions, and enduring understandings to improve student achievement.

#### Setting Expectations for Learning (5 hours)

- Explain when and how to clarify the purpose of a lesson or unit.
- Identify ways to link lessons to key concepts and student interests.
- Discuss ways to communicate learning goals with students clearly.

#### SAS Assessment Center (5 hours) PDESAS.org

- discover how the SAS Assessment Center can help you create and share assessments from a library of standards-aligned items,
- apply the tools in the SAS Assessment Center to create new assessments,
- explore how to access, organize, and edit assessments in the SAS Assessment Center, and
- examine how to use data from the SAS Assessment Center's Check for Understanding.

#### Developing Life-Long Learners (10 hours) PDESAS.org

- Evaluate the Standards Aligned System and propose how you could use it to bridge the gap between what many current graduating seniors know, and the qualities that higher educational institutions and employers look for in candidates.
- Develop strategies to enhance the critical thinking skills of all learners.
- Explain how the SAS methodology aligns the six common elements that support student achievement to ensure students have the resources to be academically successful.
- Describe the goal of the Standards Aligned System and how you could use SAS to provide students with a foundation to become lifelong learners.

#### **Curriculum Audit: Introduction (5 hours) PDESAS.org**

- explore what the term curriculum means and why it is important,
- examine what an equitable and culturally responsive curriculum entails, and
- discover ways to audit and evaluate your curriculum in order to increase student achievement.

#### **Conducting a Curriculum Audit (5 hours) PDESAS.org**

- examine curriculum design types and models popular in the development of curriculum,
- explore tools and resources available for conducting a curriculum audit/evaluation, and
- conduct a curriculum audit/evaluation while identifying areas of improvement and measures of success.

#### **Developing Aligned Curriculum (10 hours) PDESAS.org**

- Discuss the important processes and elements of curriculum design.
- Recognize the structure of Pennsylvania's Curriculum Framework and how it delineates what students must know, understand, and be able to do.
- Align lesson plans with Pennsylvania's Curriculum Framework and PA Core and Academic Standards.
- Develop key concepts, skills, essential questions, and enduring understandings aligned to the PA Core and Academic Standards to be used in curriculum development.
- Utilize the SAS portal to construct aligned instruction.

#### **Enhancing Content and Pedagogical Knowledge (8 hours) PDESAS.org**

- Identify resources for improving knowledge of your content area/discipline and connecting that knowledge to related concepts.
- Investigate methods for improving and enhancing pedagogy in your content area.
- Identify professional development opportunities beyond the classroom that make a difference in the field of teaching and learning in your content area.

### **Technology Instruction**

#### **Technologies and Tools to Promote a Successful eLearning Environment (5 hours) PDESAS.org**

- Discover pedagogical strategies and applications that leverage the technology and tools accessible in an eLearning classroom.
- Examine tools available to educators, as well as ways in which you can use those tools to support an engaging eLearning environment.
- Develop a solid understanding of how to design an engaging eLearning experience that takes the knowledge of students into account.

#### **Teaching in the 21st Century: The Need for Change (30 hours) PDESAS.org**

- Identify the needs and preferences of 21st Century learners.



- Assess the gap between current instructional practices and the skill set students need for success in the 21st Century workplace.
- Develop an action plan for incorporating technology and establishing a 21st Century classroom.

#### Using PBS LearningMedia in the Classroom (5 hours) PDESAS.org

- Identify why motivation is a key to learning.
- Explain the value learning media brings to teaching and learning, versus traditional instructional methods.
- Describe the features of PBS LearningMedia.
- Explain how to integrate PBS LearningMedia into teaching and learning.
- Design a PBS LearningMedia experience to integrate into instruction and learning.

#### Cultivating and eLearning Community (5 hours) PDESAS.org

- Discover how to empower, engage, and motivate each student in the eLearning environment.
- Examine methods to create a sense of community and foster self-efficacy in the eLearning environment.
- Discover ways to ensure that social-emotional learning needs are addressed or accommodated in the online community.

#### Teaching and Communicating in the eLearning (5 hours) PDESAS.org

- Discover pedagogical strategies to foster online participation of all students in your eLearning environment.
- Examine effective strategies in order to determine when it is best to use synchronous or asynchronous sessions.
- Develop a solid understanding of how to implement feedback protocols between you and your students.
- Develop strategies to correspond with parents and caregivers through an eLearning environment.

### **Progress Reports and Parent-Teacher Conferencing**

#### Maintaining Accurate Records (5 hours) PDESAS.org

- Identify methods for maintaining accurate records of student assignments.
- Identify effective systems for tracking student progress toward intended learning outcomes.
- Discuss the ways in which maintaining records of non instructional activities can enhance overall knowledge of students as well as their individual needs and interests.
- Identify strategies for structuring student participation in maintaining records of their own assignments, progress, and non instructional activities.

### **Accommodations and Adaptations for diverse learners**

#### Addressing Learning Gaps (5 hours) PDESAS.org

- explore the basics of learning gaps, including what they are, factors that contribute to learning gaps, and types of learning gaps,
- discover ways to identify learning gaps in students, as well as strategies to address those learning gaps, and
- explore strategies to assist students in preventing learning gaps and accelerate learning.

#### **Instruction and Assessment Accommodations to Meet Individual Student Needs (5 hours) PDESAS.org**

- Explore the definition and general purpose of accommodations for instruction and assessment.
- Examine the proper selection and use of accommodations for instruction and assessment.
- Evaluate and revise the accommodation for instruction/assessment after implementation.

### **Data informed decision-making**

- PA Data Powershots – PVAAS.SAS.org
- PVAAS Videos and Recorded Webinars
- PVAAS Professional Learning Opportunities
- Improving Reading outcomes through Goal Setting and Progress Monitoring (1 hour)

### **Materials and Resources for Instruction**

#### **Demonstrating Knowledge of Resources (5 hours) PDESAS.org**

- Describe how teachers search for and evaluate resources for classroom use.
- Discuss how teachers find and use resources to extend pedagogical and content knowledge.
- Discuss how teachers search for and evaluate non instructional resources for students.

#### **Depth of Knowledge (1 hour) PDESAS.org**

- This Depth of Knowledge refresher course is designed to emphasize the relationship between DOK of the content standards and the DOK of the test items. This module provides 1 Act 48 hour upon successful completion of the quiz at the end of the content.

#### **Enhancing Content and Pedagogical Knowledge (8 hours) PDESAS.org**

- Identify resources for improving knowledge of your content area/discipline and connecting that knowledge to related concepts.
- Investigate methods for improving and enhancing pedagogy in your content area.
- Identify professional development opportunities beyond the classroom that make a difference in the field of teaching and learning in your content area.

## **Classroom and Student Management**

### **Supervising Volunteers and Paraprofessionals (5 hours) PDESAS.org**

- Describe roles, standards, and guidelines for paraprofessionals.
- Explain the steps necessary to support and supervise volunteers and paraprofessionals.
- Describe training opportunities for teachers and the paraprofessionals they supervise.

### **Monitoring Student Behavior (5 hours) PDESAS.org**

- Identify various causes of student misbehavior.
- Identify how individual student needs shape classroom behavior.
- Explain how clear and appropriate expectations for learning and behavior support effective classroom management.
- Analyze strategies for developing, implementing, and revising appropriate standards for student conduct.

### **Responding to Student Misbehavior (5 hours) PDESAS.org**

- Identify appropriate external resources for responding to student misbehavior.
- Develop strategies and tools for behavior intervention and family involvement in interventions.
- Develop responses to misbehavior that are sensitive to student's individual needs.
- Implement preventative strategies that promote appropriate classroom behaviors.

### **Foundations for Managing Student Behavior (7 hours) PDESAS.org**

- Identify various causes of student misbehavior.
- Identify how individual student needs shape classroom behavior.
- Explain how clear and appropriate expectations for learning and behavior support effective classroom management.
- Analyze strategies for developing, implementing, and revising appropriate standards for student conduct.

### **Fundamentals of Flexible and Responsive Teaching (15 hours) PDESAS.org**

- Reflect upon current levels of responsiveness and flexibility, recognizing situations where additional modifications and/or adaptations should be made to increase student learning and engagement.
- Explore the basics of lesson adjustment and identify opportunities for teachable moments.
- Analyze the relationships between flexibility and responsiveness that contribute to student engagement and learning.
- Develop approaches to lesson adjustment and implement them into classroom practice.

### **Flexible and Responsive Teaching (10 hours) PDESAS.org**

- Appraise the role of the teacher as a collaborator and facilitator of learning.
- Inventory and further develop a repertoire of activities and strategies for lesson adjustment that capitalize on students' interests and spontaneous events.
- Evaluate strategies for effectively and persistently responding to student misunderstandings that may arise within an instructional activity.
- Analyze the relationship between flexible and responsive teaching and self-directed student learning.

#### **Advanced Flexible and Responsive Teaching (10 hours) PDESAS.org**

- Identify appropriate moments to make midcourse adjustments that capitalize on teachable moments, student interests, or relevant events.
- Explain the use of alternative approaches or responses for students who are struggling or need to be challenged.
- Analyze strategies for soliciting, reflecting upon, and adjusting instruction based on formal and informal student feedback.
- Evaluate avenues/pathways for forming effective partnerships with educational community stakeholders.

#### **Managing Classroom Procedures (8 hours) PDESAS.org**

- Identify a variety of transition methods that efficiently and effectively connect activities.
- Explain how to manage noninstructional duties such as handling materials and supplies.
- Identify facilitation strategies that foster student-led routines and enhance procedures for classroom management.

#### **Engaging Instructional Groups (5 hours) PDESAS.org**

- Apply research-based and evidence-based practices that engage instructional groups.
- Design instruction that utilizes managed instructional groups to best promote learning for all students.
- Design lesson and unit structures that employ instructional groups.

#### **Productive Student Grouping (5 hours) PDESAS.org**

- Identify activities focusing on student-managed groupings.
- Develop lesson activities that foster an environment of respect and rapport.
- Provide evidence of establishing a culture for learning in your classroom.

#### **Student Grouping and Supportive Resources (5 hours) PDESAS.org**

- Explain how instructional grouping can enhance student learning while providing student choice.
- Explain how supportive materials and resources suitable for all students can enhance learning.
- Discuss appropriate uses of technology that further improve the quality of lesson activities and check for understanding.

#### Sparking Student Engagement (5 hours) PDESAS.org

- Identify the importance of rigor and relevance within your content and as it transfers/applies to a practical classroom setting.
- Plan instructional strategies that actively engage students in the learning process.
- Describe the impact student engagement has on student learning.

#### Advanced Grouping Strategies (5 hours) PDESAS.org

- Identify grouping activities that address classroom situations and strategies that align with the desired curriculum outcome.
- Develop questioning and discussion strategies that encourage student participation within instructional groups.
- Apply, assess, and reflect on learning group procedures in order to achieve desired results for all students in grouping activities.

### **Parental and/or community involvement**

#### Expectations for Learning and Achievement (5 hours) PDESAS.org

- Analyze the concepts of bias and mindset as they relate to student expectations for learning.
- Identify teacher behaviors and attitudes associated with high or low expectations for student learning and achievement.
- Explain the influence that family and school community have on student expectations for learning and achievement.

#### Communicating with Families (5 hours) PDESAS.org

- Identify culturally responsive approaches designed to engage families in the instructional program.
- Analyze strategies for responding to family concerns and inviting family participation.
- Design informational materials for families that integrate student contributions.

### **Professional Ethics Program Framework Guidelines**

#### (Staff Track or Teacher Track) – Professional Ethics and the Educator Discipline Act (3 hours) PDESAS.org

- This course consists of four modules, which are designed respectively to: (1) review the laws and regulations that govern the standards of conduct for educators in Pennsylvania and the legal processes for addressing misconduct by educators; (2) discuss the student-teacher relationship with an emphasis on establishing and maintaining appropriate boundaries; (3) examine the concept of sexual misconduct by educators; and (4) address the legal and ethical responsibilities to report educator misconduct, including sexual misconduct. Successful completion of this course will satisfy, in part, the training requirements of Act 126 of 2013, Child Abuse Recognition and Reporting Act.

### Exploring Professionalism (8 hours) PDESAS.org

- Identify the benefits of professional learning and teaching communities.
- Describe collegial collaboration strategies that increase personal and professional teaching development.
- Determine appropriate professionalism strategies which encompass a culture of respect and rapport.
- Explain how volunteer service strategies strengthen content knowledge and pedagogy skills for the school, district, and community.
- Define the purpose and benefits of a Professional Growth Plan. (PGP).

### Developing Professionalism (8 hours) PDESAS.org

- Discuss the benefits that professional learning and teaching communities have on your practice.
- Initiate and reflect on collegial collaboration, focusing on inquiry to increase personal and professional development.
- Analyze strategies for maintaining professionalism and consider their relationship to fostering a classroom culture of respect and rapport.
- Identify school event opportunities available at the building, district, and/or community levels.
- Develop a personal professional growth plan (PGP).

### Enhancing Professionalism (8 hours) PDESAS.org

- Develop a professional learning community at your school to enhance members' practice and leadership within the organization.
- Arrange collegial, reciprocal observations that include structures for sharing feedback, best practices, and support.
- Create a document for novice teachers that includes appropriate strategies for promoting professionalism and fostering a culture of respect and rapport.
- Reflect on previously developed professional growth plans (PGP) and re-design a long-term plan.

## **Culturally Relevant and Sustaining Education Program Framework Guidelines**

### Course I: Self-Awareness and Reflective Practices for Equitable Classrooms

- Create a definition for classroom equity.
- Examine implicit bias and the effects it may have on others.
- Recognize the impacts of socialization and how it contributes to bias.

### Course II: Educators as Systems Change Agents

- Examine how to create a culturally responsive classroom through equitable teaching practices.
- Explore how Vulnerable Decision Points help mitigate implicit bias in classrooms and promote equitable practices.
- Create an action plan with three goals and steps to follow to become a better systems change agent to students and colleagues.

### Course III: Addressing Implicit and Explicit Bias in the Classroom

- Identify your experiences with implicit and explicit bias and how they have affected your professional practice.
- Evaluate the role of cultural humility and how to foster cultural sustainability in your classroom environment/school.
- Examine how cultivating relationships and implementing neutralizing routines can decrease bias.

## Educator Effectiveness

### Training Requirements

The only training requirements delineated in Act 13 are as follows:

- **Local induction programs** must be updated to incorporate training on Educator Effectiveness inclusive of the consistent use of quality evaluation data. To satisfy this requirement:
  - Inductees may complete either a locally provided training or the appropriate 5-hour Act 48 course available via the [SAS PD Center](#).
- **Temporary Professional Employees (TPEs)** serving as classroom teachers or as non-teaching professionals must participate in training on Educator Effectiveness during their probationary period. To satisfy this requirement:
  - TPEs may complete either a locally provided training or the appropriate 5-hour Act 48 course available via the [SAS PD Center](#).

([Educator Effectiveness Toolkit](#), PDESAS, p. 17)

### Educator Effectiveness: Supporting Student Achievement and Growth (10 hours) PDESAS.org

- explore resources relating to each initiative area: remote learning, career readiness, research-based strategies, social- emotional learning (SEL), inclusion, cultural competence, and equity,
- identify ways to improve instruction, the classroom environment, and student interactions within and outside of the classroom, and
- create or adjust a learning experience that requires students to demonstrate their understanding of at least three of these initiative areas: remote learning, career readiness, research-based strategies, SEL, inclusion, cultural competence, and equity.

### Educator Effectiveness: Classroom Teachers or Non-Teaching Professionals (5 hours) PDESAS.org

- demonstrate your understanding of the Framework for the Evaluation of Classroom Teachers under Act 13 of 2020 as it applies to your role as a classroom teacher,
- examine how the Framework affects your role and performance evaluation as a teacher,
- explain the importance of collaboration, timelines, and communication between you and your evaluator as it relates to your performance as an effective classroom teacher,
- explore several state initiatives that are infused into the Framework domains, and
- summarize the importance of quality implementation of the Framework and its positive impact on teacher and student performance.

### **Act 13 Classroom Teacher or Act 14 Non-Teaching Professional (5 hours) PDESAS.org**

- demonstrate your understanding of the Framework for the Evaluation of Classroom Teachers under Act 13 of 2020 as it applies to your role as a classroom teacher,
- examine how the Framework affects your role and performance evaluation as a teacher,
- explain the importance of collaboration, timelines, and communication between you and your evaluator as it relates to your performance as an effective classroom teacher,
- explore several state initiatives that are infused into the Framework domains, and
- summarize the importance of quality implementation of the Framework and its positive impact on teacher and student performance.

## **Structured Literacy**

### **Effective Uses of Language (5 hours) PDESAS.org**

- Describe how clear explanations behind a lesson's purpose, the content, and connections to student interest promote deep understanding.
- Explore strategies for writing clear and concise directions using age-appropriate vocabulary for classroom activities and assessments.
- Examine strategies that employ the use of vivid language that bring content to life.

### **Introduction to Structured Literacy (10 hours) PDESAS.org**

- Define Structured Literacy and examine the research that supports this approach.
- Identify the key features and content of Structured Literacy.
- Examine/align current instructional practices to the Structured Literacy approach.

## **Social Emotional Learning**

### **Course 1: Social Emotional Learning and Career Ready Skills (CRS) (5 hours) PDESAS.org**

- Identify and describe the qualities of social emotional learning (SEL) in specific reference to the Pennsylvania's Career Ready Skills (PA CRS).
- Assess the effects of PA CRS on student achievement, engagement, and employment readiness.
- Design strategies to incorporate career ready skills into a learning environment.

### **Course 2: Planning and Integrating the PA Career Ready Skills (CRS) into the School Environment (5 hours) PDESAS.org**

- identify the 10 Key Indicators of Systemic Approaches to Integrating and Sustaining the PA Career Ready Skills (PA CRS) in the school environment,
- apply data analysis skills to identify strengths and needs related to the key indicators in the school environment, and
- develop an action plan for PA CRS integration in the classroom and school.

### **Course 3: Creating a Culture for PA CRS Sustainability (5 hours) PDESAS.org**



- examine how teacher and school community wellness contribute to creating a culture for PA Career Ready Skills sustainability,
- discover how to integrate the competencies of an evidence-based plan into daily practice and academics as well as the school community, and
- conduct long-term planning and integration of a logic model based on the PA Career Ready Skills toolkit.

## **Career Technical Education**

### **Classroom to Workforce Connections Part I (5 hours) PDESAS.org**

- Interpret workforce analysis and statistics in relationship to regional job opportunities.
- Identify key employers within an economic region.
- Align job vacancy requirements to classroom content and instruction to support local workforce needs.
- Collaborate with a workforce stakeholder to develop a workplace experience action plan.

### **Classroom to Workforce Connections Part II (5 hours) PDESAS.org**

- Plan the next steps from the action plan developed in the "Classroom to Workforce Connection Part I."
- Analyze the graphic developed from the action plan in "Classroom to Workforce Connection Part I" to extract the skills and related course content aligned to the job vacancies in a specific career within the industry sector employer.
- Develop a cross-curricular lesson plan for an authentic project-based learning experience within that industry sector.

### **Pathways to Graduation: Guiding Students (2 hours) PDESAS.org**

- explore the pathways that illustrate student college, career, and community readiness and meet statewide high school graduation requirements.

## **Other**

Confirmation of Educator Induction Program (Addendum #8)

**CANTON AREA SCHOOL DISTRICT**  
**"WARRIOR PRIDE"**

**ADMINISTRATIVE OFFICES**

509 East Main Street - Canton, PA 17724  
Ph: (570) 673-3191 Fax (570) 673-3680

**OFFICE OF SUPPORT SERVICES**

545 East Main Street - Canton, PA 17724  
Ph: (570) 673-3983 Fax (570) 673-7929



[www.canton.k12.pa.us](http://www.canton.k12.pa.us)

**CANTON AREA ELEMENTARY SCHOOL**

545 East Main Street, Canton, PA 17724  
Ph: (570) 673-6196 Fax (570) 673-7929

**CANTON JR. SR. HIGH SCHOOL**

509 East Main Street, Canton, PA 17724  
Ph: (570) 673-6134 Fax (570) 673-6568

We, the undersigned, agree that \_\_\_\_\_ has  
completed the requirement of the Canton Area School District Induction Program.

Year 1 \_\_\_\_\_ School Year \_\_\_\_\_

Year 1 \_\_\_\_\_ School Year \_\_\_\_\_

Inductee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copy: Inductee Personnel File

## References

- National Staff Development Council. (2001). Standards for staff development (Revised edition). Oxford, OH.  
[https://gtlcenter.org/sites/default/files/docs/pa/3\\_PDPartnershipsandStandards/NSDCStandards\\_No.pdf](https://gtlcenter.org/sites/default/files/docs/pa/3_PDPartnershipsandStandards/NSDCStandards_No.pdf)
- PDESAS. (2022). [Educator Effectiveness Toolkit](#).

ww 6/23/23  
Bd APP July 13, 2023

**BUILDINGS AND GROUNDS COMMITTEE MEETING  
MINUTES  
CANTON AREA SCHOOL DISTRICT  
June 8, 2023**

The Canton Area School District Board of Education held a Building and Grounds Committee meeting on Thursday, July 8, 2023, at 5:45 p.m. in the high school library.

**BOARD MEMBERS PRESENT**

Mr. Tom Resavage, Mr. Scott May, and Mrs. Arica Jennings were present.

**OTHERS PRESENT**

Dr. Amy Martell, Superintendent; Mark Jannone, Business Manager; Greg Barr and Darin Rathbun from Hunt EAS; Ryan Mooney and Jared Knaub from Trane were present.

**SESSION CALLED TO ORDER**

Mrs. Jennings, Committee Chair, called the meeting to order at 5:45 p.m.

**COMMITTEE DISCUSSION**

- Representatives from Trane and Hunt EAS distributed to the committee members a presentation itemizing various capital improvement solutions for replacing or repairing the HVAC chillers in one or both of the district buildings.
- The Representatives from Trane and Hunt EAS indicated that in order to proceed, they would require a letter of commitment from the district in order to do the preliminary engineer and design phase. The cost for this was projected to be approximately \$15,000 and would take approximately 2 months to complete. At the completion, the engineer approved specifications would be property of the district, regardless of if the district went forward with the project.
- It was determined that the district will need to have a special board meeting in the near future in order to vote to proceed.

**MEETING ADJOURNED**

The meeting was adjourned at approximately 6:35 p.m.

Respectfully submitted,

Mark S. Jannone  
Business Manager/Board Secretary

ww 6/23/23-  
FYI

**LETTER OF AGREEMENT  
BETWEEN  
NORTHERN TIER COUNSELING, INC.  
AND  
CANTON AREA SCHOOL DISTRICT**

**Purpose:**

This agreement is entered into between NORTHERN TIER COUNSELING, INC., and the CANTON AREA School District for the provision of ***Children / Adolescent Partial Hospitalization services***. A Partial Hospitalization program is defined as: *Partial hospitalization*—A nonresidential treatment modality which includes psychiatric, psychological, social and vocational elements under medical supervision. It is designed for patients with moderate to severe mental or emotional disorders. Partial hospitalization patients require less than 24-hour care, but more intensive and comprehensive services than are offered in outpatient treatment programs. Partial hospitalization is provided on a planned and regularly scheduled basis for a minimum of 3 hours, but less than 24 hours in any 1 day. Per regulation the goal of a Partial Hospitalization Program is as follows:

**§ 5210.6. Goal and objectives.**

The goal of partial hospitalization is to increase the level of patient functioning. The service may be provided to clients with chronic or acute mental disorders who require active treatment. Its objectives include the following:

- (1) The diversion of patients from acute psychiatric inpatient units or to shorten the length of stay.
- (2) Crisis stabilization and treatment of chronically ill patients currently in treatment who require more intensive service for some period of time than is provided in outpatient or aftercare programs.
- (3) The return to the community of intermediate or long-term patients.

Northern Tier Counseling offers a licensed Children's and Adolescent Partial Hospitalization program under the direction and licensure of the Department of Human Services. It therefore is under a set of regulations that monitors quality and staff ratios per the 5210.31 regulations to have one clinical staff person for every 5 students and 2 hours of psychiatric time per every 2 students per week. Northern Tier Counseling will follow all staffing regulations set forth through the Department of Human Services. The psychiatric time will be covered by and Northern Tier Counseling, Inc., psychiatrist or a Psychiatric Certified CRNP, "Certified Registered Nurse Practitioner". Northern Tier

Counseling will supply a full time teacher and a teacher's aide for the program.  
Maximum classroom size is 15.

The services will include but not be limited to assessment and evaluation, medication management, therapeutic treatment interventions, psycho educational groups, family counseling, and any requested meetings with school personnel. ☺

## **Provisions:**

### **1. Northern Tier Counseling will provide:**

- a. A Mental Health Professional is defined as—A person trained in a generally recognized clinical discipline including, but not limited to, psychiatry, social work, psychology or nursing, rehabilitation or activity therapies who has a graduate degree and mental health clinical experience. This Mental Health Professional will work under the supervision of the facilities Clinical Director and Psychiatric staff. NTC will also cover all required credentialing and licensure requirements to comply and enable onsite partial hospitalization services under The Department of Human Services.
- b. The Mental Health Professional will assess, evaluate, and staff all cases with Northern Tier Counseling's Clinical Director and/or psychiatrist upon their admission and referral. This staffing will determine the child's level of care needs and required interventions towards successful clinical outcome. The Mental Health Professional will also manage any and all referrals for additional services that may be recommended in addition to the onsite treatment.
- c. The Mental Health Professional will oversee the clinical service provision to all clients. They will develop the initial treatment plans for all students. They will coordinate Discharge Planning in a timely fashion for all students.

## **ITEMS OF CONCERN:**

### **1. Professional Liability**

- a. All Northern Tier Counseling staff are covered under a corporate umbrella liability insurance policy and will remain covered as long as they are an employee of Northern Tier Counseling. Policy covers 1 million per incident with a 3 million aggregate. The policy covers the practitioner's malpractice, general liability, and worker's compensation. The policy is renewed every year and required by law. Copies of the policy deck page will be provided to the districts per request.

**2. Supervision and Responsibility:**

- a. Northern Tier Counseling personnel are under the direct supervision of and are responsible to Northern Tier Counseling and are expected to act in a manner consistent with Northern Tier Counseling policy and procedures as well as the policy and protocols of the school district that they are providing services. All school crisis plans and disciplinary policies of the school will be reinforced and adhered to. Northern Tier Counseling shall ensure that all Northern Tier Counseling personnel who will have regular direct contact with students will secure all clearances required by law.

**3. Quality Assurance:**

- a. In order to assure the quality of service delivery and documentation, Northern Tier Counseling will conduct medical record audits to verify documentation and adherence to confidentiality laws. These audits will be conducted per corporate policy and procedures to ensure compliance with licensing and billing regulations.
- b. Any significant concerns and or complaints regarding the services being delivered will be directed to Northern Tier Counseling's Director of Children's Services; Amy Carr LCSW. These issues can then be reviewed by both parties on an as needed basis.
- c. Quality assessment surveys will be done at least annually. Outcomes available upon request.

**4. General Provisions:**

- a. Northern Tier Counseling and the aforementioned school district have exclusive control of the management, assets, and affairs of their respective corporations. Neither party by virtue of this agreement assumes any liability for any debts or obligations of either financial or legal in nature that may be incurred by the other party to this agreement.
- b. Neither Northern Tier Counseling nor the aforementioned school district may use the name of the other party in any promotional or advertising material unless review and express written approval of the intended use shall first be obtained from the party whose name is being used.
- c. Nothing in this agreement shall be construed as limiting the right of either party to affiliate or contract with any other party or organization on either a limited or general basis while the agreement is in effect.

**TERM OF CONTRACT:**

1. This agreement will be for one general school year while the school is in session. This agreement will renew for each additional school year unless written notice of termination is given by either party at least 90 days prior to the initial termination date.
2. This agreement may be modified at any time but only by mutual written consent of both parties.
3. This agreement may be terminated by either party at any time without cause upon written notice by the party giving a 60 day notice of such termination.
4. Northern Tier Counseling and said school district reserves the right to immediately terminate or suspend this agreement in instances where there is clear and present danger to the health and safety of either parties consumers receiving services under the terms of the agreement or if either party, at their discretion, feels there has been a serious violation of either parties policies or regulations.
5. Any violation of State or Federal Regulations/Policies resulting in a criminal prosecution in which the outcome is a guilty plea or a conviction of a criminal offense by said school district or Northern Tier Counseling may be considered a breach of the agreement and either party may declare said agreement terminated.
6. Neither party shall be held responsible for delay or failure to perform hereunder when such delay of failure is due to fire, flood, epidemic, strike, acts of God or the public enemy, unusually severe weather legal acts of the public authority or delay or default that cannot reasonably be foreseen or provided against.

**PAYMENT FOR SERVICES**

1. Northern Tier Counseling will bill all appropriate insurances upon the student's admission to the Partial Program.
  - a. If the student is not covered by insurance, Northern Tier Counseling staff will aid in the process of applying for insurance coverage.
  - b. If parent/guardian, School District, and the treatment team- led by the psychiatrist are in agreeance that the child should attend the Partial Program and their insurance has denied payment or has exhausted the Partial benefit; the District will pay \$75.00 per day for continued placement at the Partial Program. This placement will be reviewed every 20 treatment days to ensure quality care and appropriate discharge planning is occurring.
  - c. The School District will be charged a rate of \$135.00 per day per student for the teaching component of the child.



- d. If the student is absent from program the referring District will be charged \$125.00 per day per absence.
- e. Attendance reports will be shared with the School District on a monthly basis.
- f. If a student exceeds 10 days absent days from Partial; either excused or unexcused, the school will be notified on day 10. A team meeting will be scheduled to determine if an Attendance Plan needs to be developed to monitor attendance or if the student should be discharged from Partial.
- g. If the student is absent due to a medical or psychiatric inpatient hospitalization; the School District will be notified immediately upon our notification of the admission.
  - 1. If the Inpatient hospitalization exceeds more than 10 consecutive school days, the School District will be notified on day 10. At this time, the District and Partial Program will be encouraged to hold a clinical team meeting or CASSP meeting to determine the clinical plan for the student.

### **CONFIDENTIALITY**

- 1. Northern Tier Counseling is a licensed Child and Adolescent Partial Hospitalization Program in the Commonwealth of PA under the Department of Human Services. It is therefore required to follow and maintain all HIPPA and Confidentiality Laws as put forth.
- 2. All records, names, identities, of persons treated, counseled, or medicated will be protected and adhered to per such HIPPA and confidentiality laws.
- 3. If disclosures are requested for the benefit of the student, the laws governing such releases of information will be followed. A written release of information is required for such disclosures. Children under the age of 14 will also need the written release consent from their legal guardians for such disclosures to occur.
- 4. Northern Tier Counseling staff will be responsible to insure the security of all client records and shall assure compliance with all regulations and statutes concerning the retention of said records.
- 5. Regulatory requirements related to FERPA will be monitored and recognized.

### **COMPLAINTS/GREIVANCES:**

- 1. Northern Tier Counseling considers a complaint or grievance to be an expressed concern by a consumer / parent / or colleague. Northern Tier Counseling requests that such concerns are put in writing and forwarded to the Clinical

Director; Amy Carr, LCSW. Northern Tier Counseling will then address said concern through its internal grievance and complaint policies. A written response from Northern Tier Counseling's compliance program will be produced within 15 days of said complaint with a follow in person meeting by the Program Director.

- a. Complaints made toward the district will be directed to the appropriate school personnel to handle per their internal policies and procedures.
2. Should an issue not be able to resolve through the Clinical Director; the Northern Tier Counseling, Inc., President/CEO should be contacted. Additionally, the Mental Health Director within Bradford County Human Services could also be contacted.

### **INDEMNIFICATION**

1. It is hereby stipulated and agreed between Northern Tier Counseling and the aforementioned school district, that with respect to any claim or action arising out of the activities described in this agreement, each party shall only be liable for payment of that portion of any and all liability, costs, expenses, demands, settlements, or judgments resulting from negligence, actions, or omissions of its own agents, officers, and employees.
  - a. The School District agrees to indemnify and hold Northern Tier Counseling harmless from all manner of suit, actions, damages, charges, and expenses, including attorney and counsel fees which Northern Tier Counseling may sustain by reason of said school districts failure to perform this agreement except to the extent that such claims may be made as a result of the negligence of Northern Tier Counseling, its employees or agents.
  - b. Northern Tier Counseling agrees to indemnify and hold said school district named in this agreement harmless from all manner of suit, actions, damages, charges, and expenses, including attorney and counsel fees which said school district may sustain by reason of Northern Tier Counseling's failure to perform this agreement except to the extent that such claims may be made as a result of the negligence of said school district named in this agreements or its employees, or agents.

**PROHIBITION AGAINST ASSESSMENT:** Neither party shall assign any part of this agreement without prior written approval of other party.

**ETHICS:** Northern Tier Counseling shall comply with all applicable standards of professional ethics/integrity, and shall perform services within areas of competence in accordance with the generally accepted standards and practices.

For: **NORTHERN TIER COUNSELING, INC.**      For: **SCHOOL DISTRICT**

\_\_\_\_\_  
Northern Tier Counseling, Inc., Pres./CEO      Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
District Superintendent      Date

\_\_\_\_\_  
Print Name

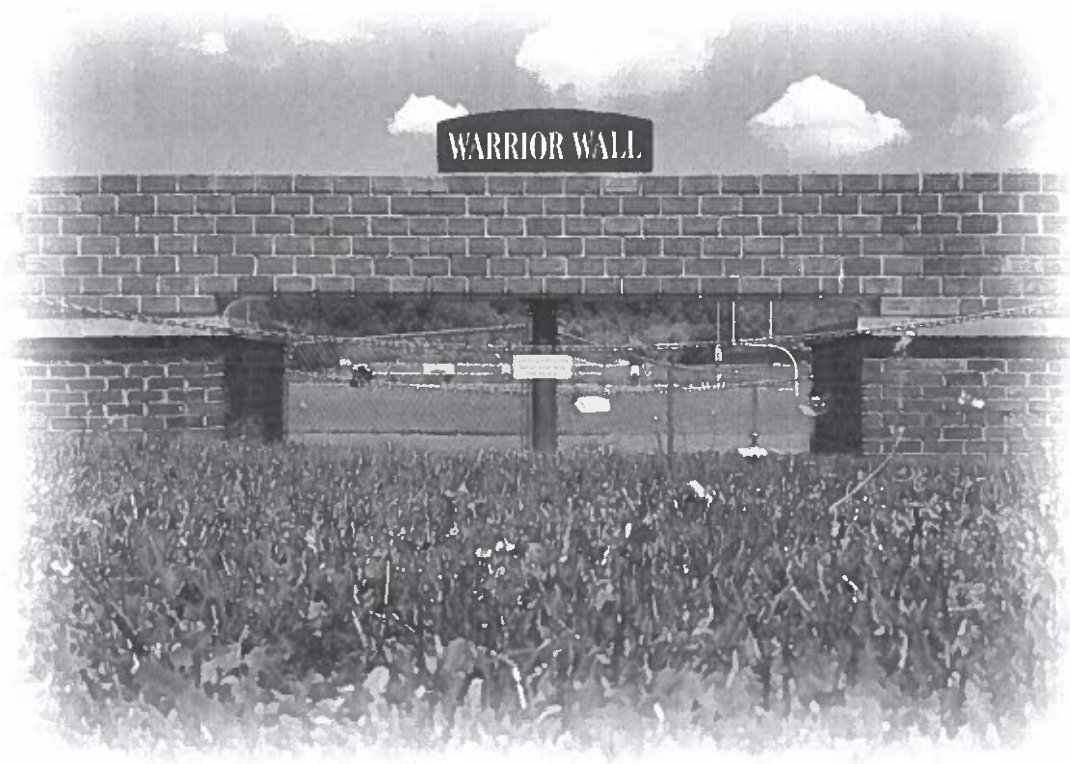
\_\_\_\_\_  
Northern Tier Counseling, Inc., CFO      Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
District Business Manager      Date

\_\_\_\_\_  
Print Name

# **CANTON AREA SCHOOL DISTRICT GENERAL INFORMATION**



## **EMPLOYEE HANDBOOK 2023/2024 SCHOOL YEAR**

### **Section Layout:**

General Information for all Employees - Page 3 through Page 11.

Signature Page must be returned to employee's Supervisor - Page 12.

# General Information for all Employees

TO: Employees of the Canton Area School District

This section has been developed by the Superintendent and Business offices. It does not supersede the district policy book or labor contracts. It is meant to supplement them by providing you with a resource of important topics handled by our offices.

We have tried to cover items that we have had questions on over the years, however, we are sure there are other things you may want included. If you have suggestions or comments to make this manual better, please contact or write to the Superintendent or Business Manager.

**The complete Board Policy Book can be found online, at [www.canton.k12.pa.us](http://www.canton.k12.pa.us).**

**DIRECTORY FOR SERVICES PROVIDED BY THE SUPERINTENDENT AND BUSINESS OFFICES  
INITIAL CONTACT PERSON, BY TOPIC**

Accounting Supervisor	Mark Jannone
Accounts Payable/Receivable	Lisa Lee
Act 48	Amy Martell
Alarm System	Deanna Watkins
Blue Cross, Blue Shield, Highmark	Shelly Gowin
Budget	Mark Jannone
Building and Facilities Use Approval	Deanna Watkins
Business Office Secretary	Shelly Gowin
Cafeteria	Asti Tillotson
Certification (professional)	Brandie Frye
Child Accounting	Lisa Lee
COBRA	Shelly Gowin
Computer Repair, Maintenance, Operation	Jeff Karpinski
Computer Network Operations	Jeff Karpinski
Dental Insurance	Shelly Gowin
Direct Deposit of Paychecks	Shelly Gowin
Employee Portal	Shelly Gowin / Mark Jannone
Foster	Mark Jannone (Foster Liaison)
Grant reporting (federal, state etc.)	Deanna Watkins
Harassment, Title IX	Brandie Frye (Title IX Coordinator)
HIPAA	Mark Jannone (Privacy Officer)
Homeless	Mark Jannone (Homeless Liaison)
Life Insurance	Shelly Gowin
Maintenance	Fred Richter
Non-Discrimination	Amy Martell
Payroll	Shelly Gowin
Personnel Records	Brandie Frye
Phone System Management	Fred Richter
Retirement (PSERS)	Shelly Gowin
Right To Know (hazardous chemicals, MSDS)	Fred Richter
Supply Bids	Deanna Watkins
Tax--Occupation	Deanna Watkins
Tax--Real Estate	Deanna Watkins
Tax Sheltered Annuities	Shelly Gowin
Transportation (regular)	Shelly Gowin
Transportation (field trip, sports)	Deanna Watkins
Tuition Billing	Lisa Lee
Tuition Reimbursement (college credits)	Brandie Frye
Unemployment Compensation	Mark Jannone
Wage Tax (earned income tax)	Shelly Gowin
Web Page: <a href="http://www.canton.k12.pa.us">www.canton.k12.pa.us</a>	Deanna Watkins
Worker's Compensation	Brandie Frye

Everyone can be reached by e-mail. All e-mail accounts are set up in the following way: first initial of the first name, full last name, @canton.k12.pa.us (no spaces).

Shelly Gowin would be: [sgowin@canton.k12.pa.us](mailto:sgowin@canton.k12.pa.us)

**ABSENCE REPORTING:** Building secretaries will report absences and substitutes to the Superintendent's Office for all employees on a daily basis. **All requests for absence must be entered in the Employee Portal.**

1. All employees must request and report absences through their immediate supervisor.
2. All absences must receive the approval of your immediate supervisor, prior to the employee taking the time off.
3. All absences must be reflected on time sheets and be requested through the Employee Portal.
4. Funeral leave must be approved by the immediate supervisor.

**ACCOUNTS PAYABLE:** The district processes its bills on a bi-weekly basis so that we are able to provide timely payments to employees and vendors. Also see "Purchasing" below.

**BUILDING ALARMS:** Each of the district's buildings is equipped with a security alarm system. The alarm is set around 10:45 p.m. on weekdays. "General Access" will be granted between 6:45 AM and 10:00 PM on weekdays. Weekend general access is 8:30 A.M. to 7:30 P.M. Building keys and entry fobs are assigned only to employees that have entry needs. They may be given different levels of access, based on need.

**BUILDINGS AND GROUNDS USE:** If you are a coach, advisor or leader of a CASD school group, you can schedule the use of the buildings and equipment through the principal. A Building and Use form must be completed. You are asked to try scheduling your needs around the normal custodial schedules (weekdays 3:30 p.m. to 10:00 p.m.). The form should be completed a minimum of two weeks before your need. In some cases, insurance coverage is required. There may be other fees for rental and labor. Approval of such requests is done by the principal, business manager, athletic director and superintendent.

**CAFETERIA:** The Canton Area School District's cafeterias are managed by the Nutrition Group. The Director assigned to the district is Asti Tillotson.

**COMPLAINTS / GRIEVANCE POLICY:** Complaints and grievances should be resolved using the procedures described in board policy #526 or professional contract.

**COMPUTERS, NETWORKS ETC.:** Jeff Karpinski is the district's Technology Leader, assisted by Brant Buchanan. They can help with computer set-up, basic training, repair and network operations. Repair and help requests are to be requested via the "Spiceworks" Work Request System, found on the district's webpage: [www.canton.k12.pa.us](http://www.canton.k12.pa.us). Before asking for help, employees are expected to consult operating manuals to learn how to operate their software and hardware. We now have over 1,000 technology devices in the district with several labs and network systems that he is responsible for. Jeff also approves all requests for purchases of computer equipment, software and contracted repairs. He has an office in the JR/SR High School building. Jeff and Brant carry a maintenance radio so better service can be provided, but please use Spiceworks for non-emergency requests.

**CONFIDENTIALITY:** All employees are expected to maintain a high level of confidentiality. There is a confidentiality form that must be signed annually, at the end of this document.

**COPIERS:** Copiers are machines and they do break down. The district has maintenance agreements with sales and service companies to provide quick repair. **Please plan ahead for your**

**copying needs.** When a copier breaks down, it can sometimes be 24 hours for a routine repair and longer if parts are needed.

**COPIERS--PERSONAL USE:** Employees can use the copiers for personal use at the cost posted in each copy room. The payment should be made to the Superintendent's secretary.

**COURSE REIMBURSEMENT:** Employees offered tuition reimbursement must request prior approval from the Superintendent on the Application for Professional Development and Education Improvement form (available from the superintendent's secretary). Upon completion of the course, employees must submit proof of grade and a copy of the tuition invoice. The Superintendent's Office will review and forward to the business office for payment.

**DRESS AND GROOMING:** All employees shall be physically clean, neat and well groomed; dress in a manner consistent with the needs of the job performed, dress in a fashion that is commonly accepted in this community, utilize safety gear as needed, and be presented in a way that hair style and self-expression does not disrupt the educational process. Hats are not to be worn inside district buildings, unless they are protective in nature and required or recommended for job safety.

**EMPLOYEE PORTAL:** The employee portal is a secure network that you can sign into to view your direct deposit pay stub, instead of printing a hard copy. **Your User ID is your first initial, full last name and last four of your SSN (i.e. mjannone1234). Your password is the last four of your SSN. When you log in for the first time, you will be required to change your password. Your password must be at least 8 characters long and must use at least one, upper case, lowercase, number and special symbol (!@#\$%&).**

When you sign into the portal, you will first see mandatory announcements. After you sign in, select the "staff portal" tab and then the "my information" subtab to view pay stubs and to request time off. While in the portal, you will be able to not only view your current pay stub, but also be able to review history of your pay stubs since the implementation of the CSIU payroll application. Additionally, you will be able to review your absenteeism, which has been deducted from your accrued leave, as well as the current balance of your accrued leave. You will also verify or change your demographic information through the Employee Portal.

**FERPA (Family Educational Rights and Privacy Act):** The Family Rights to Privacy Act is a federal law that not only gives many rights to parents regarding their children's education records, but also places strict duties upon all employees of the school district (this means everyone) to maintain the confidentiality of certain information of all past and present students. The school district has a detailed policy #216 about FERPA. Please familiarize yourself with it.

**FORMS:** All forms referenced in this Desk Reference can be found on the District's website under "Administration", "Business Manager", "Faculty and Staff Forms". You must sign in to the webpage to be able to view the forms.

**HIPAA (Health Information Portability and Accountability Act):** This federal law requires the school district to protect your personal health information (PHI) in its operations. This is a far reaching, complicated and confusing law that became effective in April, 2004 for CASD and most other school districts. In addition to the requirement to maintain confidentiality of your PHI, we are obligated to give you a "Notification of Privacy Practices." The HIPAA law also applies to student health information that is not covered by FERPA.



**HARASSMENT:** The Board strives to provide a safe, positive working climate for its employees. Therefore, it shall be the policy of the district to maintain an employment environment in which harassment, in any form, is not tolerated. The Board prohibits all forms of unlawful harassment of employees by all district students and staff members, contracted individuals and vendors, and volunteers or visitors in the schools. All complaints should be directed to Brandie Frye, Title IX Coordinator and Secretary to the Superintendent. See board policy # 548 for additional information.

**HOMELESS:** The 2001 reauthorization of the McKinney-Vento Act required the designation of a local homeless education liaison in every school district. The Canton Area School District has designated Mark Jannone as the liaison. If any employee suspects that they know of any children within the Canton Area School District boundaries who might be homeless, they should report their suspicion to the building secretary or directly to Mark Jannone.

**INJURY – EMPLOYEE:** If you are injured, please report it immediately to your supervisor and then to the Superintendent's office, even if it seems insignificant at the time. Electronic submission of forms need to be sent to our insurance carrier. If you are injured and want to know what your rights are, please contact the Superintendent's office, so they can provide you with an outline. Workers' Compensation provides wage, medical and other benefits. The Canton Area School District utilizes a "Physicians List" for workers' compensation claims. SEE "Workers' Compensation" for more details.

**INSURANCE – COBRA BENEFITS LAW:** COBRA is the Consolidated Omnibus Budget Reconciliation Act of 1985. It is a federal law that allows former employees and dependents of employees the right to continue health care benefits with the employer under certain conditions. The following is an example but is not all-inclusive:

1. An employee that had medical and/or dental insurance who leaves employment for reasons such as resignation, elimination of position, lay-off, firing (in some instances), etc., has the right to continue coverage of medical and dental benefits for 18 months at the employer's premium rate.
2. Dependents of covered employees, who become ineligible for the employer's health and dental plans, are eligible for COBRA for a maximum of 36 months from the date of ineligibility. If you are an employee with a dependent losing his benefits, please contact the business office as soon as possible to get the necessary paperwork completed so there is no lapse in coverage. Basic examples of situations where benefits terminate for dependents are as follows:
  - A. At the end of the calendar year of their 26th birthday. (for healthcare)
  - B. At the end of the month a full-time student graduates from college. (for dental)
  - C. At the end of the month a college student is no longer a full-time status college student. (for dental)

**INSURANCE – DENTAL:** We are insured with Delta Dental. A booklet is provided to all eligible employees.

The basics are:

1. No deductible.
2. 100% coverage for most services.
3. Maximum coverage is \$1,000 per year per person.
4. If a dental bill is expected to be \$100 or more, a pre-determination form should be filed.

**INSURANCE – LIFE:** The current broker is Henry Dunn Insurance Company. The carrier is Sun Life. Coverage is for the employee only. Qualified employees are covered with a \$50,000 policy. Employees should periodically review their beneficiary designations. Changes can be made through the business office. Also, make sure someone in your family is aware of what coverage you have.

**INSURANCE – MEDICAL:** The district belongs to the Northern Tier Insurance Consortium along with 12 other school districts, BLaST, and the Northern Tier Career Center. The selected carrier for the Consortium is Highmark Blue Cross / Blue Shield.

**INSURANCE – OPEN ENROLLMENT:** New employees may select a benefit plan during their first week of employment. Existing employees may make changes to their coverage plan during the annual enrollment period which occurs around the end of May each year. Once an employee has chosen which type of medical coverage they want, the employee must keep it the whole year, unless there is a life-altering situation (i.e. death, divorce, loss of job).

**\*\*Employees who opt-out of Canton Area School District's health plan may qualify for a cash payment in lieu of benefits. Ask the business office if you qualify and how much the payment is.**

**LEAVE WITHOUT PAY:** Leave without pay days are not days that are available to take, such as personal, sick, or vacation. They are the result of not having any accrued leave time, yet an unavoidable situation has prevented you from being at work. **Days without pay must be pre-approved when possible**, or retroactively granted, when pre-approval is not possible. If leave without pay is granted you may be responsible for reimbursing the district for the daily cost of your benefits.

**MAINTENANCE WORK NEEDED:** If you have something that needs repaired, requests are to be submitted via the "Spiceworks" Work Request System, found on the district's webpage: [www.canton.k12.pa.us](http://www.canton.k12.pa.us). All maintenance workers carry radios for better service to staff, but routine issues should be submitted using the "Spiceworks" Work Request System. Emergencies are given priority.

The district employs 4 people to do skilled maintenance. They are:

Fred Richter	Maintenance Leader
Steve Turner	Maintenance II
Adam Ayers	Maintenance III
Cam Route	Maintenance III

**NON-DISCRIMINATION:** The Board declares it to be the policy of this district to guarantee to all persons equal access to all categories of employment in this district, regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin or handicap/disability. All employees have the right to file a complaint with the Compliance Officer if they feel that this has not been followed. See board policy #104 for further information.

## PAYROLL:

1. **W-4'S:** Your W-4 can be updated anytime throughout the year. If your marital status changes, or if you change your address, be sure to complete a new form. You can elect to have additional money withheld if you feel you need to because of your prior year's tax return.
2. **ADDRESS CHANGE:** Be sure to verify or change your address in the Employee Portal. You must also fill out a new residency certification form. It affects the mailing of documents, earned income tax deposits, insurance, retirement, etc.
3. **DIRECT DEPOSIT:** Direct deposit of paychecks is required for all Employees. Your check will be directly deposited to your account in any bank. Forms are available in the business office.
4. **PAY DATES:** The district pays bi-weekly on Friday. If you are salaried and a regular full time employee, your salary will be prorated and you will receive your first check on the first pay date after you start work. If you are paid hourly, your first paycheck will be the second pay date after you start work. That check will be for hours or days worked during the first pay period.
5. **TAX SHELTERED ANNUITIES (403b):** The district offers payroll deduction services without charge to employees wanting to use IRS 403b investments. Any part-time or full-time employee can participate in a 403b plan. We use the services of a clearing house and there are a limited amount of authorized funds. Contact the business office for information on how to participate.
6. **IRS 125 Plan:** You may be required to contribute to the cost of certain insurances through a payroll deduction agreement. Your contribution may be non-taxable income (local, state, and federal). You may also elect to purchase certain insurances (cancer, disability, etc.) voluntarily which may be non-taxable. To have your contribution non-taxed, you must sign the proper forms. There is an annual enrollment period, usually in May, to do this or make changes to what you currently have. New employees are allowed to enroll immediately upon employment. Check with the business office benefits accountant for additional information and help.
7. **HOLIDAY PAY:** Paid holidays for support personnel are different based on your employment status. Your supervisor will explain how many and which holidays are paid.
8. **TIME SHEETS:** All hourly paid employees must fill out a time sheet. The time sheet is to be completed at the end of each day worked. Times that work began and ended must be reflected accurately.
9. **OVERTIME:** Overtime must be approved by the employee's immediate supervisor **before the work is done**. All overtime must be reported on the payroll time sheet along with a small description on the front or back referenced to the day worked. The district pays for overtime beyond fifteen minutes or more per day. Anything less is considered incidental.

**PERSONAL AND FAMILY CHANGES:** Please report all changes in address, marital status, births or deaths to the business office immediately as these changes affect insurances and other matters handled by the offices of the Business Manager and Superintendent.

**PHONE – PERSONAL USE:** There is no charge for use of phones by employees for non-toll calls. However, for toll calls, employees must use their personal credit cards or call collect. The school will not pay for personal calls or bill you for them.

**POLICY BOOK:** The School Board has a formal policy book which addresses many issues. You should make yourself familiar with it. This book is available on our website: [www.canton.k12.pa.us](http://www.canton.k12.pa.us). The Policy Book is continuously being revised by the Board and Administration. Your suggestions and comments can be forwarded to the superintendent.

**PROBATIONARY PERIOD:** Classified employees shall be considered on probation for the first ninety days of employment. During these ninety days, the employee shall be subject to discharge without notice and shall be evaluated every thirty days by their immediate supervisor. If the average of the evaluations is deemed to be "satisfactory", the employee shall be granted regular employment status. For more detailed information, see board policy #508.

**PURCHASES:** The Superintendent and Business Manager are the only authorized purchasing agents for the district. All purchases are to be made with purchase orders signed by one of them. With "on-line" purchasing becoming more common, there are certain circumstances that would allow for the purchase of items with a district credit card. The building Office Secretaries are authorized to utilize this method, after gaining prior approval from the Business Manager. Blanket purchase orders are issued allowing various employees to make "as needed" purchases without issuing an individual purchase order each time. This is done for such things as home economics' food, maintenance supplies, maintenance gas, etc.

Purchases by employees who are seeking reimbursement must be cleared beforehand with your supervisor. Reimbursement is not to be assumed without such approval. Generally, such a purchase is allowed if a minimal amount. The school district is exempt from paying sales tax. Such purchases by a private person may require sales tax to be paid. Generally, the district will reimburse for that sales tax payment in lieu of shipping costs it might normally incur. A request for reimbursement with sales receipt attached must be filled out for reimbursement by the district. Caution is to be exercised in such purchases.

The business office must have any and all packing slips that arrive with any shipment before payment can be made. Such packing slips must be compared to the purchase order, signed by the person opening the merchandise that it is OK and turned in to the business office immediately (within two days). Our objective in the business office is to make prompt payments to vendors to avoid penalties as well as have merchandise checked immediately so problems can be taken care of in a timely way.

**RETIREMENT:** The district and eligible employees are subject to contributing to the state retirement system which is known as the Public School Employees Retirement System (PSERS). The state's retirement system is one of the best in the country. When you have money deducted, you automatically become a member. You will receive correspondence and updates on your retirement account periodically. Some basics follow:

1. All employees of Canton Area School District must participate in the Retirement System.

2. Payroll deduction: The class in which you will be enrolled depends on your hire date and the class dictates the employee and employer contributions that will be made.
3. Retirement pension is based on years of service and age. Non-penalized pensions are given at retirement if you have 35 years of service regardless of age or at age 60 with 30 years of service, or age 62 with one year of service. The pension is systematically reduced for anything less unless the state is offering special incentives.
4. Retirement pension is calculated based on 50 years of service: thus 30 years of service gets you 60% in regular retirement class or 75% in the "TD" class, of the annual average of your highest paid 36 months of pay in your career.
5. Both the state and school district contribute to your pension in addition to yourself.
6. You are not vested permanently into the retirement system until you have completed 5 years of service (10 years of service for "TE" and "TF").
7. You get credit for one year of service if you work at least 180 days out of the year.
8. The PSERS offers a disability pension to qualifying employees.
9. You will receive an annual statement via your PSERS portal, which outlines your years of service, contributions, interest earned and death benefit accumulated.
10. You need to be sure your beneficiary designation is current to your wishes. This can be changed with a form available in the business office.

**TOBACCO USE:** The Board prohibits tobacco use by all employees in a school building and on any property, buses, vans, and vehicles that are owned, leased, or controlled by the school district. This is detailed in board policy #323.

**TECHNOLOGY - ACCEPTABLE USE:** The Canton Area School District is a leading example of integrating technology with education. With these capabilities come responsibilities. All employees are expected to act in a responsible, ethical, and legal manner in accordance with district policy #815, accepted rules of network etiquette, and federal and state law.

**TRAVEL REIMBURSEMENT:** Travel must be pre-approved and submitted on a Staff Travel Form. This form should be completed and submitted at least 2 weeks prior to travel. This is especially important when advance money is needed. If pre-registration is required, **it is your responsibility to make sure it is completed**. Reimbursement for lodging, meals (for overnight conferences only) parking, tolls, and miscellaneous expenses will only be made with the submission of proper receipts. Mileage must be measured accurately. Mileage allowed will not exceed the distance from your school building to the conference and back. If you leave from home and/or return to your home and that is less mileage, you will only be paid for that mileage. Travel at the conference site (for meals, lodging etc.) is to be included. Tips are reimbursed up to a maximum of 15% (unless it is a mandatory gratuity which is built into the bill). In some cases, the business office can advance money to the employee, but such a request must be made in a timely way. Expense reimbursement forms must be turned in by June 30th each year. Reimbursement for meals for non-overnight conferences must be requested on a separate form and paid through payroll as a taxable reimbursement.

**PAYMENT:** The district processes checks for reimbursement on the bi-weekly paydays.

**WEB SITE USE:** Employees are reminded to check the school district's web site for information. The web site is being expanded each year to include those things that are most commonly used or asked for such as sports schedules, policies, forms, legal notices for FERPA, HIPAA, etc. The web site is not intended to replace the school's policy book, etc.

**WORKERS' COMPENSATION:** Employees experiencing a work related injury must utilize the district's workers' compensation physicians list. The employee's rights and obligations are described below.

### **EMPLOYEE ACKNOWLEDGEMENT OF RIGHTS AND DUTIES**

Workers' Compensation is designed to provide wage loss benefits and payment for reasonable medical care for one who is injured on the job.

#### **Remember: It is important to tell your employer about your injury immediately.**

Your employer, in compliance with the Workers' Compensation Act, has posted a list of at least six (6) medical providers from which you must select. You must obtain treatment from one or more of these providers for ninety (90) days from the date of your first visit.

If you have a medical emergency, you may go to the closest hospital, physician or other health care provider of your choice. If follow up treatment is needed, you must then seek treatment from a physician or other health care provider listed on your employer's physician panel list for the first ninety (90) days from the date of your first treatment.

If during the initial 90-day period you wish to change medical providers, you must once again revisit your employer's panel and select a new physician. If you seek treatment from a non-panel provider within the first ninety (90) days following your first visit, your employer will not have to pay for those services.

In the event invasive surgery is prescribed by a physician or other health care provider on your employer's panel, you are entitled to a second opinion from any other health care provider of your choice. If the opinion differs from the one provided by the panel provider, you may choose which course of treatment to follow. However, the second opinion must state a specific course of treatment. If you choose the treatment offered by the second opinion you must receive that treatment from a panel provider for a period of ninety (90) days from the date of the visit to the provider of the second opinion.

After the initial 90-day period, if additional or continued treatment is needed, you may now choose to go to another physician or health care provider of your choice. Should you decide to change providers, you must notify your employer within five (5) days of your first visit with your new provider. Failure to notify your employer will relieve your employer of the responsibility for the payment of services rendered if such services are determined to have been unreasonable or unnecessary. The non-panel provider must provide an initial report to the employer, within ten (10) days of the first treatment and every thirty (30) days thereafter, as long as the treatment continues.

Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information or conceals for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which is a crime and subjects such person to criminal and civil penalties.

**Canton Area School District General Information Handbook Signature Page:**

**\*\* Please sign and return to your Supervisor. It will be kept on file for the school year.**

Please read the handbook information carefully. There are procedures that you need to be aware of. I, the undersigned, have received and read the General Information for all Employees Section.

Employee Name (Print) \_\_\_\_\_

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

## Employee Confidentiality Policy

All persons have a reasonable expectation of privacy that personal information related to their health, taxes, employment or education remains private. The District creates and maintains sensitive and/or confidential information concerning employees, parents, taxpayers and students.

In the course of discharging their duties, employees may come across sensitive or confidential information, which if shared with others would violate another person's reasonable expectation of privacy. Examples might be unfiled personnel or student records or correspondence laying on a desk, or draft or actual letters or documents thrown in the trash but still readable upon examination. Also, filing cabinets or desks containing sensitive information may be unlocked, allowing anyone with access to such desks or cabinets the opportunity to inspect sensitive and/or confidential information.

Employees shall not read, inspect and/or review files, papers, personal notes, whether on a desk, in an unlocked filing cabinet or desk, on the floor, in the trash or anywhere in the workplace. Documents, files and papers in the trash are to be discarded without inspection. Unlocked desks and filing cabinets are not to be accessed. If an employee unintentionally reads any information about a student, employee, parent or taxpayer, the employee is to refrain from talking about that information with anyone.

Employees who violate this policy are subject to discipline and/or discharge, the level of punishment being dependent upon the facts and circumstances of the policy violation.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

## Off Site Use of Confidential Information by Employees

Employees often have a need to take student, personnel and other confidential records off-site to meetings or to work with such records at home. Before removing any portion of a student or personnel record from the District, employees must have a legitimate need for such removal, at all times, when such records are off site. Any time an employee is questioned regarding the need to have confidential records off site, he/she should be able to articulate the specific reason and/or need for the removal of such records from the District. Neglecting to return confidential records to the District for secure storage is unacceptable.

Whenever confidential records are removed from District premises, such records shall be secured at all times, e.g. lockable brief cases or containers, locked automobiles, etc. If confidential records are removed in a digitized format, employees shall not download such reports onto their personal computers. Confidential records taken off site on downloadable medium remain on such medium at all times. Employees using downloadable mediums, CDs, DVDs and flash drives, shall vigilantly monitor the location of and secure such mediums at all times. When downloadable mediums are no longer being used or are damaged, the employee shall ensure destruction of the same.

Employees using any portable electronic device provided by the District shall use password to ensure that access to data stored on the device is restricted to the employee assigned to such device.

Your signature below indicates that you have read these policies and understand your obligations as an employee. Your signature also confirms that the District has offered to fully explain this policy and answer any questions you might have concerning your obligations.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

ww 07/14/23  
Bd App 08/10/23

**2023-2024**

**Canton Area Elementary School**

# **Student Handbook**





## **Proud of Our Traditions**

It is the policy of the CANTON AREA SCHOOL DISTRICT not to discriminate on the basis of sex, handicap, race, and national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504, and Title VI.

Canton Area Elementary School does not discriminate in co-curricular activities as to students participating with mental or physical disabilities. All handicapped students with diverse abilities will be provided with an equal opportunity to participate in nonacademic services as are all other students. All students with diverse abilities will be provided with support services and accommodations will be made, as individual needs and circumstances dictate, to allow them to participate in the services and activities.

For information about your rights or grievance procedures contact the superintendent at 509 East Main Street, 570-673-3191. This handbook, published by the Canton Area Elementary School, is designed to be used as a reference throughout the year.

It is our practice to exert every effort to maintain communication between the home and the school. Never hesitate to contact us on any matter because our knowing each other is critical to the welfare of the pupils.

This handbook and other school publications are updated on a regular basis. Policies, herein written, are subject to change. Prior and adequate notice of changes will be given before enforcement of changes.

Dear Parents and Guardians:

Welcome to the 2023-2024 school year! This handbook contains information on the policies and practices of the Canton Area Elementary School. Please read it and discuss the content with your child to ensure a smooth start to the new school year.

After reading the handbook, please sign and return the page that has come home with this handbook. Please return it to your child's teacher to verify that you are aware of the policies and procedures by Wednesday, August 30.

A reminder that students who arrive **after 8:18 AM** will be marked tardy. **Walkers should not arrive before 7:55 AM**, there will be no supervision available before that time. Breakfast is served from 7:55 – 8:18.

We look forward to working with you and your child, and we invite you to call or come in with any questions or concerns. Also, please consult the District and School websites at [www.canton.k12.pa.us](http://www.canton.k12.pa.us) throughout the school year for updated information on the district and on the individual schools.

Sincerely,

Michael Wells  
Elementary Principal

**Section****District & School Information**

- Board of Education Information
- Mission Statement
- Vision Statement
- Teachers and Staff
- Time Schedule

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- Attendance Policy
- Improvement Plans
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- Arrival/Departure Times
- Process to Improve Attendance

**School Preparation/Procedures**

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- Chain of Command
- Student Placement

**School Programs**

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- Title 1 Services
- Counseling/Guidance Services
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**Student Rights & Responsibilities**

- Student Responsibilities
- Bus Conduct
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- Technology Use & Headphones

**PBIS****School Policies**

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**Learning Support Services**

- Special Education Services
- Gifted Support Services
- Section 504/ADA Students

**Disciplinary Procedures/Consequences**

- Interventions

**Social Media****Information for School Closings****PAYS Survey****School Calendar**

CANTON AREA BOARD OF EDUCATION  
509 EAST MAIN ST.  
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Mr. Mark Jannone, Board of Education Secretary..... (570) 673-3191  
Brann, Williams, Caldwell & Blaney, Solicitor..... (570) 297-2192

Board of Education meetings are held the second Thursday of every month, except for the December meeting, which is held the first Thursday in December. Meetings are held in the high school library. The public is welcome.

**SCHOOL DIRECTORY**

Dr. Amy Martell, Superintendent of Schools.....	673-3191
Mr. Mark Jannone, School Business Manager.....	673-3191
Mr. Michael Wells, Elementary Principal.....	673-5196
Mrs. Cindy Reed, School Nurse.....	673-5196
Mrs. Amy Repard, Special Education Supervisor.....	673-3983
Mr. Dave Loomis, School Psychologist.....	673-5196
Mrs. Corrin West, School Counselor .....	673-5196
Mrs. Brianna Ward, Principal's Secretary.....	673-5196
Mrs. Siarra Shanley, Elementary Office Secretary.....	673-5196
Mrs. Terry Weber, Support Services Secretary .....	673-3983
Mrs. Asti Tillotson, Cafeteria Manager.....	673-5196

**Canton Area School District  
Mission Statement**

We focus on learning: Every child, every day, "The Warrior Way!"

**Canton Area School District  
Vision Statement**

The vision of the Canton Area School District is that Canton students are lifetime learners applying excellence in leadership, communication, and technology while valuing their strong rural community roots.

## TEACHERS AND STAFF

### Kindergarten

Mrs. Cynthia Mitstifer  
Mrs. Talia Roupp  
Mr. Brock Kitchen

### Grade 1

Mrs. Rebecca Colton  
Ms. Wendy Route  
Mrs. Kelsey Weed

### Grade 2

Mrs. Robin Palmer  
Ms. Katie Foust  
Mr. Ryan VanNoy  
Mrs. Jaime Fitch

### Grade 3

Mr. Joseph Hollett  
Mrs. Abby Williams  
Mrs. Trina Beers

### Grade 4

Mr. Jason Foust  
Mrs. Theresa Stimson  
Mrs. Yonna Castle  
Mrs. Jodi Peterson

### Grade 5

Mrs. Karen Ayres  
Mr. Cody Martin  
Mrs. Jenna Boyce

### Grade 6

Mrs. Jen Edler  
Mrs. Katie Steever  
Mr. Craig Route

### Special Areas

Ms. Tammy MacWhinnie, Instrumental Music  
Mrs. Karen Mariano, Music  
Mrs. Lucy Chamberlain, Art  
Mrs. Ashley Pekelnicky, Library  
Mr. Jaimee Pequignot, Phys. Ed  
Mrs. Cindy Reed, School Nurse  
Mrs. Corrin West, School Counselor

### Title I Staff

Mr. Jason DeLozier  
Ms. Cindy Dewey  
Ms. Shaina Slocum  
Mrs. Theresa Jannone, Math Paraprofessional  
Mrs. Janie Segur, Reading Paraprofessional

### Special Education Staff

Mrs. Amy Repard, Special Education Supervisor  
Mr. Dave Loomis, School Psychologist  
Mrs. Jamie Taylor, Speech Support  
Miss Deborah Fitzwater, Learning Support  
Ms. Shaina Slocum, Learning Support  
Mr. Devon Weed, Learning Support  
Ms. Shirley Alberts, Learning Support  
Mrs. Cindy Black, Learning Support/ Gifted Support  
Ms. Madison Clark, Paraprofessional  
Mrs. Michelle Jennings, Paraprofessional  
Mrs. Joanne O'Hara, Paraprofessional  
Mrs. Danielle Henson, Paraprofessional  
Mrs. Desiree Shepard, Paraprofessional  
Mrs. Diane Palmer, Paraprofessional  
Mrs. Rebecca Hulslander, Paraprofessional

### Maintenance/Custodial Staff

Mr. Fred Richter  
Mr. Steve Turner  
Ms. Brenda Stone

### Administrative Assistants

Mrs. Brianna Ward  
Mrs. Siarra Shanley  
Mrs. Terry Weber

## TIME SCHEDULE

Breakfast	7:55 – 8:18
Instruction Begins	8:20
Lunches	10:55 – 1:10
Recesses	11:00-1:30
Walkers Dismissed	3:13
Bus Dismissal	3:17

## I. INFORMATION REGARDING SCHOOL ATTENDANCE

### • ATTENDANCE POLICY

***\*All students must arrive by 8:18***

Regular attendance is a prerequisite for educating the students at Canton Area Elementary School. Courses and content are planned as a progression of learning activities and ideas, with each day's work building on work previously done. When students are absent, they miss one or more steps in their learning; absent students cannot be taught.

Our goal is to have each student attain the most from all programs at Canton Elementary and to meet the State Standards. Being present on a regular and consistent basis is the only way that a student can begin to achieve that goal. On the other hand, poor or inconsistent attendance breaks the learning process and causes the student to fall behind. Poor attendance may also be a warning sign for other problems. Therefore, it is our aim to inform the students and parents of the general attendance procedures. Good home-school contact and following standard procedures can only benefit the student.

**\*\*A reminder that students who arrive after 8:18 AM will be marked tardy. Walkers should not arrive before 7:55 AM, there will be no supervision available before that time. Breakfast is served from 7:55-8:18.**

The following are procedures concerning attendance/absence:

### • INTRODUCTION

All persons residing in the Commonwealth between the ages of 6 and 21 are entitled to a free and full education in the public schools. Parents or legal guardians of all children between the ages of 6 and 18 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused. A student may not be excluded from the public school nor from interscholastic athletics or co-curricular activities because of being married or pregnant. Students who reach 18 years and are not fulfilling their responsibilities as students may be asked to leave school. Additionally, students 18 years and older who demonstrate disobedience or misconduct, or irregular attendance will be notified and recommended for school board action. Once a student begins kindergarten, they are required to follow the compulsory attendance law.

### • SCHOOL ATTENDANCE IMPROVEMENT PLANS

PDE recommends that unlawful absences do not trigger a formal response until the district has exhausted all efforts to work collaboratively with the parent/guardian to address the truancy of the student and until the student has three unlawful absences over the course of the school year. Schools are a critical part of a child's support system and have a significant opportunity to assist children and families.

Therefore, Canton Elementary School will be abiding by the following PDE BEC, 24P.S. 13-1327 Compulsory Attendance and School Attendance Improvement Plan.

#### (1) First Unlawful Absence

Parent/guardian receives a notice of unlawful absence from the school district.

#### (2) Second Unlawful Absence

Parent/Guardian receives a second notice of unlawful absence from the school district.

#### (3) Third Unlawful Absence

Parent/Guardian receives a notice of unlawful absence by providing "official notice of child's third illegal absence." Attached to this notice will be penalties for violation of compulsory attendance requirements as they pertain to both the student and the parent/guardian, including information that three days after giving such notice, the parent/guardian who again violates the compulsory attendance requirements shall be liable without further notice.

School districts shall coordinate a school/family conference to discuss the cause of the child's truancy and develop a mutually agreed upon School Attendance Improvement Plan (SAIP) to resolve truant behavior. Issues to be reviewed at the school/family conference include the appropriateness of the child's education environment, current academic difficulties, physical or behavioral health issues, and family/environmental concerns. At the end of the conference all parties should sign a comprehensive SAIP that is agreed to by the school representative, the child, and the parents and/or family. The plan could include accessing academic and social/health supports from the school and community organizations, an outline of family/parent and student responsibilities, and levels of performance monitoring that include rewards and consequences.

#### (4) Subsequent Unlawful Absence

After agreeing to a SAIP, or if there is not agreement on an attendance improvement plan and 3 days have passed since the parent/guardian received the official notice of the child's third illegal absence, if a child is unlawfully absent, at any point within the school year, an official notice of unlawful absence may be sent home. The purpose of this correspondence is to inform the child's parent/guardian that the child has violated the SAIP or, if there is no SAIP, to inform the child's parent/guardian that the child has again violated the compulsory attendance requirements and advise the parent/guardian that a citation may immediately be sent to the magisterial district judge. After this step, the school is not obligated to inform parents in writing of

absence, but it is recommended that the school continue to call the parent/guardian to inform them of additional truant behavior. Schools should refer all future incidents of truancy directly to the magisterial district judge having jurisdiction in the region.

(5) Referral to County Children and Youth Agency

(a) Children Under 13 Years of Age

Any child who has not attained the age of 13, who fails to comply with the compulsory attendance requirements and is habitually truant, shall be referred to children and youth. The referral to the county children and youth agency may be in addition to proceedings against the parent/guardian sent to the appropriate magisterial district judge. If the parent/guardian provides written consent, a copy of the SAIP should be forwarded to the county children and youth agency.

### Continued Truancy

If a child of any age continues to be truant after the above actions have been taken, then school districts are encouraged to file citations with the local magisterial district judge citing the child's continued truancy on a weekly basis. It is imperative that the local magisterial district judge be kept informed if truant behavior continues after a plan is in place. Continued truancy may also lead to decisions about retention for the student.

## • EXCUSED AND UNEXCUSED ABSENCES

1. For an excused absence a student:

a. is required to submit a parental excuse to the attendance officer within 3 school days of the student's return to school. These excuses may be sent via email to [sshanley@canton.k12.pa.us](mailto:sshanley@canton.k12.pa.us). Failure to submit proper documentation within this timeline may result in an unexcused/illegal absence. The excuse must state: (1) date(s) of absence, (2) reason for absence, (3) signature of parent or legal guardian.

NOTE: Parent/legal guardian excuses are honored up to ten (one excuse for each day absent: example, miss 3 consecutive days on same note = 3 parental notes; or

b. is required to submit a legal (medical or other legal excuse as defined by Public School Attendance Law) excuse to the Attendance Officer within 3 school days of the student's return to school. Failure to submit proper documentation within this timeline may result in an unexcused/illegal absence.

c. is excused by the school nurse who recommends that the student returns home due to illness.

d. permission to accompany parents on educational trips may be granted if the school is notified in advance (up to 5 days). **Please note that trip requests during the PSSA testing dates are strongly discouraged.**

2. An absence may be marked unexcused if:

a. a student does not return appropriate documentation to the Attendance Officer within 3 school days of the student's return to school. Failure to submit proper documentation within this timeline will result in an unexcused/illegal absence.

b. the number of parental/legal guardian excuses of record exceeds 10 and a medical or other legal excuse as defined by Public School Attendance Law is not submitted to the Attendance Officer.

## • UNEXCUSED AND ILLEGAL ABSENCES

1. An excuse is unacceptable according to the Public-School Attendance Laws making the absence unexcused and/or illegal by:

**a. student does not return excuse to the office within (3) days of a student's return to school.**

b. excuse is unacceptable to Public School Attendance Laws.

c. absence is due to missing the bus, visiting a parent who doesn't live in the household, going to work with a parent (except for the annual **"Take Your Child to Work" day with prior approval**), visiting a relative, shopping, hairdresser appointment, hunting, fishing, staying home to care for parents or siblings, and skipping school.

2. After three unexcused/illegal absences, parents/legal guardians will be sent a warning letter describing their child's attendance status. Further illegal absences will necessitate legal action as stated in the Public-School Code, Section 1333. Fines and court costs vary as to the number of illegal absences and repetition of legal action. Typically, the local magistrate and CYS (Children and Youth Services of PA Human Services) are notified.

3. Students missing more than:

a. Three (3) school days (not documented by medical/legal excuses or parental excuses) will be reviewed by administration and may be referred to legal authorities.



The following is a chart indicating how arrival and departure times at school will be handled as it pertains to school attendance:

Arrival Before 11:40 am	Tardy
Arrival After 11:40 am	½ Day Absent
Depart Before 11:40 am	Full Day Absent
Depart After 11:40 am and Before 1:00 pm	½ Day Absent
Depart After 1:00 pm	Mid-Day

- **ARRIVAL TIME**

Students should not be at school before 7:55 AM as this is the earliest time that there is supervision for students. Parents are asked to make every effort to ensure that students do not arrive before 7:55 AM.

- **ARRIVING LATE AND LEAVING EARLY**

When a student arrives late for school, he/she must be signed in by a parent or guardian at the office before going to the classroom area. A note from the parent stating the reason for tardiness should be presented to the secretary upon signing in. A student leaving school early is required to be signed out by a parent or guardian.

- **TARDINESS**

It is important that all students arrive at school on time. This promotes responsible behavior. Students who are consistently late for school (**after 8:18 am**) miss important academic opportunities. Students arriving late should be signed in by the parent or guardian stating the reason for lateness. Please have your child to school on time. Habitual tardiness will require a parent meeting and a plan to eliminate tardiness.

# CANTON AREA ELEMENTARY SCHOOL

## Process to Improve Attendance

Students are expected to be in school in to benefit from teacher instruction.

**Illegal excuses** are recorded for the following reasons:

- \* Not supplying appropriate documentation of an absence within 3 days of return to school.
- \* Missing the bus and staying home
- \* Visiting parents and relatives who do not live in the household
- \* Going to work with a parent unless this is previously approved by the principal
- \* Staying home to care for parent or sibling
- \* Hunting or fishing
- \* Shopping, going to hairdresser
- \* Taking trips without prior approval

(According to the Public-School Attendance Laws this list of examples is not all inclusive)

Upon return to school the parents must send the school, a note within 3 school days, as to the reason for the absence. The note should include the following:

- (1) date(s) of absence
- (2) reason for absence
- (3) parent/guardian signature

*If the student has a medical or legal excuse provided from that professional, please send in this documentation in place of a parent excuse.*

A notice letter will be sent to the parent/guardian from the principal's office after the 1<sup>st</sup> and the 2<sup>nd</sup> illegal days consecutively.

After 3 illegal absences, the following process begins.

School Counselor will contact the following and a letter setting up a SAIP meeting will be mailed home:

- \*Parent/guardian and student
- \*Principal
- \* Director of Special Education (if applicable)
- \* Outside support agencies such as: CYS

A meeting will be arranged with all above parties to create and sign a Student Attendance Improvement Plan.

Parent excuses are limited to 10 days per school year. Once 8 parent/guardian notes have been received a warning letter will be sent home to inform the parent/guardian that absences beyond 10 will require a medical or legal excuse. Without this type of excuse, absences will be considered to be **illegal**. A SAIP meeting will also be set up with the parent/guardian.

Violation of the SAIP and/or continued illegal absences will result in fines and court costs and further involvement of Children & Youth Services.



## Help Your Child Succeed in School: Build the Habit of Good Attendance Early

### DID YOU KNOW?

- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just 1 or 2 days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.

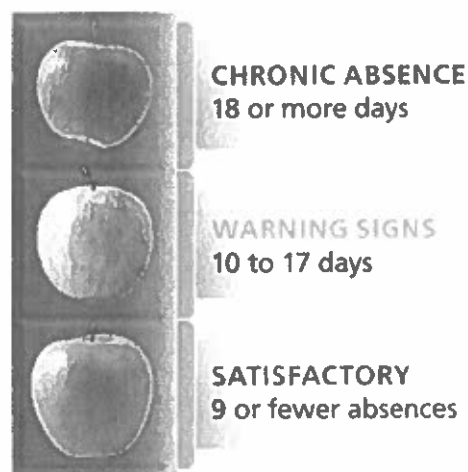
Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.

### WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Keep your child healthy and make sure your child has the required shots.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor or another parent.
- Try to schedule non-Covid-19 related medical appointments and extended trips when school isn't in session.
- If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If you are concerned that your child may have Covid-19, call your school for advice.
- If your child must stay home due to illness or quarantine, ask the teacher for resources and ideas to continue learning at home.

Revised October 2021

### When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

## **II. INFORMATION REGARDING SCHOOL PREPARATION/PROCEDURES**

### **• BACKPACKS**

Parents are requested to provide their child with a backpack. No dangling key chains, ropes, strings, stuffed animals, etc. are to be attached to the outside of the backpack or book bag. Anything that has the potential of hitting someone when the backpack/bag is in motion may not be attached to it. These items will not be permitted on the district's transportation vehicles due to the safety hazard they pose.

### **• FOOD BROUGHT IN FOR STUDENTS/ SCHOOL PARTIES**

All food that is brought into the school, to be distributed to students, must be store-bought with the ingredients listed on the item. Homemade items can't be brought into school to be distributed to students. This creates an unsafe situation for many of our students. Store-bought items are permissible to be brought into the school for students' birthdays, parties, and special events.

### **• BIKES/SCOOTERS**

Children have the right to ride their bicycles to school, provided they ride safely and cautiously on all streets. They should park them in the bike racks located behind the high school when entering the school grounds. Bike riders are to leave when the walkers leave.

\*\*\*NOTE: State law requires that all bike riders under the age of 12 wear helmets.

Students may ride scooters to school. They must stop riding them at the bike rack. Students must leave scooters at the bike rack.

### **• VALUABLES**

Students are cautioned not to bring large amounts of money or any other valuables to school. STUDENTS are responsible for their personal property, not the school. If it is necessary to bring important valuables to school leave it with your homeroom teacher or in the Principal's office for safe keeping.

### **• HOMEWORK**

Homework is used to practice and reinforce skills and facts taught in the classroom. Homework can improve the academic performance of the students. It is the responsibility of the teacher to ensure that the students have the skills to complete the assignment, understand how the assignment is to be completed, when the assignment is due, and how the assignment will be evaluated. It is the responsibility of the student to complete his/her assignment to the best of his/her ability in a legible manner and hand it in when it is due. It is the responsibility of the parent(s) to provide time and a proper setting for the students to complete assignments. Homework, completed on a regular basis, can help the students be successful in school.

### **• EMERGENCY DRILLS**

Emergency drills are a necessary part of the school curriculum. Drills are held at intervals throughout the school year and are checked accordingly to the speed and order in which the building is emptied. A notice is placed in each room indicating egress and which door to use as a fire exit. Students are to walk quickly and silently. Make certain students follow all teacher directions. Once outside the building, remain with your class at least 50 feet from the building. Wait for further directions for students to move to various sections of the campus, if necessary. A signal to return to the building will be given. Students will need to be completely clear of the building for safety purposes.

### **• DISMISSAL/BUS CHANGES**

To ensure that students are picked up by an authorized person, if other than the parent, please contact the school to let us know ahead of time. When there is a legitimate reason to pick up a child during the school day or when there is a bus change, parents are asked to write a note and send it to school that morning with the child. If parents want a friend, relative, or baby-sitter to pick up the child, the school must be notified in advance. The designated person may come to the office and present identification to the office staff.

If you are e-mailing information about a bus change or other important information regarding your child that needs to be addressed that day, please be sure to e-mail the information to the secretary and teacher, in the event that one of the recipients might be absent that day.

In an emergency, arrangements can be made over the telephone.

We will appreciate your cooperation in this matter. Without advanced notice, it causes undue delays, unnecessary phone calls, etc. to determine if the child should be allowed to leave school.

- **ARRIVAL/DISMISSAL**

Parents may drop off/pick up students at the playground parking lot located near the gymnasium entrance, walk students to/from school, or allow students to walk independently if they are not transported by bus. Parents on the premises during arrival/dismissal are asked to keep vehicles in these designated areas. While on school grounds, dogs or other pets are not permitted as a safety precaution.

- **FAMILY TRIPS**

Students may be legally excused from school for educational family trips, *if* the school's absence request form is submitted by the parent or guardian and approved by the principal **prior** to the trip indicating:

1. the dates of the trip
2. the destination of the trip
3. that adult supervision will be provided
4. the educational value of the trip

After receiving approval to be excused from school for the trip, it is the responsibility of the student to see all teachers in advance for assignments. It is the student's responsibility to complete all assignments and present them to the teachers the day the student returns to classes.

\* A trip form may be obtained by accessing the district webpage, selecting the parent tab, and clicking on parent information. Scrolling down below parent information you can click on the Family Trip form. A total maximum of 5 days is permitted for excused educational trips.

**Prior approval must also be granted for the annual "Take Your Child to Work Day" for students to be given a legal absence.**

***\*\*Please note that trips are strongly discouraged during the PSSA testing dates. Those dates are as follows:***

***April 22-April 26— English Language Arts Grades 3-6***

***April 29-May 3— Math Grades 3-6, Science Grade 4***

- **FIELD TRIPS**

Field trips are taken by various grade levels and special classes. These serve as culminating activities for specific units which have been taught, as additional learning experiences, or as a reward for attaining a specific goal. Please note, field trips are a privilege earned by the student.

Prior to the actual trip, the students will bring home an instruction paper explaining the field trip guidelines, schedule, fees, etc. Along with these instructions, will be a permission slip asking the parents to allow the child to take part in the field trip experience. To grant permission for the child to be involved in the field trip, the parents or guardians must sign the permission and return it to the child's teacher. If the parent decides to not let the child participate in the field trip, the child's teacher must also be notified. Before the trip, the parents should also notify the teacher of other special instructions concerning the child, such as administering medications, proneness to motion sickness, preferential seating on the bus, etc.

Often the child is asked to bring in money to help pay for the cost of the field trip. This money is usually due to the child's teacher a week before the actual trip. Parents may send cash or check payable to Canton Elementary School.

Any approved on-site or off-site activity will be under the direct supervision of the teacher, advisor, or coach as directed by the Administration of CASD. Parent Chaperones will assist monitoring of small groups of children the day of the trip. It is the chaperone's responsibility to point out places of interest, answer questions, instruct, discipline, and guide the specified group throughout the field trip. Parents interested in becoming chaperones should notify the child's teacher several weeks before the field trip. The teachers will then select the chaperones from the list of interested parents, notify the parents, and give them a list of responsibilities and guidelines for the field trip. All chaperones need to submit all required paperwork and be approved as a volunteer by the Board of Education. Most of the field trips taken during the school year are within the regular school hours. It will be the responsibility of the parents to deliver the child to the school on time and pick up the child when the bus returns to the school if the departure and return times are outside of the regular school day.

For the child to receive the most benefit from the field trip experience, it is necessary that he or she obtain a restful sleep the night before the trip. It is also necessary for the child to be clean, well-groomed, well-behaved, mannerly, and appropriately dressed for the trip. On the day of the trip, the child should bring with him or her any necessary items which were specified in the instructions previously sent home.

When on field trips, one of the goals is to have each and every student represent Canton Elementary School in the best possible manner. Another goal is to have each, and every student have a rewarding learning experience. If all the field trip guidelines are followed, these goals will be met.

- **IMMUNIZATION**

- Pennsylvania School Law requires all Elementary Students have a certificate of immunization or record of immunization against the following:
- A minimum of 4 properly spaced tetanus, diphtheria and pertussis, and 1Tdap (tetanus, diphtheria, acellular pertussis)
- A minimum of 4 properly spaced poliomyelitis
- 2 properly spaced measles, mumps, rubella
- 3 properly spaced Hepatitis B
- 2 varicella-vaccination or chicken pox immunity

The original immunization record will be mailed to the school when a student transfers to another school district in Pennsylvania. Questions regarding immunization should be directed to the school nurse.

- **INSURANCE**

Student Accident Insurance will be made available to students at the beginning of each school year.

- **LIBRARY**

Students are able to choose library books during their scheduled library time.

We encourage parents to take their children to the community libraries for books and materials. Some books for pleasure reading will be available in classroom areas. Students will be charged for books that are not returned, and report cards will be held for fees that are not paid.

- **LOST AND FOUND**

Please label your child's belongings – clothing, book bags, boots, hats, and other personal items. The lost and found department is located in the lobby. Children are encouraged to check there if an item is lost. Parents may check the lost and found box at any time, and articles will be displayed in the lobby during parent/teacher conferences.

- **MEDICATION**

The Canton School Policy for administration of medication during school hours, states that a written request from a parent/legal guardian and physician is required to administer medication in school. Medication to be given on a daily basis throughout the school year must have a form or prescription signed by the physician authorizing the school nurse to administer it in addition to parental consent. Forms are available in the health office. Any changes in dosage or type of medication during the school year should also be accompanied by a new prescription or note from the physician. If a child needs to carry his medication on his person for medical reasons, a note from the doctor is necessary.

**PRESCRIPTION AND OVER-THE-COUNTER MEDICATION MUST BE SENT TO SCHOOL IN ORIGINAL BOTTLE OR BOX** labeled either by the pharmacist or drug manufacturer. The school nurse **WILL NOT ADMINISTER UNLABELED PILLS SENT TO SCHOOL IN PLASTIC BAGS**. Medication must be brought to the health office upon the student's arrival at school and will be returned at the end of the day. Medication should not be stored in the classroom for student safety. **ALL OVER THE COUNTER MEDICATIONS REQUIRE A DOCTOR'S ORDER TO BE ADMINISTERED.**

- **PHYSICAL EDUCATION**

Parents are requested to make sure that children wear attire suitable for gym class on their scheduled gym days. Appropriate clothing for gym day would be pants that are easy to move in, a shirt that fits well, and, of course, sneakers. Dresses, dress shoes, or hiking boots are not appropriate articles for gym day. Quite often, students are unable to participate in an activity. It is required for students to wear sneakers or gym shoes so that we do not ruin the gym floor. Coming to physical education class in appropriate attire will be a factor in a student's grade for physical education class.

- **REPORT CARDS AND CONFERENCES**

Reporting student progress will be done mostly through progress reports, report cards, and conferences. Special reports or conferences may be held at such times as the teacher feels necessary. Parents are encouraged to review their student's papers and contact the teacher if they have any concerns. Report cards will be issued every nine weeks. Conferences for all children will be held after the first nine-week marking period.

Parents may also create an internet login to be able to see student grades, progress reports, and report cards. Please see the school website to request an access account. Accounts are only available to parents or legal guardians of the student.

- **PTA**

The Parent-Teacher Association (PTA) of Canton Area Elementary School is an active organization of parents, teachers, grandparents, and community members working together for the benefit of each child. The PTA aids the school district, by helping to sponsor field trips and assemblies, help with Kindergarten Registration, and sponsor the Science Fair and Art Show. Numerous other projects have also been supported by the PTA. The organization is always welcoming new members. Help enhance your child's education by joining this dedicated group.

- **PARENT AND SCHOOL COMMUNICATIONS**

The school will be communicating with parents in a variety of ways throughout the school year. A menu letter will be sent home each month with your child. The menu letter includes a listing of the meals for the month, and on the opposite side, other activities for the month are presented. Some of the classroom teachers send home monthly newsletters to keep you informed of what is being covered in the classroom with suggestions on how you might help your child.

Parent-teacher conferences are held in the fall. Parents are also encouraged to set up additional conferences as they deem necessary.

All teachers have a school e-mail address which may be used for communication with parents.

The Canton Area School District and individual buildings have a website at [www.canton.k12.pa.us](http://www.canton.k12.pa.us). Please check both the district and building sites for valuable information and announcements.

Look for and utilize these methods of communication between home and school to help your child succeed in school and to assure him/her that we are all working together.

### **Canton Area School District Chain of Command**

The Canton Area School District is committed to listening to suggestions, answering questions, and addressing concerns, complaints, or issues in a timely and efficient manner. Therefore, issues must be handled closest to the source by contacting the person responsible for the various areas of school operations. He or she has the most detailed information about his or her area of responsibility and is most prepared to offer assistance. If issues are not resolved, please work through the chain of communication (below) as needed. Again, if you have questions pertaining to the school district or about your child's work, please do not hesitate to call.

<b>Concern</b>	<b>Step #1</b>	<b>Step #2</b>	<b>Step #3</b>	<b>Step #4</b>
<b>Athletics</b>	Head Coach	Athletic Director	High School Principal	Superintendent
<b>Budget</b>	Business Manager	Superintendent		
<b>Community Use of Buildings/Athletic Fields</b>	Principal	Business Manager	Superintendent	
<b>Curriculum</b>	Teacher	Principal	Superintendent	
<b>Medical</b>	School Nurse	Principal	Superintendent	
<b>Difficulty in School</b>	Teacher	Principal / Special Education Supervisor	Superintendent	
<b>Special Education</b>	Special Education Teacher	Principal / Special Education Supervisor	Superintendent	
<b>Transportation</b>	Bus Driver	Building Principal	Business Office	Superintendent

**Note:** In any of the above instances, should you not agree with a decision or have further concerns about a district decision, feel free to contact your school board representative for further discussion.

- **STUDENT PLACEMENT**

Students are assigned to classes for the new school year by the principal with the input from the teachers who have taught the students throughout the school year. Many factors are considered, and there are often individual needs that must be taken into account. Therefore, we ask that parents not make requests for specific teachers. If there are circumstances or situations that should be taken into account when scheduling a child, please notify your child's current teacher or the principal before the school year is over of any teachers who may not be a good fit for a certain student.

### **III. INFORMATION ON SCHOOL PROGRAMS**

- **BREAKFAST/LUNCH PROGRAM**

All students in Canton Area School District are eligible to receive Free Breakfast and Free Lunch. For students who choose to bring their own lunch, milk is available to purchase for .45 cents.

- **TITLE I SERVICES**

The Canton Elementary School has a school wide Title I program. Schools are eligible to have a school-wide program if they meet the requirements of at least 40% low income. A school-wide project gives the school more flexibility in the use of funds and in helping all students regardless of whether or not they meet Title I qualifications. Students will receive extra support in Reading or Math through help from our Title I staff. Determination is made through a variety of assessments that are given to all students. Students receive extra support from Title I staff in a small group setting and/or a co-teaching situation.

There will be a meeting in the spring to gather input from parents and guardians on how to improve our Title I program. All programs and Title I sponsored events are open to all parents.

- **COUNSELING/GUIDANCE SERVICES**

Parents and guardians are encouraged to contact the elementary guidance counselor to discuss any concerns they might have about their school age children. Short-term counseling is provided at school to help students through crisis situations that may arise, such as the death of a loved one, a separation/divorce, or anxiety about coming to school. The guidance counselor will assist the parent in finding further counseling support if the student appears to require help beyond what the school can realistically provide.

The guidance counselor goes into each classroom periodically so that the students can see her as a familiar person whom they can contact to talk about things that are bothering them at school or at home. The guidance counselor is also a consultant to parents, teachers, and administrators.

- **CHORUS AND BAND**

Students in grades four, five and six may participate in chorus. The chorus practices once a week and students perform in winter and spring concerts, and in other concerts as scheduled. In fifth grade students may select a band instrument for weekly lessons and participate in the 5<sup>th</sup> and 6<sup>th</sup> grade band.

### **IV. INFORMATION ON STUDENT RIGHTS AND RESPONSIBILITIES**

This policy sets forth guidelines by which student rights are to be determined consistent with law. The Board has the authority and responsibility to establish reasonable rules and regulations for the conduct and department of students of the district. At the same time, no student shall be deprived of equal treatment and equal access to the education program, due process, a presumption of innocence, and free expression and association in accordance with these guidelines.

Attendant upon the rights established for each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority and compliance with the rules and regulation of this district.

- **STUDENT RESPONSIBILITIES**

1. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty, a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
2. No student has the right to interfere with the education of his/her fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
3. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.
4. It is the responsibility of the student to:
  - a. Be aware of all rules and regulations for the student behavior and conduct themselves in accordance with them.



- b. Be willing to volunteer information in matters relating to the health, safety, and welfare of the school, community, and the protection of school property.
- c. Dress and groom themselves so as to meet fair standards of safety and health, and so as not to cause disruption to the educational process.
- d. Assume that until a rule is waived, altered, or repealed, it is in full effect.
- e. Assist the school staff in operating a safe school for all students enrolled therein.
- f. Be aware of and comply with state and local laws.
- g. Exercise proper care when using public facilities and equipment.
- h. Attend school daily, except when excused, and be on time for all classes and other school functions.
- i. Make all necessary arrangements for making up work when absent from school.
- j. Pursue and attempt to complete satisfactorily the courses of study prescribed by state and local authorities.
- k. Avoid inaccuracies in student newspapers or publications and refrain from the use of indecent and obscene language.
- l. Report bullying or peer mistreatment immediately to a staff member/teacher.

## • BUS CONDUCT

The Canton Area School District has taken proactive measures to improve student safety on our transportation system. Our goal is to prevent misbehavior on our buses so that our drivers can focus their attention on providing safe transport to and from school. To that end, the district has installed video/audio surveillance systems in all district buses. We want parents and students to be aware that these systems are capable of recording **both audio and video**. The recordings may be used by administrators to monitor and address student misbehavior, driver performance, and general vehicle safety. Additional information regarding the school vehicle audio/video systems is available on the district website, specifically Board Policy 816.1. Information or questions concerning transportation should be directed to Mark Jannone, Business Manager at 673-3191. The driver shall be in full charge of the school bus at all times and shall be responsible for order. A pupil may be excluded from the bus for disciplinary reasons by the principal, and parents shall provide transportation to and from school during the period of such exclusion.

### Bus Rules:

1. Exercise caution, good manners, and consideration for other people.
2. Obey the driver. His or her first concern is your safety.
3. Be at your stop five minutes ahead of time.
4. Stay a safe distance from the curb.
5. When the bus approaches, get in line.
6. Stay clear of the bus until it comes to a complete stop.
7. Let smaller children board first.
8. Your bus driver has a schedule to keep. If you are not at the bus stop, they can't wait for you.
9. Always use the handrail.
10. Go up the steps one at a time.
11. Go directly to your seat. The bus will not move until all passengers are seated. Regulations do not permit passengers to stand in a moving school bus.
12. Place books or parcels on your lap. Keep aisle clear.
13. Avoid loud talking and confusion which might distract your driver.
14. You can help the driver when the bus approaches railroad tracks by keeping quiet so that he can listen for trains.
15. Ask driver for permission before opening windows.
16. Keep arms and head inside the bus.
17. Throwing objects inside or out of the bus could cause an accident.
18. The emergency door and exit controls may be used only during supervised drills or actual emergencies.
19. The bus is not a playground. Save wrestling and horseplay for another time.
20. Don't smoke or chew tobacco.
21. Remain seated until the bus has come to a complete stop at its destination or your bus stop.
22. Help your driver to keep the bus clean and in good shape. Don't eat on the bus, write on the seat backs, or throw things on the floor.
23. Balloons are not permitted on the bus.
24. Do not bring large items or glass containers on the bus.
25. No taking pictures or recording video allowed on the bus.
26. After you leave the bus go directly to your assigned place or home.

27. You must bring a note from your parents for the school administration anytime you are to get off the bus at a stop other than your own. The note must be signed by the principal.
28. The driver of any school bus shall be held responsible for the orderly conduct and safety of the pupils transported. Continued disorderly conduct or refusal to respect the authority of the school bus driver shall be sufficient reason for the pupil to be denied transportation in accordance with regulations of the local school district.

#### **WALKERS:**

Follow all safety rules for walking to school.  
Stay on sidewalks only.  
Obey all crossing guards.  
Leave schools grounds immediately after dismissal.

#### **USE OF TELEPHONE:**

Students will only be allowed to use the telephone for **important** calls home. They may use the phone at the secretaries' desks only. Please limit to emergency calls only. (See cell phone policy.)

#### **• DRESS CODE**

It is the policy of the school to encourage students to be neat and clean in both dress and personal appearance. Wearing apparel must not hinder a student from doing his/her work nor may the apparel cause a safety hazard, class distraction, or offend the acceptable standards that can be reasonably expected by the community. Everyone entering the building during school hours will be expected to follow the dress code.

1. Sleeveless shirts, spaghetti straps, and shirts that reveal the midriff or stomach will not be permitted.
2. Shoes are to be worn at all times due to health a safety reasons. Flip flops are not permitted because they are a safety hazard on the playground.
3. Any clothing that is worn in a way that reveals undergarments are not permitted.
4. Chains (wallet chains, chains worn around the neck, wrist, ankle, etc.) of any significance are not permitted at school.
5. Shorts may be worn year-round at the discretion of the parent and the student. All shorts, skirts, dresses, etc. need to be mid-thigh length. Any clothing shorter than this is not permitted.
6. Outdoor clothing is not permitted in school. This includes but is not limited to, hats, coats, gloves, mittens, sunglasses, and hoods.
7. All apparel worn at school will be free of vulgar, obscene, profane, or suggestive letting/wording. Any apparel which advertises or promotes drugs, smoking, vaping, or alcohol is not permitted at school.

#### **• TECHNOLOGY USE**

Students will use technology in our classrooms throughout the school year. In most instances students will be assigned a Chromebook to use and will be expected to follow the following rules.

1. Carry the Chromebook with 2 hands with the Chromebook shut.
2. Make sure that hands are clean when using the Chromebook.
3. Students should never share their passwords nor use another person's Chromebook unless instructed to by a teacher.
4. Students should only be using Chromebooks when instructed to do so by the teacher.
5. Students should not be installing add-ons or personalizing Chromebooks with backgrounds, pointers, or themes.
6. Chromebooks should be used on a flat surface, and nothing should ever be stacked on top of it.
7. Students will be held responsible for Chromebooks that they damage due to negligence.

#### **• COMPUTER HEADPHONES**

Each student will be issued a set of headphones to wear while on the computer. The headphones will be worn only by that student and will be stored in a sealed bag. All students must take care of their set of headphones. Any student caught vandalizing the headphones must pay for a new set (\$10.00). Students who vandalize computers or keyboards will be responsible for repairs or replacement.

## PBIS

This school year Canton Area Elementary School will be continuing its PBIS (Positive Behavior Interventions and Supports) Program. We will have school rules that will be expected to be followed by all students (listed below) and track behavior infractions. Students will be expected to follow the school rules at all times. When they are following these expectations, they will have the opportunity to earn rewards that will hopefully help to continually promote positive behavior within the school. If students are not following the school behavior expectations an ODR (Office Discipline Referral) may be issued. This may be a minor or major infraction. Both will be noted on the forms shown below and be sent home to the parent. This has been an exciting program for students that will be continued to be improved upon.

### • GENERAL SCHOOL RULES

Chiefs	Classroom	Hallway	Cafeteria	Bathroom	Playground	Bus
<u>A</u> ct Respectfully	Raise your hand when expected  Use appropriate language, kind words and actions  Keep work area clean	Keep hallways clean  Keep hands by your sides  Follow zone expectations	Use an appropriate voice  Use table manners  Say please and thank you	Use appropriate language  Respect privacy  Respect school property  Flush the toilet  Use kind words	Share  Take Turns	Keeps hands and feet to yourself  Use a quiet voice  Use kind words
<u>A</u> re Engaged	Bring materials to class  Give it your best  Participate  Complete assigned tasks on time	Go straight to your locations  Keep up with your class  Follow all directions given by adults	Use utensils to eat when necessary  Try new foods	Use time wisely  Return to class as soon as possible	Include others  Be a problem solver	Listen closely to directions
<u>S</u> tay Safe	Keep hands, feet, and other objects to yourself  Sit and move around the room appropriately  Follow directions	Keep hands, feet, and other objects to yourself  Keep your focus by facing forward  When in line walk in single file  Stay on the right side of the hallway	Keep legs and feet under the table  Keep hands close to your own tray  Ask permission to leave your seat  Follow directions	Keep area clean  Wait patiently for your turn  Use soap and water to wash your hands  Report safety concerns	Follow the equipment rules  Listen for the whistle	Stay seated  Face forward

**CANTON ELEMENTARY SCHOOL  
MINOR OFFICE DISCIPLINE REFERRAL (ODR)**

Student Name: \_\_\_\_\_

Referring Adult: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Grade: \_\_\_\_\_

**LOCATION (CHECK ONE)**

- |  |                                     |                                    |
|--|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Classroom     | <input type="checkbox"/> Hallway    | <input type="checkbox"/> Cafeteria |
| <input type="checkbox"/> Bathrooms     | <input type="checkbox"/> Playground | <input type="checkbox"/> Bus       |
| <input type="checkbox"/> Other (_____) |                                     |                                    |

**MISBEHAVIOR (CHECK ONE)**

- ☐ Defiance   ☐ Disrespect   ☐ Disruption   ☐ Dress Code  
☐ Inappropriate Language   ☐ Physical Contact   ☐ Property Misuse  
☐ Technology Violation

**CONSEQUENCE (CHECK ONE)**

- ☐ Loss of Privilege(s) (\_\_\_\_\_)   ☐ Retraining  
☐ Conference/w student   ☐ Time-Out   ☐ Parent Contact  
☐ Other (\_\_\_\_\_)

**MOTIVATION**

- ☐ Avoid Adult   ☐ Avoid Peer(s)   ☐ Avoid Tasks/Activities   ☐ Avoid Work  
☐ Obtain Items/Activities   ☐ Obtain Adult Attention   ☐ Obtain Peer Attention

**Description Of Behavior:**

**Parent/Guardian Signature** \_\_\_\_\_ **x**

**CANTON ELEMENTARY SCHOOL  
MAJOR OFFICE DISCIPLINE REFERRAL (ODR)**

Student Name: \_\_\_\_\_

Referring Adult: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Grade: \_\_\_\_\_

**LOCATION (CHECK ONE)**

- |  |                                     |                                    |
|--|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Classroom     | <input type="checkbox"/> Hallway    | <input type="checkbox"/> Cafeteria |
| <input type="checkbox"/> Bathrooms     | <input type="checkbox"/> Playground | <input type="checkbox"/> Bus       |
| <input type="checkbox"/> Other (_____) |                                     |                                    |

**MISBEHAVIOR (CHECK ONE)**

- |   |  |  |                                   |  |
|---|--|--|-----------------------------------|--|
| <input type="checkbox"/> Defiance               | <input type="checkbox"/> Disrespect                | <input type="checkbox"/> Disruption                | <input type="checkbox"/> Fighting | <input type="checkbox"/> Physical Aggression |
| <input type="checkbox"/> Forgery/Theft          | <input type="checkbox"/> Harassment/Bullying       | <input type="checkbox"/> Inappropriate Language    |                                   |  |
| <input type="checkbox"/> Inappropriate Location | <input type="checkbox"/> Lying/Cheating            | <input type="checkbox"/> Property Damage/Vandalism |                                   |  |
| <input type="checkbox"/> Technology Violation   | <input type="checkbox"/> Use/Possession of Weapons |  |                                   |  |

**CONSEQUENCE (CHECK ONE)**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Parent Contact                       | <input type="checkbox"/> Parent Meeting                         | <input type="checkbox"/> Retraining    |
| <input type="checkbox"/> After School Detention (Date: _____) |   |  |
| <input type="checkbox"/> Retraining w/Principal (Date: _____) | <input type="checkbox"/> Out Of School Suspension (Date: _____) |  |
| <input type="checkbox"/> In School Suspension (_____)         |   | <input type="checkbox"/> Other (_____) |

**MOTIVATION (CHECK ONE)**

- |  |   |   |                                     |
|--|---|---|-------------------------------------|
| <input type="checkbox"/> Avoid Adult             | <input type="checkbox"/> Avoid Peer(s)          | <input type="checkbox"/> Avoid Tasks/Activities | <input type="checkbox"/> Avoid Work |
| <input type="checkbox"/> Obtain Items/Activities | <input type="checkbox"/> Obtain Adult Attention | <input type="checkbox"/> Obtain Peer Attention  |                                     |

**Description Of Behavior:**

Parent/Guardian Signature \_\_\_\_\_ x

Principal Signature: \_\_\_\_\_ x

## PBIS Tier II

Some students may need more intense help when acquiring expected behaviors at school. We have established a PBIS Tier II team to help with this process. We have a process in place to identify students who need more supports and have developed some supports to help meet these students' needs.

### Advanced Tiers Nomination Process

***\*Prior to nominating students to the Advanced Tiers Team, classroom teacher(s) should initiate parent contact to discuss behavioral and/or academic concerns. Advanced Tiers Support is for students when classroom interventions and Tier 1 supports are not having a positive effect on student behavior and/or progress.***

Students to Nominate for Advanced Tiers Support:

- Students who have trouble staying on task and/or are disruptive in class, making it difficult for them and other students to learn
- Students who need motivation and support in completing their work and/or display problem behaviors throughout the day
- Students with frequent reprimands from teacher and office referrals (ODRs)
- Students who seek peer and adult attention
- Students who would benefit from organizational support
- Students with school avoidance issues (i.e., anxiety, attendance)
- Students who are not making progress/are not successful with Tier 1 interventions and support

Nomination Process:

1. Classroom teacher will complete the Advanced Tiers Nomination Form
2. Copy and attach any behavioral documentation/additional information to the Nomination Form.
3. Return completed forms to Guidance Counselor
4. Advanced Tiers Coordinator will set up a meeting with the team to review data and determine which intervention is appropriate.
5. Coordinator or AT team member will contact the teacher with the team's decision.
6. If student is accepted into an Advanced Tiers intervention, coordinator will follow up with all necessary paperwork and parent consent forms.
7. Implement intervention *with fidelity* for the required time frame.

### Brief Description of Interventions

#### CHECK-IN CHECK-OUT (CICO)

Check In-Check Out is an intervention program designed to provide increased daily positive support and monitoring of student behaviors. This system provides immediate feedback to students throughout the day. The data is reviewed by the Tier 2 team biweekly and decisions on increasing goals are based on data. This program should require no more than 10 minutes per teacher per day.

Basic features of the Check In-Check Out program include:

- Check-in and check-out with an adult at school that is not the regular teacher
- Regular feedback and reinforcement from teachers
- Positive family component (parents sign the behavior sheet each night)
- Daily performance data used to evaluate progress
  - This data can be narrowed down to look at specific time periods and settings.
- Goal setting for the students

## **MENTORING**

An intervention designed to provide a non-judgmental, kind, supportive climate for the struggling student to talk about identified behavior issues and/or work on identified organizational issues, routine oriented issues, friendship problems, or choice making concerns that have been documented by the classroom teacher. These concerns may be negatively affecting the student and hindering that student from positively moving forward within the educational setting.

Basic features of the Mentoring intervention:

- Provides students with a personal connection
- Mentors provide support, encouragement, builds relationships
- Mentor checks in with students daily
- Communication with parents on a weekly basis

## **SOCIAL GROUPS**

An intervention designed to provide a non-judgmental, kind, supportive climate for the struggling student to talk about identified social, emotional, or academic issues that have been documented by the classroom teacher. These concerns may be negatively affecting the student and hindering that student from positively moving forward within the educational setting.

Basic features of the Social Groups intervention:

- Small groups with students close in age
- Focus on specific social skill
- Four-to-six-week time frame, ideally meeting once per week
- Requires frequent communication between social group facilitator and classroom teacher(s) to ensure fidelity with implementation in traditional settings
- Examples of topics: impulse control, positive decision making, building positive friendships

## **ATTENDANCE**

An intervention designed to provide an additional incentive to increase student motivation to attend school regularly.

Basic features of Attendance Intervention:

- Targeted for students that are identified as being at risk for chronic absenteeism
- Check-In System with milestones, based on days present. For example, after 5 check-ins, they could receive one incentive. Gradual increase of expectations for days present.

## **V. INFORMATION ON SCHOOL POLICIES**

### **• CELL PHONE POLICY**

Students are discouraged from bringing cell phones to school. However, if cell phones need to be brought to school, here are the expectations:

1. Students are not to have cell phones in their possession at any time during the school day defined from 8:18 AM-3:17 PM.
2. Phones are to be turned off and placed in lockers during this time.
3. The following consequences will happen should students be found with cell phones between the hours of 8:18 AM-3:17 PM:

1<sup>st</sup> Offense – The phone will be taken by a staff member and handed into the office. The phone will be returned to the student at the end of the school day.

2<sup>nd</sup> Offense – The phone will be taken by a staff member and handed into the office. The phone will be returned to the parent/guardian who comes to the office to pick it up.

3<sup>rd</sup> Offense – The phone will be taken by a staff member and handed into the office. A parent conference will be held to determine when the phone is returned.

It is expected that when a student is found with a cell phone, full cooperation is displayed to the staff member requesting the phone from the student.

\*\*\*Note on **electronic devices** (a-pods, hand-held game devices, etc.) The school is not responsible if they are lost or stolen. They will be treated the same as cell phones if they are used inappropriately in school.

### **• SEXUAL HARASSMENT**

Sexual harassment is unwanted and unwelcomed sexual behavior that can take many forms: physical, verbal, or non-verbal. Examples of physical sexual harassment may include: standing in someone's way or standing too close; purposely bumping into or brushing up against another person; patting; hugging; kissing; grabbing; touching; or pinching. Examples of verbal sexual harassment may include: threats; insults; comments about a person's body; sexual jokes; suggestions, or remarks; sexual stories or rumors; notes; letters or graffiti; pressure to go out on a date; whistles; cat calls; or rude noises.

Examples of nonverbal sexual harassment may include: staring at someone's body; sexual pictures or drawings; mimicking or pantomiming in an insulting way; or gestures or looks -winking, lip licking, or suggestive body movements. Any such activity will be considered inappropriate activity at school, and the parent(s)/legal guardian(s) of the alleged victim may receive a recommendation to report it to the local law enforcement authorities for record. The incident may be punishable by school officials when possible. While examples of physical, verbal, and non-verbal sexual harassment were given, these examples are not all inclusive. The procedure for reporting claims of sexual harassment will be for the student to contact a school official to report the details surrounding the incident. An investigation of the claim will be conducted and dealt with accordingly.

### **• DETENTION**

Detention will be held as needed in a designated classroom area from dismissal time until 4:20 P.M. A parent, or a person designated by the parent, will be expected to pick up the child at school at 4:20 P.M. Parents/guardians of students who are expected to serve a detention will be contacted by the principal or teacher.

### **• PSSA TESTING POLICIES**

In addition to teacher made tests, other forms of assessment will be used at various grade levels.

Students in grades 3, 4, 5 and 6 will take the Pennsylvania System of School Assessment (PSSA) in English Language Arts and Math. The PSSA Science test will also be administered to grade 4. Additional assessments including DIBELS, and CDTs will also be taken by students during the school year. Please note the following State mandated testing schedule for the PSSA and **do not plan family trips during this period:**

***April 22-April 26— English Language Arts grades 3-6***

***April 29-May 3— Math grades 3-6 and Science Grade 5***



Pennsylvania has established very specific guidelines, regarding cell phones, during the administration of PSSA tests.

These rules and policies apply to the administration of the PSSA.

All cell phones, smart phones, and other prohibited electronic devices are to be collected as students enter the testing site. Thus, school districts and schools should do the following:

- \* Inform parents and students before testing that cell phones are not allowed during the test administration.

- \* Inform parents and students that the consequence for using and/or having a cell phone or other electronic device during the test administration will result in the application of a "Do Not Score" label on his/her test booklet or appropriate notification to not score on the online version, and the student will not receive a score.

- \* Inform parents and students that, if the student uses a cell phone or electronic device in any manner during the administration of the test, the phone or electronic device will be confiscated until such time that the parent or guardian can come to the school, and in the presence of the parent or guardian, the cell phone or other electronic device will be viewed to ensure that no information or material regarding the assessment is present;

- \* Inform parents and students that violation of the no cell phone or other electronic device rule will result in discipline and that discipline will vary depending on whether test material has been compromised.

- **VISITORS POLICY**

All visitors must first report to the Main Office and sign in. Upon signing in, a visitor's pass will be issued. This pass must be worn at all times. Anyone wishing to visit classes must get permission from the elementary principal.

Doors will be locked at all times, and visitors must register with the secretary before entering the school.

Kindergarten parents may walk their child to class the first day only.

Visitors are limited to pre-designated areas in the building and may not visit other areas beyond those requested at entry. Classroom visits must be pre-arranged. Visitors who are not approved volunteers will be escorted by a staff member or approved volunteer at all times. **Students are not permitted to bring friends or younger family members in as guest visitors.**

- **WEAPONS (Policy # 218.1)**

1. Purpose	The Board shall recognize the importance of a safe school environment to the educational process. Possession of weapons in the school environment is a threat to the safety of students and staff and is prohibited by law.
2. Definitions SC 1301-A, 1372.2	<b>Weapon</b> - the term shall include but not be 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. <b>Possessing</b> - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; under the student's control while s/he is 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 on his/her way to or from school.
3. Authority SC 1317.2 Pol. 218	The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district building, onto school property, to any school-sponsored activity, and onto any public conveyance providing transportation to school or a school-sponsored activity or while the student is coming to or from school.
SC 1317.2 Pol. 233	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. The Superintendent may recommend modifications of such expulsion requirement on a case-by-case basis.
20 U.S.C. Sec. 1400 et seq Pol. 113.1	In the case of an exceptional student, the district shall take all necessary steps required to comply with the Individuals with Disabilities Act and Board policy.
	***Please note, if a child unintentionally brings a contraband item to school and reports it <u>immediately</u> to a teacher or the principal, the principal has the ability to waive consequences.

- **THREAT ASSESMENT PROCEDURE**

The CASD 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. The team members include: Mr. Wells, Mrs. Repard, Mr. Jacopetti, Mr. Jannone, Dr. Martell. Ad Hoc members crisis team: Mr. Loomis and Mrs. West. Threat assessment team members are provided individual and/or group training annually on the following:

- Responsibilities of threat assessment team members.
- Process of identifying, reporting, assessing, responding to and intervening with threats.
- Identifying and avoiding racial, cultural, or disability bias.
- Confidentiality requirements under state and federal laws and regulations, and board policies.
- Safe2Say Something

Any report associated with a risk of violence is immediately investigated by the administration. The student is removed from the class and a thorough search of their person, property, and vehicle (if applicable). A threat assessment developed in conjunction with the Department of Homeland Security is conducted to determine the threat level. Parent communication is initiated, and discipline is issued if applicable. Other agencies such as CYS and/or law enforcement notification follow if applicable.

- **USE OF TOBACCO POLICY**

"USE OF TOBACCO" is an established health hazard. The Canton Area Schools are a tobacco free campus. Smoking/smokeless tobacco is not permitted anytime. Student use of tobacco presents a health risk for those students with respiratory problems, a clear and present danger of fire/safety to all who must live and work in the building and a sanitary/custodial problem.

- **RETENTION POLICY**

At the elementary level, retention is an individual matter which depends on scholastic, developmental, health, and attendance factors. Teachers will notify parents of the possibility of retention as soon as it becomes apparent. A final decision regarding retention will be made by May 30 following a conference between the teachers, parents, and principal.

- **STUDENT/SUBSTITUTE TEACHERS**

Student teachers and substitute teachers are to be recognized as having the same authority as a regular member of the faculty. They are vested with the same powers to make assignments, award marks, etc. as a regular member of the staff. It is readily understood that substitutes face out-of-ordinary situations in taking up assigned class work on relatively short notice and teaching students with whom they have not had an opportunity to become acquainted. Your total cooperation is expected.

- **HAZING**

Hazing occurs when a person intentionally, for the purpose of initiating, for the purpose of continuing or enhancing membership or status in an organization, cause, coerces, or forces a student to do any of the following: violate law, consume any food or drink that could cause harm, endure brutality of a physical, mental, or sexual nature, or endure any activity that could cause bodily injury. The school board prohibits hazing in connection with any student activity on or off of school property

## **VI. LEARNING SUPPORT SERVICES**

- **SPECIAL EDUCATION SERVICES**

The Canton Area School District offers several program services to the students of the district. Those students identified as falling under the guidelines for Academic Learning Support for Specific Learning Disabilities and Intellectual Disabilities, Speech and Language Disabilities, Visual Impairment, Hearing Impairment and Physically Disabled will receive services if eligible. Students requiring the more intensive services for Life Skills Support and Emotional Support are served within the district whenever possible but may be assigned to inter-district classes which are age/grade-appropriate through contractual agreements with neighboring school districts.

- **GIFTED SUPPORT SERVICES**

Gifted support students are served in a variety of settings within the elementary school. Screening procedures are in place to assist in the identification of students for these services. Also, students who are thought to be Gifted may be referred to the principal by a regular education teacher as well as by a parent or guardian.

- **SECTION 504/ADA STUDENTS**

When a student's medical disability requires specific accommodations in the regular education classroom, parents may request that a 504 Accommodation Plan be written.

## **VII. INFORMATION ON DISCIPLINARY PROCEDURES/CONSEQUENCES**

Student misbehavior will be addressed using a hierarchy of interventions appropriate for the infraction using a progressive discipline approach. Classroom behavior will be addressed by the classroom teacher except in cases of repeated infractions or serious school behaviors. Following is a list of interventions considered to correct inappropriate student behavior.

- ❖ Proactive measures
  - Classroom management plan
  - Routines and procedures
  - Specific school-wide expectations
- ❖ Teacher intervention response
  - Student conference
  - Classroom consequences
    - Re-teaching sessions
  - Parent contact/conference
    - Minor ODR (Office Discipline Referral)
- ❖ Supports
  - SAP/ Behavior Support Team referral
  - School and Community Based Mental Health referral
- Guidance referral
  - Counseling
  - Individual behavior plan
  - Parent conference
- Major ODR (Office Discipline Referral)
  - Student conference
  - Student/Parent/ Teacher/Team meeting
  - Parent contact
  - After school detention
  - In-school detention
  - Referral to police
  - Out of School Suspension
  - Retraining with the principal

Parental support is the most effective measure in correcting behavior. It is the goal of the school to work together with the parent to develop your child's ability to make good behavioral choices, develop healthy work habits, and become self-disciplined. It is also the goal of the school to provide and maintain a safe learning environment for all children.

### **• SOCIAL MEDIA**

Posting on social media can be an effective way to communicate information to a large number of people very quickly but can also cause issues within the school setting. If postings disturb the educational process, they will be dealt with accordingly. This could include postings from students, parents, or other adults. Posting negative and hurtful comments about individuals is not an acceptable usage of social media and will be addressed.

### **• INFORMATION FOR SCHOOL CLOSING**

When storm conditions are of such severity to make the holding of school unsafe or impractical, there will be an early morning automated phone call. The phone number listed as your *primary number* will be the number that will receive the phone call. Parents can also listen/watch one of the following stations for such an announcement to determine if school is being held: Radio: WHGL (wiggie radio), WILQ, WJSA, WGRC, KC101, WNKZ TV: WNEP (16), WETM (18), WBNG (12), WYOU (22), WBRE (28) WENY (36). ***Information regarding school closings, delays, early dismissals, make up days, etc. will also be posted on the district website at [www.canton.k12.pa.us](http://www.canton.k12.pa.us).***

If weather conditions appear to be improving or roads may be plowed momentarily; the decision may be made to start school later in the morning. In such a case, buses and classes will start two (2) hours later as announced at that time. This, of course, would mean that the students would not have to make up the day as is the case when schools are closed. In event of make-up days due to weather cancellations, please refer to the District Website for revisions.

**An automated call will be made to all primary contacts of our students to indicate a closing, delay, or early departure from school.**

Should an emergency occur during school hours which necessitate the closing of school, such a dismissal will be authorized. Attempts will be made to also broadcast such announcements. An automatic call will go home to all contacts for each student. Bus drivers will be notified. Please do not call the television or radio stations.

Any notice of school closing should be considered as only for one day, with school to resume the next day, unless parents are notified otherwise.

## **PAYS SURVEY**

CASD participates in the bi-annual Pennsylvania Youth Survey (PAYS) sponsored by the Pennsylvania Commission on Crime and Delinquency, the Pennsylvania Department of Education, and the Pennsylvania Department of Drug and Alcohol Programs. The survey asks questions about the behaviors of students in the 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grades, including questions about school climate, violence, depression, bullying, and substance abuse.

The information we receive will assist us and our community partners in working to prevent adolescent drug use and other problem behaviors. We want to ensure that all parents and caregivers are notified that the survey is being conducted and provide you with as much information about the survey as possible. As a parent or caregiver, you have the right to prohibit your child's participation. The following facts about the survey will help you make an informed decision about your child's participation: Participation in this survey is completely voluntary. Students will be instructed by their proctor that they can skip any questions they do not understand or choose not to answer. If they have any questions or concerns after taking this survey, they are instructed to talk with their school counselor or a trusted adult. The survey is designed to protect each student's privacy. It is anonymous and confidential. Students will not put their names on the survey, and no student will ever have their individual responses reported.

The survey will be administered during the school day and will take one class period to complete. A letter will be sent prior to conducting this survey. If you do not want your child to participate, you may opt them out of the survey by contacting the Principal in writing either via letter or by email.

The full student handbook, with further school policy, can be viewed at <https://www.canton.k12.pa.us/parent-information/>

**\*\*School year calendar**

**Canton Area Elementary School**  
**SCHOOL – FAMILY – STUDENT COMPACT**

The Canton Area Elementary School-Family-Student Compact outlines how the entire school staff, families, and students will share in the responsibility for improved student academic achievement and the means by which the school and families will build and develop partnerships to help children achieve the State's high standards.

*Canton Area Elementary School*

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

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
  - family-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement
  - frequent reports to parents on their children's progress.
  - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
  - ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- Treat each child with dignity and respect
- Strive to address the individual needs of the student
- Acknowledge that parents are vital to the success of child and school
- Provide a safe, positive, and healthy learning environment
- Assure every student access to quality learning experiences
- Assure that the school staff communicates clear expectations for performance to both students and parents

*Family*

The members of the family understand that participation in his/her student's education will help his/her achievement and attitude. Therefore, the family members will continue to carry out the following responsibilities to the best of his/her ability:

- Volunteering in their child's classroom
- Supporting their child's learning
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
- Create a home atmosphere that supports learning
- Send the student to school on time, and well-rested on a regular basis
- Attend school functions and conferences
- Encourage their child to show respect for all members of the school community and school property
- Review all school communications and respond promptly

### *Student*

The student realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- Get to school on time every day
- Develop a positive attitude toward school
- Be responsible for completing homework on time
- Be cooperative by carrying out the teacher's instructions and ask for help when needed
- Do daily work that is neat and reflects the student's best effort
- Be respectful to all school members and to school property
- Follow the school wide PBIS expectations

**Student Name**\_\_\_\_\_

**Student Signature**\_\_\_\_\_ **Date**\_\_\_\_\_

**Parent/Guardian Signature**\_\_\_\_\_ **Date**\_\_\_\_\_

**Rules and Code of Ethics Agreement  
For Network and Internet Users  
Canton Area School District**

**Section 1: To be signed by student**

I understand that Canton Area School District reserves the right to

- Log Internet use and monitor files and server space utilization by users
- Disable or remove a user account on the network
- Access stored materials

I understand that violations of the Rules and Code of Ethics will be dealt with seriously.

Violators risk:

- Losing computer privileges on a temporary or permanent basis; and/or
- Disciplinary action; and/or
- Academic sanctions; and/or
- Prosecution for violation of local, state, and federal laws

I have read the Canton Area School District Rules and Code of Ethics for network and Internet users located in the handbook as well as the Acceptable Use of Technology policy and agree by their terms. I further understand that violation of the regulations may lead to my access privileges being revoked, school disciplinary action, academic sanctions, and/or appropriate legal action.

Student's name (please print) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Section 2: To be signed by parents/guardians**

We, parents, or guardians of (please print the student's name) \_\_\_\_\_

Have read and discussed with the student the above Rules and Code of Ethics for Canton Area School District computer users. We recognize that it is impossible for the School District to restrict access to all controversial materials, and we will not hold the district, its employee, or the Internet provider responsible for materials acquired on the network.

We hereby give permission for the student to have user access to the Internet and the network at his/her school. We realize that under law we may be held financially responsible for the willful, malicious, or unlawful damage of property by our child.

Parent/Guardian Name (please print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

To view the entire Acceptable Use of Internet, Computers and Network Resources Board Policy please visit the Canton Area Website **Policy Number 815**.



## Media Consent Form and Permission to Publish

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Throughout the school year, we have opportunities to share accomplishments and activities of our students here at Canton Elementary School. To do this, we may take photographs, recordings, and other visual documentation of students. The school and our teachers may share these images or recordings in our school building and we may also share these media images and recordings on our social media sites, with local newspapers, TV stations and other print or digital media.

Please indicate below by checking below, whether you consent for these media images to be gathered and published.

\_\_\_\_ I give consent for print and digital media of my child to be published as indicated above.

\_\_\_\_ I do not give my consent.

\_\_\_\_\_  
Signature of parent or legal guardian

\_\_\_\_\_  
Printed name of parent or legal guardian

\_\_\_\_\_  
Date

## Student Handbook Policies & Procedures

I have read the Canton Elementary Family/Student Handbook. I will cooperate with the school to assure that the policies and procedures in this handbook are followed by my child.

I am the parent/guardian of: \_\_\_\_\_ in grade \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature)

### • BEGINNING OF THE YEAR CHECKLIST

Parents, please use the following checklist to help you keep track of important information that will be coming home. Check off those items you've received and those you've returned. All items should be received during the first few weeks of school. If you do not receive any of those listed, please contact the school.

#### \*The following should be signed and returned.

##### Received

\_\_\_\_ Student Emergency Card (5X8 card)  
\_\_\_\_ Rules & Codes of Ethics  
\_\_\_\_ Photo Use Newspaper/Web  
\_\_\_\_ Handbook Policies & Procedures  
\_\_\_\_ School-Family-Student Compact  
\_\_\_\_ Media Consent Form

##### Returned

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# CAES FACULTY HANDBOOK



## 2023-2024

Revised 7/3/2023

## PREFACE

This Handbook is presented for the purpose of acquainting the employees of Canton Area School District with the policies and regulations which have been established to date. This Handbook is meant to serve as a guide and source of information but not as final authority.

It is necessary for all teachers and staff in the Canton Area Schools to familiarize themselves with the contents of this Handbook. Adherence to these policies and regulations will contribute greatly to the organization, smooth operation, and effectiveness of our schools

## I. TEACHER RESPONSIBILITIES

### Teacher Absence and Substitute Teachers

1. Substitute teachers will be secured by the Principal's Office from a list of approved substitutes when substitutes are available.

**2. Teachers should portal their request and e-mail Mr. Wells and Mrs. Ward of his or her intended absences. In the case of sickness, call Mr. Wells before 6:30 AM @ (570) 485-7223.**

3. The substitute teacher shall carry on the work outlined by the regular teacher in his or her plans. The substitute shall assume all the duties of the regular teacher including duties as assigned by the elementary school office. Substitutes will be expected to implement the PBIS system that has been implemented and continue to reward expected student behavior.

4. For the convenience of the substitute and smooth transition for the student, the classroom teacher should leave, in addition to plans, a seating arrangement and names of one or two pupils who would be helpful to the substitute. A list of unusual events that might happen would be helpful.

5. Substitute teacher folders will be created. Teachers are expected to make sure that DETAILED lesson plans are left for substitutes (include PBIS info.). In the event that there is an emergency, substitutes will use emergency plans that are in the folder. (\*\*Planning should at least be reviewing/previewing of material; videos that are not connected to unit are not acceptable lesson alternatives.)

6. Teachers should discuss expectations and appropriate behavior with students to prepare them for the substitute. Substitutes will complete the school's substitute report and leave it for the teacher so that the teacher knows what was covered the previous day, what problems were encountered, etc. Do not leave your computer password for the substitute. They can get a guest password.

### Lesson Plans

Each teacher will be responsible to have a copy of their daily lesson plans available upon request. Teams will continue to add lesson components and updated information to the online KUD as it is developed. All curriculum planning is to follow the Common Core Standards. Plans need to be modified to reflect these standards as they are reviewed through team planning. Upgraded unit learning maps, student maps, KUDs, and lesson plans need to be placed on the share drive or on the district website

**\*Detailed substitute lesson plans must be provided if you are not going to be in and will need a substitute. Have detailed emergency plans ready in case of an emergency situation.**

### Length of Teacher's Day and Leaving the Building

Teachers are expected to remain in the building during school hours (7:55 AM-3:30 PM) except for emergencies. Requests to leave the building must be directed to the Principal. There will be a sign out sheet posted in the elementary school office. Anyone leaving the building during the regular day must sign out.

### Schedule

7:55	Students entering building
8:18	Student cut-off for tardy
8:20	Instructional period begins
8:23	School announcements
8:30	Attendance reports due
10:55 – 1:10	Lunch periods
3:13	Walkers dismissed through gym Lobby
3:17	Students board buses
3:30	Teacher dismissal

**\*Please refer to detailed schedules posted in CSIU SIS.**

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### Bus Duty Schedule

#### **\*\*Notify Mrs. Peterson**

<i>Grade</i>	<i>1<sup>st</sup> 9 Weeks</i>	<i>2<sup>nd</sup> 9 weeks</i>	<i>3<sup>rd</sup> 9 Weeks</i>	<i>4<sup>th</sup> 9 Weeks</i>
K	WILE	KITCHEN	ROUPP	MITSTIFER
1	K.WEED	COLTON	W. ROUTE	K. WEED
2	FITCH	VANNOY	PALMER	K. FOUST
3	WILLIAMS	BEERS	HOLLETT	WILLIAMS
4	J. FOUST	STIMSON	PETERSON	CASTLE
5	BOYCE	MARTIN	AYRES	BOYCE
6	C. ROUTE	STEEVER	STEEVER	C. ROUTE

### Duties & Coverage

ALL teachers will be expected to be at their assigned duties from 7:55 AM -8:18 AM to assist and greet students while maintaining a safe school environment. Classroom teachers will be present in classrooms as students arrive.

### WIN and Book Study Meetings

WIN, Planning, and Book Study meetings will occur on regular school days. Meeting groups will be listed on the morning announcements. Specials teachers will cover for WIN meetings. WIN meetings are intended for collaborative planning as a support for all students and may include regrouping for WIN times. Planning discussions are intended to provide needed interventions to groups of students based on teacher data. The purpose may include needed remediation, previewing, assessment, and/or acceleration as determined by student needs. WIN periods are to be used for academic purposes.

### Book Study Coverage

Mrs. Palmer- Mrs. Pequignot  
Mrs. Weed- Mrs. Pekelnicky  
Mrs. Beers-Mrs. Chamberlain  
Mrs. Roupp- Mrs. Mariano

Mr. DeLozier-No Coverage Needed  
Ms. Dewey- No Coverage Needed

**Building planning and instructional expectations**; all teachers are expected to develop their instruction to incorporate the strategies of the Learning Focused Model. Lesson plans are to follow the format of the Acquisition Lesson Plan for the introduction of new material and should include information for each component of the plan. Regular administrative walk-throughs will occur to collect evidence of teacher's use of these instructional strategies. Feedback and follow-up meetings will occur to promote the use of these strategies in all classrooms. Non-core teachers are expected to support core teachers by reinforcing key vocabulary, shared reading and comprehension strategies, as well as mathematics strategies in their instruction. In the teaching of reading, teachers are to continue to build their instruction delivery using a balanced literacy approach, incorporating shared, guided, and independent components to their lessons. Vocabulary, grammar, and writing strategies need to be embedded and reinforced across all curriculum areas. The use of Collins Writing assessments is expected in all classrooms as initiated through training.

### **Teacher Evaluation**

The district will continue with the Pennsylvania formal evaluation process using the *Danielson Framework for Teaching 2007* or later supervision tool. All faculty members will participate in a three-year rotation to participate in the formal observation model. About one third of the building faculty will participate in formal observations, while the remaining teachers will choose a differentiated supervision plan. Each subsequent year will involve the next phase of the rotation creating a three-year cycle for the formal observation model.

\*Please see the District policy on the Differentiated Supervision Plan for additional details. Non-tenured teachers may not opt for the differentiated plan. Any teacher may be placed in the formal observation model at any time as determined by the principal. Walk-through data will be examined throughout the year regardless of the supervision model selected and feedback will be provided in a timely manner. Act 13 Goals and Differentiated Supervision Plans are to be submitted by Friday, October 13.

### **Faculty Meetings**

Faculty meetings occur on a monthly basis; most are scheduled on the third Wednesday of each month. Meetings start promptly at 3:25 PM and will last no later than 4:00. While attendance to meetings is not mandatory, it is a professional responsibility and participation/attendance will be reflected in domain four of the teacher evaluation tool.

The Principal's Advisory Committee will meet on Mondays preceding scheduled faculty meetings (Wednesdays) in most cases.

### **Attendance Officer**

In an effort to raise attendance rates and alleviate traffic and pressure in the office, Mrs. Shanley will serve as the attendance officer for the building. Responsibilities of the attendance officer will be the following:

1. Receive student excuses for absent day(s).
2. Indicate illegal absences.
3. Assist with tracking tardies and unexcused absences.

**\*\*Homeroom Teachers are the most important piece of attendance monitoring. It is imperative that homeroom teachers submit ACCURATE attendance on CSIU by 8:30 AM every morning.**

### **Marking Period Dates**

<b>Marking Period Begins</b>	<b>Progress Report Grades Due by 3:30</b>	<b>Progress Reports Go Home</b>	<b>Marking Period Ends</b>	<b>Report Cards Go Home</b>
Thursday, August 24	Tuesday, September 26	Thursday, September 28	Friday, October 27	P/T Conferences
Monday, October 30	Tuesday, December 5	Thursday, December 7	Tuesday, January 16	Tuesday, January 23
Wednesday, January 17	Thursday, February 15	Tuesday, February 20	Wednesday, March 20	Wednesday, March 27
Thursday, March 21	Tuesday, April 30	Thursday, May 2	Friday, May 24	Friday, May 31

**\*\* There will not be final grades for PBIS behavior expectations, only marking period grades.**

**\*\*This schedule may change due to snow days and when snow days are made up.**

**\*\*\*Grades must be completed by 3:30 for each marking period on the following dates 10/31, 1/18, 3/22, 5/28**

### Grades/Data Entry

**\*\*Due to parental access to the portal, teachers need to maintain grade entry in the SIS grade book to keep parents informed on student progress. Grades need to be entered in the gradebook in a timely manner (Bi-Weekly). You need to have a substantial number of grades for each marking period and keep them entered and up to date so parents can track their child's progress.**

### Progress Reports

It is imperative that communication exists between the staff and the parents/guardians of our students regarding the academic progress of our students. Parents of students who are not successful must be informed of these concerns. Contacts with parents should be documented. Students who are not demonstrating grade level milestones/progress need to be referred to appropriate supports. [Title I, Tier II, PBIS Team, Child Study Team, etc.]

### Student Retention

It is going to be a goal as we move forward that we have as little retention as possible as we do our best to "leave no child behind." It will be the responsibility of every teacher to do their part in preventing student failures of classes. We have to remember that retentions impact all of us through our SPP score and how we are viewed as a school. If a student will be in jeopardy of failing courses, and retention may be considered, the following requirements will be in place by the end of the third marking period:

1. The teacher will provide documentation on what interventions have been provided and the data associated with the success or lack of success that these interventions had on the student.
2. The student will have been referred to the Child Study Team before the end of the 3<sup>rd</sup> marking period.
3. The teacher must have a conference with the parent(s)/guardian(s) and verify that the parent(s)/guardian(s) has been involved in the discussion of student progress.
4. The teacher must provide a plan on what will be done differently in the repeated grade level (will be a new teacher).
5. The teacher must notify the guidance office and the principal about the potential retention by the end of the third marking period.

### Guidance Services

The Guidance Department is provided for the benefits of all students. If students have an academic or personal issue, they may request assistance from the School Counselor. If a teacher determines that a student needs guidance services/interventions they should contact Mrs. West. Parents are encouraged to telephone the Guidance Department if they have any concerns regarding their child's progress in school.

### Special Events/Field Trips

It is the teacher's responsibility to oversee dismissal of students from special events or field trips. Parents must be verified and sign students out when they are released to a parent or appointed guardian.

For all field trips, teachers must submit a copy of students attending the field trip that includes parent name and contact information to the office before leaving. A copy of this must also be present on the field trip (& bus) so that contact information is available for emergency personnel.

### Laptop Carts/Computer Lab

Chrome Book and I-pad carts are assigned to each grade level. Teams are responsible for determining a system for sharing them, securing, overseeing maintenance of and accounting for them. Teachers should create a sign out system to account for students using them. Technology problems **MUST** be reported to the technology department in order to maintain their functionality. This **MUST** be completed through the Ticket system.

### **After School Detention**

After school detention can be assigned by teachers to assist with academic work (with that teacher). After school detention as a result of consequences for misbehavior, will only be assigned by the principal. Detention will occur on Thursdays from 3:20-4:20. Teachers are responsible for contacting parents of children they assign to detention to ensure transportation is provided and forwarding documentation to the office. The principal will contact parents and ensure that transportation is provided for students that receive after school detention for misbehavior. Coverage for detentions is provided by teachers. The location for each detention is determined by those covering.

### **Cash/Valuables**

All cash collected by a teacher is to be locked in the school office. Money left in other locations is not covered if lost or stolen, and is the sole responsibility of whoever collected it.

## **II. EMERGENCIES /SCHOOL SAFETY**

### **Classification and Management of Emergencies**

1. First aid in the school is proper and prompt emergency care limited to FIRST AID TREATMENT only.
2. The teacher or athletic coach may render minor first aid only if the health room assistant is not available. HE OR SHE SHOULD NOT DIAGNOSE AND SHOULD NEVER ADMINISTER MEDICATION OF ANY SORT.
3. Transportation is a family responsibility. When not possible, the principal or nurse assumes the responsibility.
4. If it is necessary to accompany a pupil home, he or she must be accompanied by a responsible adult, and there must be a member of the family at home to care for him/her.

### **Emergency Procedures**

Safety folders will be next to each classroom door, and the information in them should be shared with students on a consistent and regular basis. Plans should be understood and followed by all students and staff when necessary. Announcements will be made throughout any emergency to explain what plan to follow, what is happening, and what will be taking place. Communication is the key to any emergency situation.

### **Fire Procedures**

1. The signal for a fire is the ringing of the loud bells in the halls.
2. Students are to move quickly in double lines through the halls and in single file.
3. Students seated next to the windows are to close all windows.
4. The teacher will be the last to leave the room and is responsible for turning off the lights and closing the door.
5. The teacher is to take his/her roll book outside and take attendance.
6. Students are not to enter the building until the return signal is given.

### **Please note the following procedure for reporting students:**

1. All teachers must take gradebooks with class rosters out with them. Teachers will also need to take the laminated Red/Green card.
2. The following teachers need to take a radio out with them. You must have the radio on the MAINTENANCE channel.
  - K - Cynthia Mitstifer to Grassy Area by Environmental Shed
  - 1- Kelsey Weed to Primary Parking Lot
  - 4- Yonna Castle to Primary Playground
  - 5-6 Katie Steever to Intermediate Playground
3. If you have all of your students hold up the GREEN card.

4. If you are missing a student hold up the RED card.
  - a. We will use the radios to see if the missing student is with another teacher. Report to the teacher with a radio who you are missing and where you think they might be.
5. We will not reenter the building until all students are accounted for.

#### **If you are in the cafeteria:**

The grade level sitting closest to the windows will exit the double glass doors and head to the grassy area by the environmental shed. The grade level sitting closer to the entry will exit the wooden double doors, turn right and walk past the music room out the theaterette doors and head towards the grassy area by the environmental shed. Students can then line up by homeroom for roll call.

- There are rosters and safety plans to the left of the wooden double doors inside the cafeteria.
- Instruct students to leave everything exactly where they are (on tables or in line) and follow teacher's direction.
- Teachers can dismiss the tables by row to exit.

#### **If you are on the playground:**

Blow the whistle and have students line up. If you are close to where you usually go for a fire drill walk away from the building to your normal spot. If you are not (for example 3<sup>rd</sup> grade) walk to an open grassy area away from the building.

- You should place grade level rosters in your recess caddy.

### **Emergency Procedures Overview**

**Classroom Emergency** – Call the office EXT. 223 (Bri) or EXT. 250 (Siarra) describe the emergency and assistance needed. Identify the location where assistance is needed.

**Building Evacuation** – Initiated by fire alarm bells and strobe lights – exit building according to Fire Drill Procedure exit plan – remain 50+ feet from building until all clear announcement is made. If evacuation is to be followed by relocation, be prepared to proceed to relocation destination when directed.

**Suspicious Persons of Activity** – Politely challenge persons and ask if you can help them. Advise them that they must report to the office to obtain a visitor's pass. Contact the office and make them aware. Report any suspicious behavior to the office immediately.

**Threats** – Take all threats seriously! Report them immediately to the office. Be prepared to report detailed accounts of what occurred. Directions will be provided regarding evacuation/relocation. In the event of a bomb scare, **DO NOT USE RADIOS OR CELL PHONES UNTILL THE ALL CLEAR IS GIVEN**

**Severe Weather** – Initiated by signal on the PA system followed by specific instructions detailing the action needed. Move classes immediately to the identified sheltered areas according to the weather drill plan. Have students kneel facing interior walls and covering the back of their heads. Remain there until the all clear signal is given.



### **Severe Weather Emergency**

**Always place children against the inner-most walls.**

**Have children kneel facing interior walls, heads down with arms covering head.**

**\*\*\*FORM DOUBLE OR TRIPLE ROWS IF NECESSARY \*\*\***

Any outside rooms go to inside rooms

Mrs. Steever move to B132  
Mrs. Black move to B129  
Mr. Martin move to B126  
Miss Fitzwater/Mrs. Route to C121  
Mr. DeLozier to C104  
Friendship House Room move to B119 or Hallway if locked  
Library move to library office  
Ms. Alberts stay in own room  
Gym class moves to girl's locker room  
Head Start and D126 move to girl's locker room  
Mrs. Castle move to B111  
Mrs. Peterson move to B108  
Mr. Weed move to B105  
Mr. Hollett move to B102  
Mrs. Palmer to C106

Mr. VanNoy/ Mrs. Colton/Mrs. Spencer to hallway outside C110-C111  
Ms. Dewey to C106  
Ms. Foust to hallway outside C107-C106  
Mrs. Taylor stay in own room  
Mrs. Mariano move to hallway near Art room  
Band- stay in room  
New Art- to hallway outside art room  
Mrs. Roupp/Mrs. Mitstifer - sit against walls in K Big Room  
Mr. Kitchen - stay in own room  
Kitchen Staff to hallway from Kitchen to Kindergarten  
Cafeteria to hallway areas to either side of Theaterette  
Theaterette – move to hallway near art room  
Main Office to Nurse's Office  
LS Office to Nurse's Office  
Nurse's Office –Stay in Office

**\*\*\* CLOSE ALL INTERIOR DOORS WHEN POSSIBLE - \*\*\*TURN LIGHTS OFF**

**\*\*\* HAVE STUDENT ROSTER WITH YOU**

**\*\*KEEP STUDENTS AWAY FROM CABINETS HUNG FROM WALLS\*\***

### **CASD LOCKDOWN POLICY**

**Just as we practice Fire Drills and Severe Weather Drills,  
Canton Area School District will conduct two Lock Down Drill a year.**

#### **What this IS:**

- An opportunity for students and teachers to practice installing and removing the Night Lock Device and / or fire hose under a simulated stressful situation.
- An opportunity for students and teachers to identify safe zones within their classroom based on the line of sight that an active shooter would have (red tape on the floors).
- An opportunity to increase situational awareness and response techniques as it applies to active shooter situations.

#### **What this IS NOT:**

- Not an opportunity to flip desks, computer carts, break glass. We are practicing protocol for an active shooter situation so that the response becomes instinctual.
- Not an opportunity to evacuate. Keep in mind that Evacuation is the most preferred response in an actual active shooter situation.

#### **When you hear one of the lockdown announcements, follow these directions:**

- Advise your students that an emergency exists and keep them calm / as quiet as possible.
- Locking mechanisms SHOULD already be engaged based on our protocol. Immediately close classroom door(s) and turn off lights and computer monitors. Be sure to engage the Night Lock device / fire hose.
- Keep all students sitting silently on the floor, out of common view, away from doorways and windows. Use the red tape on the floors to quickly identify safe zones within your current classroom.

- Take roll, absolutely no talking, and prepare a list of students missing from the room or extra students in the room. Project a calm attitude to maintain student behavior. All staff members should locate and hold on to their roll book prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary.
- Physical education classes being held in the gym should move into a locker room, lock all doors, and find a safe area.
- Any students in the cafeterias should move to the nearest classrooms or shelter in place in a safe area.
- Anyone in the hallway should move to the closest classroom immediately.
- Nurses/cafeteria workers/support staff should stay in the area they are in, secure the doors, and turn out the lights.
- If teachers and students are in the bathrooms, they should move to a stall, lock it and stand on the toilet.
- Students and staff in the library should remain in the library. Librarians should lock the doors, turn out the lights, and locate a safe area.
- If students and teachers are outside the school building, they should stop, drop, and remain still.
- If there is a phone in the room, do not use it to call out. Lines must be kept open unless there is an emergency situation in the classroom.
- Ignore any fire alarm activation; the school will not be evacuated using this method.
- Remain in the room until designated personnel or public safety officials declare the building safe from any threat. Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown, even in the event of a fire alarm. For further directives, law enforcement officers and administrators will have keys to open the doors or announcements will be made over the intercom.
- An administrator will signal all personnel if the lockdown has been lifted. ALL CLEAR will be repeated 3 times.

**Remember –**

**720\* gives all phones the capability of broadcasting over the intercom at the High School.**

**71#0 gives all phones the capability of broadcasting over the intercom at the Elementary School.**

### **III. INFORMATIONAL**

#### **Medication**

The Canton School Policy for administration of medication during school hour states that a written request from a parent/legal guardian or a physician is necessary to administer medication in school. This written request should include:

1. Name of student
2. Name of medication
3. Dosage of the medication
4. Time the medication is to be administered
5. Any special circumstances under which the medication shall be administered
6. Parent/Legal Guardian signature

The medicine must be in a container marked with the student's name, name of medicine, dose and time to be administered. "Medicine" includes prescription and over-the-counter drugs such as cough or cold medications and cough drops. Medicine must be brought to the nurse's office upon arrival at school in the morning. It can be returned at the end of the day or at the end of the week.

### **Dress Code**

It is the policy of the school to encourage students to be neat and clean in both dress and personal appearance. Wearing apparel must not hinder a student from doing his/her work nor may the apparel cause a safety hazard, class distraction, or offend the acceptable standards that can be reasonably expected by the community. Everyone entering the building during school hours will be expected to follow the dress code.

1. Sleeveless shirts, spaghetti straps, and shirts that reveal the midriff or stomach will not be permitted.
2. Shoes are to be worn at all times due to health a safety reasons. Flip flops are not permitted because they are a safety hazard on the playground.
3. Any clothing that is worn in a way that reveals undergarments are not permitted.
4. Chains (wallet chains, chains worn around the neck, wrist, ankle, etc.) of any significance are not permitted at school.
5. Shorts may be worn year-round at the discretion of the parent and the student. All shorts, skirts, dresses, etc. need to be mid-thigh length. Any clothing shorter than this is not permitted.
6. Outdoor clothing is not permitted in school. This includes but is not limited to, hats, coats, gloves, mittens, sunglasses, and hoods.
7. All apparel worn at school will be free of vulgar, obscene, profane, or suggestive letting/wording. Any apparel which advertises or promotes drugs, smoking, vaping, or alcohol is not permitted at school.

### **Use of Buildings**

Permission by the Principal to use the buildings after school hours is necessary for all school groups. Outside groups wishing to use the school facilities must make the request on a form located in the district website. Permission is given after review by the administration. Form name: Building Use Form- Employee.

### **Lost and Found**

All articles that are found should be sent to the main lobby. Periodic announcements will list the valuable articles that have been found.

### **Copying**

Photocopying is to be submitted in the office basket. Please provide specific direction with master. Please plan ahead to allow secretaries reasonable notice for copying requests. (At least 2 days (48 hours) ahead of when you need the item(s))

### **School Publicity**

School publicity is a very important part of school public relations. We need complete cooperation between our town paper and other papers which come into our town. Therefore, the administration deems it necessary that all news articles be cleared through the principal's office before an article is released.

We want teachers to consult the administration if they have any concerns about school publicity. All departments will be given all the publicity they request if brought to the principal's attention.

Teachers are encouraged to write about the activities of their classes and any co-curricular activity they sponsor. Teachers are also urged to use the Towanda Daily Review, Canton Independent-Sentinel, and District web pages (contact Deanna Watkins). Electronic submission is the easiest and fastest way to transmit articles. After approval of your article you may submit to the following emails for each media outlet.

	Telephone	Email	Contact
Canton Independent-Sentinel	(570) 673-5151	<a href="mailto:editor@myweeklysentinel.com">editor@myweeklysentinel.com</a>	Joe Carreon
Towanda Daily Review	(570) 265-1632	<a href="mailto:podell@thedailyreview.com">podell@thedailyreview.com</a>	Phillip O'Dell

### **Before and After School Regulations**

Students may enter the school at 7:55 am. Students will be permitted to go to the hallways, breakfast, and homerooms at 7:55 AM. **They should only be in their grade level hallway.**

Students are dismissed at 3:13PM (walkers) 3:17 PM (bus).

Students may not be in rooms unsupervised, nor are they allowed in the faculty rooms. This includes high school students.

### **Assembly Procedures**

Students will be called to either the Gymnasium or Theaterette for most assemblies throughout the year. Students will be called to the gymnasium by grade levels. All teachers are expected to attend assemblies and help monitor student behavior.

### **Visitors**

All visitors must first sign-in at the main office and receive their visitor pass. Upon leaving, visitors must sign out and return the visitors pass in the lobby. Young children (non-students) are not permitted in the classroom during the school day. Recording of sign-in and sign-out times is required. If you see a person in the building that you do not recognize, ask him or her for their visitors pass. Visitors must be escorted within the building if they are not an approved volunteer.

### **Use of Cell Phones**

**Cell phones should not be used in the presence of students, unless there is an emergency. We expect our students to not use their cell phones during the school day, and that expectation is the same for the staff.**

### **Dangerous Situation with A Student(s)**

If you have a situation arise with a student who may become a danger to himself/herself or others, please call the office immediately to get assistance (**Stiarra 250 or Bri 223**). If this happens in the classroom, and students are in danger, please clear your room of the other students and send them to a classroom next to your classroom. If this happens on the playground or while outside, please radio the office immediately for assistance. If this happens in the cafeteria or gymnasium, please clear students away from the situation in the best manner that you can. We have 14 n staff members who are trained in QBS (Quality Behavioral Solutions) and can assist in these situations with de-escalation techniques and student holds as a last resort. Please let the office know that you are in one of these situations when you are contacting the office. The office staff will then contact one or more of the following trained individuals to assist you.

**Mike Wells  
Cori West  
Devon Weed  
Amy Repard  
Dave Loomis  
Darryl Jannone  
Michelle Jennings**

**Joanne O'Hara  
Diane Palmer  
Danielle Henson  
Madison Clark  
Desi Shepard  
Shirley Alberts  
Jordan Adams**

### **Attendance Policy**

All persons residing in the Commonwealth between the ages of 5 and 21 are entitled to a free and full education in the public schools. Parents or legal guardians of all children between the ages of 6 and 18 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused. A student may not be excluded from the public school, or from interscholastic athletics, or co-curricular activities because of being married or pregnant. Students who reach 18 years and are not fulfilling their responsibilities as students may be asked to leave school. Additionally, students 18 years and older, who demonstrate disobedience or misconduct, or irregular attendance will be notified and recommended for school board action. Kindergarten attendance is now mandatory once a student is enrolled.

- **STUDENT ATTENDANCE IMPROVEMENT PLAN**

PDE requires that unlawful absences do not trigger a formal response until the district has exhausted all efforts to work collaboratively with the parent/guardian to address the truancy of the student and until the student has three unlawful absences over the course of the school year. Schools are a critical part of a child's support system and have a significant opportunity to assist children and families.

Therefore, Canton Elementary School will be abiding by the following PDE BEC, 24P.S. 13-1327 Compulsory Attendance and Student Attendance Improvement Planning.

- (1) **First Unlawful Absence**

Parent/guardian receives a notice of unlawful absence from the school district. The legal penalties established by law for violation of compulsory attendance requirements should be attached to the notice. In addition to stating the legal punishments, the name and telephone number of a school contact person shall be included. Parents are then able to contact a specific person to request assistance in resolving the child's truant behavior.

- (2) **Second Unlawful Absence**

Parent/Guardian receives a second notice of unlawful absence from the school district. Once again, the legal penalties established by law for violation of compulsory attendance requirements and the name and telephone number of a school contact person shall be included. Additionally, another offer of assistance should be made to the parent.

- (3) **Third Unlawful Absence**

Parent/Guardian receives a notice of unlawful absence by mail providing "official notice of child's third illegal absence." Attached to this notice will be penalties for violation of compulsory attendance requirements as they pertain to both the student and the parent/guardian, including information that three days after giving such notice, the parent/guardian who again violates the compulsory attendance requirements shall be liable without further notice.

School districts shall coordinate a school/family conference to discuss the cause of the child's truancy and develop a mutually agreed upon Student Attendance Improvement Plan (SAIP) to resolve truant behavior. Issues to be reviewed at the school/family conference include the appropriateness of the child's education environment, current academic difficulties, physical or behavioral health issues, and family/environmental concerns. At the end of the conference all parties should sign a comprehensive SAIP that is agreed to by the school representative, the child, and the parents and/or family. The plan could include accessing academic and social/health supports from the school and community organizations, an outline of family/parent and student responsibilities, and levels of performance monitoring that include rewards and consequences.

- (4) **Subsequent Unlawful Absence**

After agreeing to a SAIP, or if there is not agreement on a Student Attendance Improvement Plan and 3 days have passed since the parent/guardian received the official notice of the child's third illegal absence, if a child is unlawfully absent, at any point within the school year, an official notice of unlawful absence will be sent home. The purpose of this correspondence is to inform the child's parent/guardian that the child has violated the SAIP or, if there is no SAIP, to inform the child's parent/guardian that the child has again violated the compulsory attendance requirements, and advise the parent/guardian that a citation will immediately be sent to the magisterial district judge. To ensure the parent/guardian receives the notice, it is recommended that such a notice to be sent by mail. After this step, the school is not obligated to inform parents in writing of absence but it is recommended that the school continue to call the parent/guardian to inform them of additional truant behavior. Schools should refer all future incidents of truancy directly to the magisterial district judge having jurisdiction in the region.

- (5) **Referral to County Children and Youth Agency**

- (a) **Children Under 13 Years of Age**

Any child who has not attained the age of 13 who fails to comply with the compulsory attendance requirements and is habitually truant, shall be responsible for the child's truant behavior, or possible adjudications as a "dependent" child under the Juvenile Act. The referral to the county children and youth agency may be in addition to proceeding against the parent/guardian by sending the citation to the appropriate magisterial district judge, or a school may decide to refer a family to the local children and youth agency instead of sending a citation to the appropriate magisterial district judge. If the parent/guardian provides written consent, a copy of the SAIP should be forwarded to the county children and youth agency

- (b) **Children 13 Years of Age and Older**

Any child who has attained the age of 13 who fails to comply with the compulsory attendance requirements and is habitually truant may, in lieu of being prosecuted, be referred by the school district to the local county children and

youth agency for services, which may include addressing family issues that may be responsible for the child's truant behavior or possible adjudication as a dependent child under the Juvenile Act.

(c) **Habitually Truant**

The School Code defines habitually truant as absence for more than three (3) school days or their equivalent following the first notice of truancy given after a child's third unlawful absence.

**Continued Truancy**

If a child of any age continues to be truant after the above actions have been taken, then school districts are encouraged to file citations with the local magisterial district judge citing the child's continued truancy on a weekly basis. It is imperative that the local magisterial district judge be kept informed if truant behavior continues after a plan is in place.

- **EXCUSED AND UNEXCUSED ABSENCES**

1. For an excused absence a student:

a. is required to submit a parental excuse to the attendance officer within 3 school days of the students return to school. Failure to submit proper documentation within this timeline will result in an unexcused/illegal absence. The excuse must state: (1) date(s) of absence, (2) reason for absence, (3) signature of parent or legal guardian;

NOTE: Parent/legal guardian excuses are honored up to ten (one excuse for each day absent: example, miss 3 consecutive days on same note = 3 parental notes); or

b. is required to submit a legal (medical or other legal excuse as defined by Public School Attendance Law) excuse to the Attendance Officer within 3 school days of the student's return to school. Failure to submit proper documentation within this timeline can result in an unexcused/illegal absence.; or

c. is excused by the school nurse who recommends that the student remain home due to illness.

2. An absence can be marked unexcused if:

a. a student does not return appropriate documentation to the Attendance Officer within 3 school days of the student's return to school. Failure to submit proper documentation within this timeline will result in an unexcused/illegal absence. or

b. the number of parental/legal guardian excuses of record exceeds 10 and a medical or other legal excuse as defined by Public School Attendance Law is not submitted to the Attendance Officer.

- **UNEXCUSED AND ILLEGAL ABSENCES**

1. An excuse is unacceptable according to the Public School Attendance Laws making the absence unexcused and/or illegal by:

Missing the school bus and not attending school; not supplying appropriate documentation; other examples of unexcused absences and/or illegal absences are haircuts, garage appointments, banking and shopping. These examples are not all inclusive.

2. After three unexcused/illegal absences, parents/legal guardians will be sent a warning letter describing their child's attendance status. Further illegal absences will necessitate legal action as stated in the Public School Code, Section 1333. Fines and court costs vary as to the number of illegal absences and repetition of legal action.

Typically, the local magistrate and CYS (Children and Youth Services of PA Human Services) are notified.

The following is a chart indicating how arrival and departure times at school will be handled as it pertains to school attendance.

Arrival Before 11:40 am	Tardy
Arrival After 11:40 am	½ Day Absent
Depart Before 11:40 am	Full Day Absent
Depart After 11:40 am and Before 1:00 pm	½ Day Absent
Depart After 1:00 pm	Mid-Day

# Canton High School



## Faculty Handbook

**2023-2024**

**Every student, every day, "The Warrior  
Way!"**

PREFACE

This Handbook is presented for the purpose of acquainting the employees of Canton Area School District with the Policies and regulations which have been established to date. This Handbook is meant to serve as a guide and source of information but not as final authority. It is necessary for new teachers in the Canton Area Schools to familiarize themselves with the contents of this Handbook. Adherence to these policies and regulations will contribute greatly to the organization, smooth operation, and effectiveness of our schools.

### **NEW TEACHER CHECKLIST**

Before starting work, a new teacher must submit the following paperwork to the Administrative Office:

- Contract – 2 copies
- Personal Information Record
- W-4f
- I-9 (need to see your driver's license and social security card with this form)
- Physical
- Student Confidentiality
- Loyalty Oath (can be notarized in the Administrative Office)
- Direct Deposit

The following insurance paperwork must be completed and returned. Please see Shelly Gowin in the Business Office to assist you with this paperwork:

- Highmark BlueCross/BlueShield HDHP or QHDHP
- Delta Dental
- PSEA Vision Program
- North American Benefits Company Life Insurance

Please see Shelly Gowin about retirement, Tax Sheltered Annuities, Cancer Insurance, and Credit Union information, if interested.

### **STAFF HOURS**

Teachers are expected to remain in the building during school hours (7:55 AM-3:30 PM) except for emergencies (**CHS teachers hours are 7:30am-3:05pm**). Requests to leave the building must be directed to the Principal's office via email or phone call.

### **FACULTY/DEPARTMENTS**

#### **English Department (100)**

Stacey Segur  
Angela Kelly  
Carolann Ward-Spencer  
Mariah Smith  
Kalyn Essick

#### **Mathematics Department (300)**

Pam Larcom  
Miller Moyer

#### **Social Studies Department (200)**

Kelsey Herman  
Brandy McRoberts  
Dave Reynard  
Lisa Cole

#### **Science Department (400)**

Thomas Hojnowski  
Chelsie Swartz



Tessa Stone  
Jennifer Seeley  
Lucas Bailey

John Bowman  
Donald Cron  
Casey Aylesworth

**Business Department (500)**

Brandy McRoberts  
Tyler Secrhist  
Nicole Coxhead

**Education Department (800)**

Timothy Ward  
Ben Rubert

**Fine and Practical Arts Department (700)**

Ginnette Moskowitz  
Greg Bellows  
Tammy MacWhinnie  
Maureen Martz  
Ashley Pekelnicky  
Randall Frye  
Jeff Cooley

**Special Education**

Sheila Wesneski  
Michelle Harkness  
Sheila Jackson  
Callie Gensel  
Caitlin Barr

**ABSENCE AND STUDENT LEARNING MONITOR**

1. Utilize the employee portal to submit your absence as soon as you are aware that you will need to do so. **All absences must be entered into the employee portal prior to the absence.**
2. When absent, please provide your lesson plans to the Student Learning Monitor prior to the absence.
3. The Student Learning Monitor shall carry on the work outlined by the regular teacher in the plans provided. The substitute shall assume all the duties of the regular teacher including noon duties and study hall(s), or as assigned by the high school office.
4. For the convenience of the Student Learning Monitor and smooth transition for the student, the classroom teacher should leave, in addition to plans, a seating arrangement and names of one or two pupils who would be helpful to the substitute.

**LESSON PLANS**

Each teacher will be responsible to design and document lesson plans for each subject using the LFS model. Lesson plans must be available for review if requested and KUDs will be reviewed by administration on a bi-weekly basis.

**GRADING**

**Main Office/Guidance Office Responsibilities**

- Weekly (Tuesday AM) Robocall/text will be sent to parents of students failing two or more classes from main office

- Text Message: CHS Grade Alert! Your student is failing at least 2 classes this marking period. Contact your student's teacher or login to the parent portal for details.
- Robocall Message: Hi and good afternoon from CHS. This is an important message from Mr. Jacopetti to inform you that your student is currently failing at least two classes for the marking period. Please know that we are concerned about your student's academic success and encourage you to contact your student's teachers for details. You can also view their grades in detail anytime once logged into the parent portal. If you haven't yet created an account for the portal, please visit the district website, click the parent tab and then the Parent Portal link to register for an account. As always, thank you for your support and have a great day here in Warrior Country
- Progress reports will be available for viewing in the parent portal at the halfway point of each marking period as announced by Guidance
- The athletic eligibility list will be run each Monday at 8:00am
- Written Senior "Danger of failing" letter will be mailed to those Seniors on 2/1, 3/1, 4/1 and 5/1.

#### Classroom Teacher Responsibilities

- Assignments completed and submitted ON TIME will be entered into the portal within four school days after the due date.
- Assignments completed and submitted LATE will be entered into the portal within four school days after handed in.
- Email/phone inquiries from Parent/Guardians will be returned within 24-48 hours from the time of the inquiry
- Parents/Guardians will be contacted by the teacher via email/phone/social media regarding grades when an academic concern arises
- (Beginning 22-23 school year) All Math, English, Science and History courses (7-12) are required to provide a midterm and final examination. These can be in the form of a "traditional" exam, project based or another assessment of your choice. All other courses will not conduct a midterm or final examination. Midterm and final examinations will be conducted during the regularly scheduled class period.
- A minimum of one \*Formal Assessment will be conducted every 10 school days.
- A minimum of five \*Formal Assessments will be conducted every 45 school days

\*A formal assessment is defined as tests, quizzes, surveys, essays, project based learning, participation, or anything else that you assign that will be assessed and entered into their final grade.

#### **REPORT CARDS AND PARENT CONFERENCES**

Reporting student progress will be done through teacher/parent/guardian communication and the online student/parent portal located at [www.canton.k12.pa.us](http://www.canton.k12.pa.us). Special reports or conferences may be held at such times as the teacher feels necessary. Parents are encouraged to keep track of a student's papers and contact the teacher if they feel there may be an area of weakness. Report cards will be posted in the student/parent portal each 9 weeks. There are (4) nine-week marking periods called "terms" in a school year.

#### **PROGRESS REPORTS**

Progress in a subject is usually evaluated periodically. Progress Reports will be posted in the Student/Parent portal mid way through each nine week marking period. It is imperative that

communication exists between the staff and the parents of our students regarding the academic progress of our students.

## **FACULTY MEETINGS**

See AM Professional development schedule.

## **DRESS CODE/DRESS SAFETY**

It is the policy of the school to encourage students/staff to be neat and clean in both dress and personal appearance. Apparel must not present a safety hazard, class distraction or offend the acceptable standards that can be reasonably expected by the community.

1. No attire with bare midriff or sleeveless shirts will be permitted
2. Any clothing that is worn in a way that reveals undergarments will not be permitted.
3. Shoes are to be worn at all times for health reasons.
4. Apparel must be free of vulgar, obscene, profane, or suggestive lettering/wording.

Apparel which would advertise or promote the use of drugs/alcohol will be prohibited. Chains (wallet chains, chains worn around the neck, wrist, ankles or any body part, etc.) of any significance are not permitted at school. Other situations involving safety will be addressed individually.

## **DISCIPLINE PROCEDURE**

When necessary to enter a discipline report due to student misbehavior, follow the directions below.

1. Visit [www.pbisapps.org](http://www.pbisapps.org)
2. Click the Login button located the Upper right hand corner of screen
  - Enter your user name (email address)
  - Enter your password (you created)
  - Click the SWIS Suite link in the upper left corner once logged in
3. Click Add Referral
4. Enter the student information into the available fields
  - Be descriptive in the Notes section
  - Leave the Action Taken dropdown blank ( for a Minor)
5. If a major-Click the **Send for Review** button to have it sent to Cron/Jacopetti for Review  
If a minor-Click the **Save As Complete** button to enter it but not send for review

## **LOST AND FOUND**

All articles that are found should be sent to the high school office. We will keep the items for the current school year and then donate clothing to Goodwill.

## **COPYING**

Three copiers are available for teacher use. Teachers will be responsible for making their own copies.

## **BEFORE AND AFTER SCHOOL REGULATIONS**

Students may enter the school at 7:55am. Students are not permitted in the school after dismissal unless supervised by an adult staff member..

## **VISITORS**

All visitors must first sign in at the lobby, and then report to the high school office. Visitors will sign in and wear visitors pass at all times. Upon leaving, visitors must sign out and return the visitors pass. Young children are not permitted in the classroom during the school day. Recording of sign-in and sign-out times is required. If you see a person in the building you do not recognize, please ask them for their visitors pass.

## **GUIDELINES FOR DEALING WITH TRAGEDY**

If a suicide or other tragedy occurs, the Superintendent, Principal, and Guidance Counselor shall meet to plan the release of the information to staff and students.

The following guidelines will be considered:

- A. Determine the most effective way to communicate the tragedy to students and staff.
- B. Secure the services of outside counselors and professionals to assist the staff.
- C. Establish an atmosphere where students can seek and get help, and if possible, a "business as usual" attitude for students not affected.
- D. Make every effort to see and assist every student affected by the tragedy. Close friends especially need intensive help and professional intervention.
- E. Investigate and dispel rumors or supply immediate intervention to prevent further suicides or other tragedies.
- F. Encourage students to seek support if needed.
- G. Support staff and should not talk to the media. The privacy of the family must be respected.
- H. It is important that the support staff stay calm during the crisis.

## **USE OF CELL PHONES**

Cell phones should not be used in the presence of students, unless there is an emergency. .

## **HEALTH AND SAFETY SERVICES, SCHOOL NURSE**

Students are to be sent to the nurse's office should illness develop or accidents arise. Summon help if necessary or send the student to the nurse with assistance. Direct the student to the Principal's Office if the nurse is not available. \*Emergency care is limited to first aid treatment only. The teacher or coach may render minor first aid. Do not diagnose or administer medication. The teacher or coach may administer medication if they have prior authorization from the Nurse. Transportation is the responsibility of the family except in emergency cases. The nurse or other responsible adult may transport as the families designate provided a member of the family is at home to care for him/her

## **CLASSIFICATION AND MANAGEMENT OF EMERGENCIES**

1. First aid in the school is proper and prompt emergency care and should be limited to FIRST AID TREATMENT only.
2. The teacher or athletic coach may render minor first aid only if the nurse is not available. THEY SHOULD NOT DIAGNOSE AND SHOULD NEVER ADMINISTER MEDICATION OF ANY SORT EXCEPT AS PRESCRIBED BY A PHYSICIAN.
3. Transportation is a family responsibility. When not possible, the nurse assumes the responsibility.
4. If it is necessary to accompany a pupil home, he must be accompanied by a responsible adult, and there must be a member of the family at home to care for him/her.

## **CHS FIRE DRILL PROCEDURE**

### **Staff Procedure**

1. All students and staff leave the classroom
2. Turn off lights
3. Get rosters (folder/binder) and close door
4. Move quietly and quickly to the assigned exit door and assembly space noted below
5. Take attendance using your specified class roster
  - a. Display the red surface of the card if you are missing a student(s)
6. Use the specified communicator to locate any missing students
7. When all of your students are accounted for, display the green paper
8. An announcement will be made to return to building

### **Exit Information**

<b>Room Number</b>	<b>Use Exit</b>	<b>Assembly Space</b>	<b>Communicator</b>
100-Special Ed. 102-Nurse Main Office Guidance Office 201-Herman 202-Wesneski 203-Moyer 204-Moskowitz	H11	Assemble by grassy area by Baseball Field/Student Lot	Martin/Watson/May
Gymnasium/AT	Locker Room Doors	Assemble adjacent student parking lot	
113-Richter 114-Jackson 115-Coxhead 116-Sechrist 117-IT 118-Bellows 122-Hojnowski 123-Testing 124-Cron 211-McRoberts	H10-Science Wing (Bellows H 9)	Assemble by Teacher Lot/ Greenhouse	Cron/Jacopetti

212-Cooley 213-Harkness 214-Bowman 215-Aylesworth 216-Swartz			
Library-Tymeson	Library Door		
133-Macwhinnie	Music Door		
Room Number	Use Exit	Assembly Space	Communicator
125-Smith 126-Kelly 128-Reynard 129-Cole 130-Seeley 131-Bailey 132-Frye* Auditorium-Jannone	H4	Assemble in grassy area adjacent to parking area	D. Jannone
105-Rubert 106-WZ 107-Barr 108-Speech 110-OT/PT 111-Martz 112-Essick 205-Spencer 206-Gensel 207-(AD) Rockwell 208-Larcom 209-Stone 210-Segur	H3 *Wheelchairs will exit via Science Wing H-10 or H4 (Auditorium)		
Admin Office	H1		

\*Room 132 (Frye) exits H4 to meet D. Jannone in the grass area and assumes his classes.

\*\*Engel starts and ends timer

\*\*\*Greer clears the interior of the second floor

\*\*\*\*Engel clears the interior of the first floor

### STUDENT RETENTION

It is going to be a goal as we move forward that we have as little retention as possible as we do our best to "leave no child behind." It will be the responsibility of every teacher to do their part in

preventing student failures of classes. If a student will be in jeopardy of failing a course by the end of the third marking period, the following requirements will be in place:

- The teacher will provide documentation on what interventions have been provided.
- The teacher must have a conference with the parent(s) and verify that the parent(s) has been involved in the discussion of student progress.
- The teacher must provide a plan on what will be done differently in the repeated class.
- The teacher must notify the guidance office and the principal about the potential failure by the end of the third marking period.

### **SPECIAL EDUCATION PROGRAMS AND SERVICES**

The Canton Area School District offers several program services to those students identified as eligible and/or mentally gifted. Services occur in a variety of settings within the Elementary School, the Jr-Sr High School, inter-district classes which are age/gender-appropriate, or residential settings. Eligibility guidelines include: Autism/pervasive developmental disorder; Serious emotional disturbance; Neurological impairment; Deafness/hearing impairment; Specific learning disability; Mental retardation; Multihandicap; Other health impairment; Physical disability; Speech/Language impairment; Blindness/visual impairment. Also served are those students who met the criteria to be designated Mentally Gifted. The Screening Process: The Canton Area School District has in place a three-level system to locate and identify children who may be eligible for these support programs. Level 1 Screening involves periodic reviews of each student's files and school records. Level 2 Screening is provided by the school nurse for hearing and vision screenings and by the speech therapy staff for the speech screening. Level 3 Screening involves Teacher/Guidance/Administrative referrals as do referrals for thought-to-be gifted students. Another route by which a student may be identified for possible placement in a Special Education Program (including thought-to-be gifted) is for the parent (or guardian) to request in writing that the school conduct a Multidisciplinary evaluation. To do this, contact Mrs. Amy Repard, Support Services Director, at 673-5196 or write to Canton Area Elementary School, 545 E. Main St, Canton, PA 17724. Required transportation will be provided by the Canton Area School District. Properly certified teachers are assigned as appropriate to those students requiring In-Home-Instruction. Occupational and/or Physical Therapy services are provided to the students requiring these services in the appropriate educational setting. Faculty Responsibilities: In order to provide the best possible program for each student, faculty input and collaboration are extremely important. This includes referring students through the appropriate channels and attending Multidisciplinary and Individual Education Plan meetings. Special Education Law requires that at least one Regular Education teacher attend each student MDE and IEP meetings. In-Service opportunities are presented for all faculty. The Support Staff works with the Regular Staff in using appropriate materials and methods for each student.

### **USE OF BUILDINGS**

Permission by the Principal to use the buildings after school hours is necessary for all school groups. Outside groups wishing to use the school facilities must make the request on a form available on the district website. Permission is given after review by the administration.

### **SECURITY**

1. Notify the chief administrator or Principal in all cases of vandalism, theft, building damage and illegal entry, immediately.
2. Telephone the police when either the principal or the chief administrator cannot be reached.
3. Question strangers and refer them to the office.

### **ASSEMBLY PROCEDURES/SEATING**

Students will be called to either the Gymnasium or Auditorium for most assemblies throughout the year. Students will be called to the auditorium or gymnasium by grade levels and will be expected to sit in their assigned areas as designated by the pages in this handbook. **All teachers are expected to attend assemblies and help monitor student behavior. Teachers will be assigned to sit with students in their assigned areas.**

#### **Auditorium Rear**

7th                      11th                      9th

#### **Auditorium Front**

#### **Gym Seating Chart**

10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Divider	9 <sup>th</sup> Grade	8 <sup>th</sup> Grade	7 <sup>th</sup> Grade
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WW 07/14/23  
Bd App 08/10/23

# **Canton Jr.-Sr. High School**



## **STUDENT HANDBOOK 2023-2024**

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## **DISTRICT AND SCHOOL INFORMATION**

### **ABOUT US**

It is the policy of the CANTON AREA SCHOOL DISTRICT not to discriminate on the basis of sex, handicap, race, and national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504 and Title VI. For information about your rights or grievance

procedures, contact Title IX Coordinator or the section 504 Coordinator. Superintendent, at 509 East Main Street, 570-673-3191. This brochure, published by the Canton Junior-Senior High School, is designed to be used as a reference throughout the year. It is our practice to exert every effort to maintain communication between the home and the school. Please do not hesitate to contact us on any matter because knowing each other is critical to the welfare of the students. This handbook and other school publications are updated on a regular basis. Policy(ies), herein written, are subject to change. Prior and adequate notice of changes will be given before enforcement of changes.

### **ALMA MATER**

Canton High, Canton High, You're the fairest school to me. High School, High School, Dearly loved you'll always be. Fairest colors crimson and white, For you we'll fight until we die. Grandest school beneath the sky. My Canton High.

### **BULLYING PLEDGE**

Canton Jr/Sr High School will strive to be bully free! Students will be advised to abide by the following pledge: I will not bully others. I will try to help students who are bullied. I will make it a point to include students who are left out. When I know someone is being bullied, I will tell an adult at school and an adult at home.

### **CANTON AREA BOARD OF EDUCATION**

Judy Sourbeer, President	Tom Resavage	Scott May
Bill Holland, Vice President	Dennis Sourbeer	Eric Anderson
Ryan Allen, Treasurer	Arica Jennings	Gary Black

\*Mr. Mark Jannone, Board of Education Secretary

\*Cassi Blaney, Caldwell & Sheetz, Solicitor

\*Board of Education meetings are held the second Thursday of every month, unless otherwise posted.

### **PHILOSOPHY**

We endeavor to teach basic skills and information in our subject areas, to reinforce knowledge and to encourage the students to be productive and responsible citizens. The goal of the faculty and administration of the Canton Area Jr./Sr. High School is to help each student reach their potential and to become a contributing member of our society. We provide for individual differences in a changing society whether those differences are cultural, social, intellectual, physical, or economical. We strive to help the student to be aware of the relationship between rights and responsibilities. We encourage a unified effort from the home, school, the church, business, and the community, in general, for the benefit of the student. Having provided an atmosphere of learning in which each student may succeed in some area of life, we believe the success of the individual ultimately depends upon the industry and ambition of the student.

### **CANTON AREA SCHOOL DISTRICTS RECORDS POLICY**

Regulations of the State Board of Education as amended in July 1977, state: "Each Board of School Directors shall adopt an updated plan for the collection, maintenance, and dissemination of pupil records and submit the same to the Department of Education for approval on or before 1978." While recognizing the legitimate needs for the collection and use of the information, the Canton Area School District is aware of the need to insure as much as possible, the rights of privacy of the individual. Therefore, the school district plan shall contain policies and procedures for the collection, maintenance, release and destruction of educational records. In addition, the school district shall protect the confidentiality of education records containing personally identifiable information. The district Record Policy) is located in the Guidance Office for public review (adopted as revised September, 2009).

## **DISCRIMINATION STATEMENTS**

Canton Area Junior-Senior High School does not discriminate in interscholastic athletics or co-curricular activities as to students participating with diverse abilities. All handicapped students with diverse abilities will be provided with an equal opportunity to participate in nonacademic services as are students with diverse abilities. All students with diverse abilities will be provided with support services and accommodations will be made, as individual needs and circumstances dictate, to allow them to participate in the services and activities.

## **STUDENT INFORMATION**

### **LOST AND FOUND**

All books, clothing and materials found in or around the school building are turned into the High School Office and kept for the duration of the school year. If unclaimed at the close of the school year, the articles of clothing are given to the Canton Community Clothing Center.

### **WORKING PAPERS**

Students between the ages of 14-18 may be employed legally in part-time jobs provided such employment does not interfere with their school progress. Students under 18 years of age must obtain working papers if they wish to work after school hours, on weekends, or during vacation. An application for working papers may be obtained in the High School Principal's Office on any day school is in session, or during the summer working hours. Those seeking working papers must submit a birth certificate and fill out the appropriate paperwork.

### **INSURANCE**

Student Activity Insurance will be made available to students. Parents should be aware that the school district does not provide medical insurance or pay for medical expenses.

#### **Coverage Information**

School-Time Accident—Insurance coverage for the hours and days when school is in session and while attending school-sponsored/supervised activities.

Full-Time Accident—Around-the-clock accident coverage anywhere in the world. Protection during vacations, weekends, and school days.

In order to participate in the following activities, students need to be covered by medical insurance. This may be personal or school insurance. Many of these activities extend throughout the summer with camps, weight/fitness room schedules etc. To participate in these programs, students will need proper insurance coverage. Band, Band Front, Baseball, Cheerleading, Cross Country, Football, Softball, Track, Volleyball, Basketball, Wrestling. Parents/Guardians must provide information on insurance status before their daughter or son is permitted to participate in the activities listed above.

School insurance (school-time or full-time) will not cover Jr. High, J.V., or Varsity Football. Personal insurance—not school insurance—will be required. Please check the Canton Athletic/Co-Curricular Code of Conduct Card for required documentation.

### **STUDENT DRIVING**

Each student is required to complete a form requesting motor vehicle permit privileges on school property. This form must be completed and submitted, signed by the parent or legal guardian, to the High School Office. Additionally, the student must present proof of insurance and a valid registration before receiving permission to operate a vehicle on school property. All students who receive permission to operate a motor vehicle on school property will be given a parking permit. These permits are to be displayed on the vehicle's rear view mirror or dashboard. Use of the permit is required only when parking

in the school parking lot. Students permit applications will be available on or around August 15th in the CHS main office. Parking spots will be assigned on the first day of school. Excessive tardiness to school may result in loss of motor vehicle permit privileges for a student. There is no fee for a parking permit and the permit is valid until graduation. Lost permits must be replaced and will cost \$2.00 per permit. Permits are not transferable.

The following are requirements of students that wish to exercise the privilege of operating a motor vehicle for parking on school property:

1. Complete and return a required motor vehicle permit form, available through the High School office
2. Hang the parking permit(s) on the vehicle(s) windshield mirror.
3. Student drivers are to access the school parking lot via Union Street when arriving to and leaving from school. No student traffic is to occur in the front of the school using Main Street.
4. Park only in designated areas of the parking lot in appropriate positions (not blocking other vehicles).
5. Drive in a safe and courteous manner, and obey all state and local vehicle laws including fastening seat belts, no passengers in the back of pick-up trucks, etc.
6. Report any and all incidents occurring on school property including physical contact with other motor vehicles and/or pedestrians to school; authorities regardless of severity within 24 hours.
7. Obey directions of person(s) on duty.
8. Citations will be issued for violations of rules. The procedure is:
  - a. 1st violation: Warning may be given (depending on severity) with letter to the parent/legal guardian and local law enforcement authorities if applicable
  - b. 2nd violation: Suspension of motor vehicle permit for one week;
  - c. 3rd violation: Revocation of motor vehicle permit privileges for the remainder of the school year.

#### **STUDENT DRIVING (Northern Tier Career Center)**

Students enrolled in the Northern Tier Career Center are provided transportation to and from via school bus. Students are not permitted to drive to the Northern Tier Career Center. Students can be granted permission to drive on a case by case basis at the request of a student's parent and as approved by the Principal.

#### **HALL PASSES**

Students must have a hall pass from an authorized staff member when in the hallway during regular class periods. Teachers will write passes on the appropriate day for permission to be in the hall. This includes restrooms, library, drinking fountains, lockers etc. All teachers will maintain a daily log of pass use, and students are required to complete the log prior to pass use. Digital hall passes may also be utilized by staff and students when available.

#### **LOCKERS**

NOTICE TO ALL STUDENTS: STUDENT LOCKERS ARE SCHOOL PROPERTY AND REMAIN, AT ALL TIMES, THE PROPERTY OF THE SCHOOL; HOWEVER, STUDENTS ARE EXPECTED TO ASSUME FULL RESPONSIBILITY FOR THE SECURITY OF THEIR LOCKERS. PERIODIC GENERAL INSPECTIONS OF LOCKERS MAY BE CONDUCTED BY SCHOOL AUTHORITIES AND/OR LAW ENFORCEMENT OFFICERS (INCLUDING THE USE OF TRAINED DOGS). THESE INSPECTIONS/SEARCHES WILL BE CONDUCTED REGARDLESS OF ANY INDIVIDUALIZED SUSPICION AND MAY OCCUR WITHOUT NOTICE, WITHOUT STUDENT CONSENT OR WITHOUT A

**SEARCH WARRANT. THE EXPECTATION OF PRIVACY IN A SCHOOL LOCKER IS UNREASONABLE AND SHOULD NOT BE EXPECTED BY ANY STUDENT.** Each student will be given a hall locker for his/her books and personal belongings. Students are expected to carry materials needed for several classes to eliminate the need to visit their locker in between every period. If students experience problems that involve stolen items or other valuables taken from a locker, it will be pursued as theft. Parents will be directed to contact the local police. Students are not permitted to share lockers nor store their books in the locker(s) of other student(s). Do not leave valuables in your locker!!!! The school district and employees will not be responsible for missing items. No food or drink is to be stored in the student's locker. Open containers of drink will be prohibited in lockers and hallways. All food and drink will be consumed in the cafeteria, unless prior approval is given by the office to support a class with a curricular matter.

### **VALUABLES**

Students are cautioned not to bring large amounts of money or any other valuables to school. STUDENTS, not the school, are responsible for their personal property. If it is necessary to bring more money to school than needed to pay for lunch, leave it with your homeroom teacher or in the Principal's Office for safe keeping.

### **ELECTRONICS POLICY**

Cell phones/headphone use is permitted during the following times:

- Between periods while in the hallway
- Lunch
- Media Studies
- Teacher discretion within the classroom

Any student using their cell phone during the school day at times other than those specified above will surrender the phone to the staff member who will then provide it to the office for parent/guardian pickup. Failure to cooperate will result in corrective action as described in the Disciplinary Action section of this handbook. The Pennsylvania Department of Education has established very specific guidelines, regarding cell phones, during the administration of PSSA tests and Keystone exams. All cell phones, smart phones, and other prohibited electronic devices are to be collected as students enter the testing site.

### **PUBLIC DISPLAY OF AFFECTION**

Hand holding is permitted. Any other form of public display of affection is not permitted.

### **DRESS CODE/DRESS SAFETY**

CHS will not interfere with the right of students and parents/guardians to make decisions regarding appearance, except when their choices disrupt the educational program of the schools or affect the health and safety of others. Below are the guidelines that the school has developed:

- Clothing that exposes any part of the midriff or excessive cleavage when sitting or standing (midriffs, shrinks, halters, bra tops, sports bras, low-cut tops, strapless tops etc.) or pajamas is not permitted

- Shorts, dresses, skirts, culottes (skorts) and similar clothing must be at least mid-thigh level in length. Jeans with holes may not expose skin above the mid-thigh level
- Any clothing that is worn in a way that reveals undergarments is not permitted
- Outdoor clothing (hats, hoods, sweatbands, coats, heavy jackets, bandannas, sunglasses etc.) is not permitted
- Clothing with ambiguous, suggestive, sexual, degrading, gender biased, culturally biased or vulgar text or graphics or patches on clothing which can graphics that promote death, dying, suicide, or related violent text or graphics is not permitted
- Chains (wallet chains, chains worn around the neck, wrist, ankles or any body part, etc.) of any significance are not permitted
- Shoes or appropriate footwear are to be worn at all times

Appearance which the administration feels is disruptive to the educational process may be deemed inappropriate. The administration shall determine what is unsafe, inappropriate, and extreme. Emerging fashion trends which are not cited above will be evaluated by the administration. Violation of the student attire guidelines will be dealt with on an individual basis. Students will be required to correct their appearance and may be subject to disciplinary action. Note: The use of personal protective equipment (PPE) may be required to be worn as deemed necessary by administration.

#### **COMPUTER EQUIPMENT USE**

Students who tamper with and/or vandalize any computer equipment and/or associated peripherals such as disks, mouse pads, wiring, or electrical components will be subject to disciplinary action. A second offense will necessitate student removal from the class. Students accessing the hard drives by bypassing coded passwords will be removed from the class on the first offense. Any damages to the computer equipment and/or peripherals will be the financial responsibility of the student/parent(s)/legal guardian; monetary compensation to the school district will include equipment, labor, parts, materials, and any necessary transportation of the equipment for servicing, transportation fee(s) for servicemen, or staff labor costs to reprogram computer software into a machine(s). The "Rules and Code of Ethics Agreement For Student Network and Internet Users" requires completion and must be on file at school prior to a student's use of any computer equipment at CASD. The "AGREEMENT" possesses a student and parental signature page which must be completed and returned, and can be reviewed in detail in the Appendix section of this document.

#### **STUDENT EXPRESSION/DISSEMINATION OF MATERIALS**

These procedures address the dissemination by students of nonschool materials that are not part of the curricular or extracurricular program of the district. Materials sought to be disseminated as part of the curricular or extracurricular program of the district will be regulated as part of the district's educational program and are not subject to the time, place and manner provisions set forth herein.

Students may disseminate nonschool materials, provided that the form of expression and/or the use of public school facilities and equipment is/are in accordance with Board Policy 220 (Student Expression/Dissemination of Materials), the Code of Student Conduct, these procedures and the school dress code, if applicable. It is the responsibility of students intending to disseminate nonschool materials to become familiar with the provisions of Board Policy 220 and pertinent provisions of the Code of Student Conduct.

The district has no responsibility to assist students in or to provide facilities for the dissemination of non school materials.

##### **Dissemination of Non School Materials**

The dissemination by students of all non school materials will be governed by the following procedures:



1. All non school materials, together with a copy of the plan of dissemination, must be submitted to the building principal no later than 10 a.m. on the school day prior to the requested dissemination. The building principal will forward such information to the Superintendent or designee for approval. The plan will set forth in detail the desired time, place and manner of dissemination, as well as the individuals involved.
2. Identification of the individual student or at least one (1) responsible person in a student group will be required upon submission for approval. The person wishing to disseminate such material must provide in writing their name, address, telephone number and organization, if any. This information will be filed in the building principal's office.
3. The Superintendent or designee will review the material, determine if it constitutes expression that is prohibited by Board policy, and inform the building principal or designee of the decision. The building principal or designee will notify the student(s) planning to disseminate nonschool materials of the decision to grant or deny permission. If the decision is to not permit the dissemination, the building principal or designee will specify the reasons for the decision as well as the changes in the content of the material or in the plan of dissemination which must be made, if any, in order to secure such permission. If the student(s) desiring to disseminate such material make(s) such changes in a manner satisfactory to the Superintendent or designee prior to the planned dissemination, the building principal or designee may then grant permission to disseminate.

Time - When permission has been granted, students may disseminate approved non school materials only at school-sponsored activities.

Place -Nonschool materials may not be disseminated during any regularly scheduled class unless specifically authorized by the Superintendent or designee.

Manner -Materials approved to be disseminated may be required to display the appropriate district disclaimer, as directed by the building principal or designee.

All non school materials must bear the district disclaimer.

**DISCLAIMER: THE CANTON AREA SCHOOL DISTRICT IS NOT RESPONSIBLE FOR, AND DOES NOT ENDORSE, ANY STATEMENT, SENTIMENT OR OPINION PUBLISHED OR EXPRESSED IN THIS DOCUMENT. THIS DOCUMENT IS NOT PART OF, AND HAS NOT BEEN DISTRIBUTED AS PART OF, THE DISTRICT'S CURRICULAR OR EXTRACURRICULAR PROGRAMS.**Any student who disseminates materials will be responsible for cleaning any resulting litter, including any discarded pamphlets, fliers or other documents. No student will harass or otherwise interfere with the dissemination of approved non school materials by student(s), nor may a student in any way compel or coerce a student to accept any materials.

## **STUDENT TRANSPORTATION**

Safety on the school bus is not solely the responsibility of the school administration and the bus driver. It requires the constant support and attention by pupils, parents, and school personnel. The following information is to clarify parental and pupil responsibility in contributing to the safety of the school transportation program. The driver shall be in full charge of the school bus at all times and shall be held responsible for the orderly conduct and safety of the pupils transported. A pupil may be excluded from the bus for disciplinary reasons by the principal or his designee, and his parents shall provide transportation to and from school during the period of exclusion. Refusal to respect the authority of the school bus driver or displaying disorderly conduct shall be sufficient reason for the pupil to be denied transportation in accordance with regulations of the local school district. Likewise, disciplinary and legal action may be taken against the student. See the Disciplinary section of this document for details.

Questions concerning the day-to-day operation of the bus should follow the following chain:

1. Bus driver
2. Contractor

3. Dean of students
4. Business manager
5. Superintendent

Additional information applying to school bus transportation may be found in School Board Policy 810 (Bus Contractors/Drivers).

### **STUDENT TRANSPORTATION TO AND FROM EVENTS**

Student participants in interscholastic athletics or co-curricular activities are expected to travel to and from events as teams. The following is the school procedure students are required to follow. There are two options:

1. Students travel to the event and from the event on transportation provided by the district.
2. Students travel to the event, and, with a note from the parent/legal guardian and signed by the principal, can be released to the parent/legal guardian in the presence of the school's coach, advisor, sponsor or administrator, to travel home.

### **SOLICITATIONS**

Outside organizations are not permitted to solicit funds or donations in the Canton Junior-Senior High School.

### **SUBSTANCE ABUSE**

The Canton Area School District will make all its resources available to a student who will voluntarily accept assistance. The district does not, however, waive its right or obligation to impose disciplinary measures or to recommend exclusion from school if the student is involved or implicated in a drug, mood-altering substance, or alcohol incident while under school jurisdiction. Any student seeking assistance may do so in confidence from the Student Assistance Program (SAP Team), school guidance counselor, or nurse. See the Disciplinary section and the appendix section for details regarding definitions and disciplinary action.

### **USE/POSSESSION OF TOBACCO/VAPING MATERIALS**

The Canton Jr. Sr. High School is a tobacco/vape free campus. Smoking/Vaping or smokeless tobacco is not permitted anytime. Lighters are also not permitted. Please refer to the board policy located in the Appendix section of this document for details. Student use or possession of tobacco/vaping materials is not permitted and is subject to disciplinary action. See the Disciplinary Policy of this document for more details.

### **STERIODS (ANABOLIC) AND ATHLETICS**

Students using steroids will not be permitted to participate in interscholastic athletics at the Canton Area Junior-Senior High School. Students are subject to the provisions of the Canton Athletic/Co-Curricular Code of Conduct. See the Disciplinary Policy section for more details. Students should be aware that anabolic steroids are classified as controlled substances and that the use, unauthorized possession, purchasing, selling or distribution could subject them to suspension, expulsion and/or criminal prosecution. Education regarding the dangers of anabolic steroids shall be provided in other district drug and alcohol programs.

### **SAFETY AND SECURITY**

#### **EMERGENCY DRILLS**

Emergency drills are a necessary part of the school curriculum. Drills are held at intervals throughout the school year and are checked according to the speed and order in which the building is emptied. A notice is placed in each room indicating egress and which door to use as a fire exit. Students are to walk quickly and silently to make certain all students follow teacher instructions. Once outside, remain with your class at least 50 feet from the building. Wait for further directions for students to move to various sections of the campus, if necessary. A signal to return to the building will be given. Students will need to be completely clear of the building for safety purposes.

#### **INCLEMENT WEATHER/SCHOOL CLOSING**

When weather conditions are of such severity to make the holding of school unsafe or impractical, there will be an early announcement to this effect. If weather conditions appear to be improving or roads may be plowed momentarily, the decision may be made to start school later in the morning. In such cases, buses and classes will start two (2) or three (3) hours later as announced. An automated call will be made to contacts of our students to indicate a closing, delay, or early departure from school. Should an emergency occur during school hours which necessitates the closing of school, such a dismissal will be authorized. Attempts will be made to broadcast such announcements. An automatic call will go home to all contacts for each student. Bus drivers will be notified.

#### **SCHOOL VISITORS**

All visitors must first sign in at the lobby, obtain a visitors pass and then will be accompanied to the High School Office. Visitors will sign in and wear a visitor's pass at all times. Upon leaving, visitors must sign out and return the visitor's pass. Anyone under 18 is not permitted in the classroom during the school day unless approved by administration.

#### **BACKPACKS/BOOK BAGS**

Backpacks/book bags and purses must remain in the locker throughout the school day. Clear backpacks that provide visibility into the bag are permitted. Backpacks/book bags may be permitted when deemed necessary by administration.

SEARCH POLICY: Any vehicle parked on CASD property is subject to search by school district authorities and law enforcement personnel working with them. Such a search may be conducted without warrant and for any reasonable purpose. Search of the vehicle includes all compartments and components thereof. Once the search begins, the vehicle will not be permitted to be moved from the premises during the reasonable duration of the search. Student willful lack of adherence to these may lead to the towing of the vehicle at the owner/driver's expense.

#### **WEAPONS**

"Weapon" shall include but not be limited to any knife, cutting instrument, cutting tool, num-chuck stick, laser pointer, firearm, shotgun, rifle or any other tool, instrument or implement capable of inflicting serious bodily injury. Anyone possessing a weapon in the buildings of, on the grounds of, or in any conveyance providing transportation to or from any elementary or secondary publicly-funded educational institution, any elementary or secondary private school licensed by the Department of Education or any elementary or secondary parochial school will be subject to the School Board Policy in force at that time. See detailed board policy located in the Appendix section of this document.

#### **THREAT ASSESSMENT PROCEDURE**

The CASD 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. The Team members: include Mr. Wells, Mrs.

Repard, Mr. Jacopetti, Mr. Jannone, Dr. Martell. Ad Hoc members: Crisis Team - Mr. Loomis, Mrs. Watson and Mr. Cron. Threat assessment team members are provided individual and/or group training annually on the following:

- Responsibilities of threat assessment team members.
- Process of identifying, reporting, assessing, responding to and intervening with threats.
- Identifying and avoiding racial, cultural or disability bias.
- Confidentiality requirements under state and federal laws and regulations, and Board policies.
- Safe2Say Something

Any report associated with a risk of violence is immediately investigated by the administration. The student is removed from the class and a thorough search of their person, property and vehicle (if applicable). A threat assessment developed in conjunction with the Department of Homeland Security is conducted to determine the threat level. Parent communication is initiated and discipline is issued if applicable. Other agencies such as CYS and or Law enforcement notification follow if applicable.

### **SAFE2SAY**

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to "say something" BEFORE it is too late. With Safe2Say Something, it's confidential to report safety concerns to help prevent violence and tragedies.

Here's how it works:

- Submit an anonymous tip report through the Safe2SaySomething system
- Crisis center reviews, assesses and processes all submissions
- Crisis center sends all submissions to school administration and/or law enforcement for intervention

## **HEALTH AND GUIDANCE OFFICE**

### **IMMUNIZATION**

Pennsylvania School Law requires all Junior High/Senior High Students have a certificate of immunization or record of immunization against the following:

- A minimum of 4 properly spaced tetanus, diphtheria and pertussis, and 1Tdap (tetanus, diphtheria, acellular pertussis)
- A minimum of 4 properly spaced poliomyelitis
- 2 properly spaced measles, mumps, rubella
- 3 properly spaced Hepatitis B
- 2 varicella-vaccination for chickenpox immunity
- 1 meningococcal vaccine is required for all 7th graders
- Incoming seniors are required to have a second meningitis vaccine before the first day of school
- The original immunization record will be mailed to the school when a student transfers to another school district in Pennsylvania.

### **MEDICATION POLICY**

Procedure-The procedure for nursing procedures and medications during school hours is as follows:

- The parent/legal guardian will present a written physician order for administration of medications and nursing procedures.
- All medication, over the counter and prescription, will be brought to the school nurse by parent/legal guardian. Students may carry an asthma inhaler with written order from a physician as well as a completion of the consent for self administration form.
- Complete information for nursing procedures/medication administration must be sent to school including medication in prescribed, original container and procedure. Prescribed medication/treatment will be administered by the school nurse.

**Student Self-Administration-** With written permission, students may carry and self-administer medications such as hypoglycemic agents, asthma inhalers, and epinephrine auto-injectors according to the procedures above. To self-administer medication, the student must be able to:

- See to and visually recognize his/her name
- Identify his/her medication
- Measure, pour and administer the prescribed dosage
- Sign his/her medication sheet to acknowledge having taken the medication
- Demonstrate a cooperative attitude in all aspects of self-administration.

The nurse will evaluate each request for exceptions to this policy based upon medical need, receipt of supporting written orders and documentation of the student's correct procedure/technique by the student's licensed prescriber, and receipt of written parent/guardian request. Examples could include inhaler/discus, emergency anaphylactic kit, and diabetic insulin pump. Specific plans may be developed considering individual student health needs.

## **STUDENT ASSISTANCE PROGRAM**

The Student Assistance Program was created to identify and help students who are experiencing social, emotional, or physical problems that are detrimental to their success in school and to themselves as people. The program is designed to be an intervention, not a treatment or cure. It provides a means for teachers and school staff to help students through difficult times. The focal point of the program is a group of specially trained professionals. The members of the team include the Principal, Guidance Counselor, High School teachers, School Nurse, Drug and Alcohol Counselor and Mental Health Counselor. Their training has prepared them to help students in behavior areas such as alcohol and drug abuse, child abuse, eating disorders, suicide, pregnancy, peer pressure, personal loss, and dysfunctional families. Students may refer to themselves or may be referred by anyone else in the district who has a concern for their well-being.

## **PAYS SURVEY**

CHS participates in the bi-annual Pennsylvania Youth Survey (PAYS) sponsored by the Pennsylvania Commission on Crime and Delinquency, the Pennsylvania Department of Education, and the Pennsylvania Department of Drug and Alcohol Programs. The survey asks questions about the behaviors of students in the 6th, 8th, 10th, and 12th grades, including questions about school climate, violence, depression, bullying, and substance abuse. The information we receive will assist us and our community partners in working to prevent adolescent drug use and other problem behaviors. We want to ensure that all parents and caregivers are notified that the survey is being conducted and provide you with as much information about the survey as possible. As a parent or caregiver, you have the right to prohibit your child's participation. The following facts about the survey will help you make an informed decision about your child's participation: Participation in this survey is completely voluntary. Students will be instructed by their proctor that they can skip any questions they do not understand or choose not to answer. If they have any questions or concerns after taking this survey, they are instructed to talk with their school counselor or a trusted adult. The survey is designed to protect each student's privacy. It is anonymous.

and confidential. Students will not put their names on the survey, and no student will ever have their individual responses reported. The survey will be administered during the school day and will take one class period to complete. A letter will be sent prior to conducting this survey. If you do not want your child to participate, you may opt them out of the survey by contacting the Principal in writing either via letter or by email.

## **ATTENDANCE**

Parents or legal guardians of all children between the ages of 6 and 18 are required by the compulsory attendance law to ensure that their children attend an approved educational institution. The Canton High School considers the following conditions to constitute reasonable cause for absence from school: Illness, Quarantine, Recovery from an accident, Required court attendance, Death in family, Family educational trips, with prior approval. Absences shall be treated as unlawful until the school receives a written excuse explaining the absence, to be submitted to the office within five (5) days of the absence.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed physician. The Canton High School may report to appropriate authorities infractions of the law regarding the attendance of students below the age of eighteen (18).

Students must be present in school prior to 9:00am in order to be ineligible to participate in an extracurricular activity after school. Students arriving after 9:00am will be eligible only if the absence is accompanied by a medical note or prior approval from the Principal or Athletic Director.

Educational Tours and Trips-A student may be excused from school to participate in an educational tour or trip not sponsored by the district if the following conditions are met:

1. The parent/guardian submits a written request for excusal prior to the absence within 3 days of the absence
2. The student's participation has been approved by the Superintendent or designee.
3. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent

After receiving approval to be excused from school for the tour or trip, it is the responsibility of the student to see all teachers in advance for assignments. It is the student's responsibility to complete all assignments and present them to the teachers the day the student returns to class. Furthermore, it is recommended that these tours or family trips not be taken during final examination periods or statewide assessment windows. A form requesting tour approval is available in the High School Office and on the high school's web page for your convenience. A total maximum of 5 days will be permitted to be used as excused absences. After a maximum of 5 days each day will be considered illegal.

## **EXCUSED ABSENCES**

A student is required to submit a parental excuse to the attendance office within 5 school days of the students return to school. The excuse must state: (1) date(s) of absence, (2) reason for absence, (3) signature of parent or legal guardian; Failure to submit proper documentation within this timeline will result in an unexcused/illegal absence. Excuses sent via email will be permitted.

## **ILLEGAL/UNEXCUSED ABSENCES**

Reference the chart below for the specific procedure.

Illegal Absences (NO EXCUSES)	Legal Absences (PARENT EXCUSES)
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<b><u>First-Third Illegal Absence</u></b> <ul style="list-style-type: none"> <li>Notified via letter &amp; Phone</li> </ul>	<b><u>FIRST-SECOND Parent Excused Absence</u></b> <ul style="list-style-type: none"> <li>Notified via letter &amp; Phone</li> </ul>
<b><u>Fourth Illegal Absence</u></b> <ul style="list-style-type: none"> <li>Notified via letter &amp; Phone</li> <li>Student Referral to SAP</li> </ul>	<b><u>Seventh Parent Excused Absence</u></b> <ul style="list-style-type: none"> <li>Notified via letter &amp; Phone</li> <li>Student Referral to SAP</li> </ul>
<b><u>Fifth-Sixth Illegal Absence</u></b> <ul style="list-style-type: none"> <li>Notified via letter &amp; Phone</li> </ul>	<b><u>Eight and Ninth Parent Excused Absence</u></b> <ul style="list-style-type: none"> <li>Notified via letter &amp; Phone</li> </ul>
<b><u>Seventh Illegal Absence</u></b> <ul style="list-style-type: none"> <li>Notified via letter &amp; Phone</li> <li>SAIP meeting within 3 days <ul style="list-style-type: none"> <li>Parent/Guardian</li> <li>Guidance Counselor</li> <li>Principal/Dean of Students</li> <li>IEP Case Manager (if applicable)</li> <li>Probation (if applicable)</li> <li>Outreach Counselor (Maria LaFleur)</li> <li>Attendance Improvement Coordinator (CYS)</li> </ul> </li> </ul>	<b><u>Tenth Parent Excused Absence</u></b> <ul style="list-style-type: none"> <li>Notified via letter &amp; Phone</li> <li>SAIP meeting within 3 days <ul style="list-style-type: none"> <li>Parent/Guardian</li> <li>Guidance Counselor</li> <li>Principal/Dean of Students</li> <li>IEP Case Manager (if applicable)</li> <li>Probation (if applicable)</li> <li>Outreach Counselor (Maria LaFleur)</li> <li>Attendance Improvement Coordinator (CYS)</li> </ul> </li> </ul>
<b><u>Tenth Illegal Absence</u></b> <ul style="list-style-type: none"> <li>File Truancy Charges</li> </ul>	<b><u>Eleventh Absence</u></b> <ul style="list-style-type: none"> <li>Requires medical excuse for any future absence</li> </ul>
<p style="text-align: center;"><b>Guidance Office</b>  <b><u>(Guidance office) 10 Consecutive Days Absent</u></b> (10 consecutive days missed)</p> <ul style="list-style-type: none"> <li>Student unenrolled from school</li> </ul>	

## **TARDINESS**

Students who are late in the morning and cannot reach homeroom before the morning announcements must report to the front office to complete the required paperwork. Students who accumulate three (or more) unexcused tardies to school will be subject to the consequences outlined in the Disciplinary Policy section of this handbook.

## **COLLEGE VISITATIONS**

College visitations are permissible through the Guidance Office for Juniors and Seniors only. Each student is permitted three (3) college visits per school year. Please pick up a college visitation form from the high school office or guidance office to be signed the day of your visitation.

## **STUDENT DISCIPLINE**

### **STUDENT CODE OF CONDUCT AND DISCIPLINE**

### **STUDENT RIGHTS AND RESPONSIBILITIES**

Pursuant to 22 Pa. Code §12.2:

- Student responsibilities include regular school attendance\*, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living
- No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process
- Students should express their ideas and opinions in a respectful manner
- It is the responsibility of the students to conform to the following:
  1. Be aware of all rules and regulations for student behavior and conduct themselves accordingly. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect
  2. Volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property
  3. Dress and groom so as to meet fair standards of safety and health, and not to cause substantial disruption to the educational process
  4. Assist the school staff in operating a safe school for all students enrolled therein
  5. Comply with Commonwealth and local laws
  6. Exercise proper care when using public facilities and equipment
  7. Attend school daily and be on time at all classes and other school functions
  8. Make up work when absent from school
  9. Pursue and attempt to satisfactorily complete the courses of study prescribed by the Commonwealth and local school authorities
  10. Report accurately and not use indecent or obscene language in student publications

## **DISCIPLINARY POLICY**

### **Classification of Infractions**

- Minor Infractions-Minor misconduct on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school will be considered minor misconduct requiring classroom/teacher/staff corrective action
- Major Infractions- Major infractions are Frequent or serious misbehavior which disrupts the learning climate of the school will be considered major misconduct. These infractions, which usually result from the continuation of minor misbehaviors, require the intervention of personnel on the administrative level as previous disciplinary options have failed to correct the situation. These major infractions are serious enough to require corrective action on the part of administrative personnel

### **Disciplinary Actions**

<b>Behavior</b>	<b>Corrective Action Options</b>
Disrespect	Restorative Conference Warrior Zone Corrective Education Suspension (out of school, athletics, clubs, etc.) After School Detention
Tardiness	
Physical Contact	



Disruption	Saturday Detention Lunch Detention Student Conference Law Enforcement Alternate Education Loss of Privilege(s) Expulsion Alternate Education Assignment (Out of CHS placement) Restorative Circle
Use/possession of Controlled substances	
Use/possession of Tobacco	
Inappropriate language	
Bullying/Harassment	
Truancy	
Academic Dishonesty	

### Definitions of Corrective Action

- *Student Conference*-A conference between the teacher or administrator and the student occurs.
- *Restorative Circle*-A conference between the administrator, Guidance counselor and student(s) involved
- *Restorative Conference*-A conference between the administrator, Guidance counselor, student(s) involved and parents/guardians
- *Loss of Privilege*-Student is not permitted to participate in certain privileges for a specified amount of time including, but not limited to hallway movement, extracurricular activities, attendance in activity period.
- *Lunch Detention*-The student will eat lunch in the office as assigned by the administrator.
- *Law Enforcement*-The infraction requires and facilitates the involvement of law enforcement.
- *Warrior Zone Corrective Education*-The Warrior Zone is a classroom supervised by teachers who are trained in restorative educational practices. The intent is to provide education that will allow a student to correct the problem behavior. A student may be assigned to this classroom for a single period and up to three days.
- *After School Detention*-Will be held as needed on Mondays and Wednesdays in a designated classroom.
- Attendance at detention is mandatory and must be served on the date(s) scheduled. Transportation following detention is the responsibility of the parent(s)/legal guardian(s).
- *Suspension*-The student will be excluded from both school and interscholastic athletics or co-curricular activities for a specified amount of time. Students are not permitted to be in the school, on school grounds, or participate in or attend any school activities during the term of NOTE: Out-of-School Suspension. Missed school work during a suspension term will be: two (2) days suspended=two (2) days to make up all work; six (6) days suspended=six (6) days to make up all work. Incomplete school work may earn a partial grade (at the discretion of the teacher).
- *Expulsion*-Expelled from school and provided with an alternate education plan

### EXCLUSION FROM SCHOOL

Pursuant to 22 Pa. Code of § 12.6:

- a). The board of school directors shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting certain exceptional students shall be governed by § 14.35 (relating to discipline), of Title 22 of the Pennsylvania Code.
- b). Exclusion from school may take the form of suspension or expulsion.
  1. Suspension is exclusion from school for a period of 1 to 10 consecutive school days.
    - Suspensions may be given by the principal or person in charge of the public school.
    - No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety and welfare of the school community are threatened.
    - The parents and the superintendent of the district shall be notified immediately in writing when the student is suspended.
    - When the suspension exceeds three (3) school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements set forth below in the section entitled "Hearings", pursuant to 22 Pa. Code § 12.8(c).
    - Suspensions may not be made to run consecutively beyond the ten (10) school day period.
  2. Expulsion is exclusion from school by the board of education for a period exceeding ten (10) school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing under 22 Pa Code § 12.8.
- c). During the period prior to the hearing and decision of the board of school directors in an expulsion case, the student shall be placed in his normal class except as set forth in subsection (d).
- d). If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than ten (10) school days, if the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative education which may include home study.
- e). Students who are less than 17 years of age are still subject to the compulsory school attendance law even though expelled, and they must be provided an education.
  1. The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, through tutorial or correspondence study or through another educational program approved by the district's superintendent.
  2. If the parents or guardian are unable to provide for the required education, they must within thirty (30) days submit to the school district written evidence so stating. The district then has the responsibility to make some provision for the student's education. If thirty (30) days pass without the district receiving satisfactory evidence that the required education is being provided to the student, it must re-contact the parent and, pending the parents' or guardian's provision of such education, the district must make some provision for the student's education or proceed under paragraph (3) or do both.
  3. If the approved educational program is not complied with, the school district may take action in accordance with Chapter 63 of the Juvenile Act to ensure that the child will receive a proper education.

## HEARINGS

Pursuant to 22 Pa. Code § 12.8:

- Education is a statutory right, and students must be afforded all appropriate elements of due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing, which is a fundamental element of due process.
  - Formal Hearings: A formal hearing is required in all expulsion actions. This hearing may be held before the board of school directors or an authorized committee of the board, or a qualified hearing examiner appointed by the board. Where the hearing is conducted by a committee of the board or a hearing examiner, a majority vote of the entire school board is required to expel a student.
1. The following due process requirements are to be observed with regard to the formal hearing:
    - Notification of the charges shall be sent to the student's parents or guardian by certified mail.
    - Sufficient notice of the time and place of the hearing must be given.
    - The hearing shall be held in private unless the student or parents request a public hearing.
    - The student has the right to be represented by counsel.
    - The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
    - The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined.
    - The student has the right to testify and present witnesses on his own behalf.
    - A record must be kept of the hearing, either by a stenographer or by a tape recorder. The student is entitled, at the student's expense, to a copy of the transcript.
    - The proceeding must be held at a reasonable speed.

Where the student disagrees with the results of the hearing, recourse is available in the appropriate court of the Commonwealth. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate Federal district court.

- a. Informal Hearings: The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

1. The informal hearing is meant to encourage the student's parents or guardian to meet with the principal to discuss ways by which future offenses can be avoided.

2. The following due process requirements are to be observed in regard to the informal hearing:

- Notification of the reasons for the suspension shall be given in writing to the parents or guardian and to the student.
- Sufficient notice of the time and place of the informal hearing shall be given.
- A student has the right to question any witnesses present at the hearing.
- A student has the right to speak and produce witnesses on his own behalf.
- The district shall offer to hold the informal hearing prior to the suspension taking effect, unless it is that the health, safety, morals or welfare of the school community was threatened at the time the suspension is imposed, in which case the district shall offer to hold the informal hearing within the first five (5) days of the suspension.

## **GANG RELATED ACTIVITIES**

The Board recognizes that the harm done by the presence and activities of gangs in the public school exceeds the immediate consequences of such activities such as violence and destruction of property. Gang activities also create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive of the process of education and school activities. Therefore, gangs and gang related activities are prohibited in school. Please see the board policy located in the Appendix section of this document for details.

### **SEXUAL HARASSMENT**

Sexual harassment is unwanted and unwelcomed sexual behavior that can take many forms: physical, verbal, or non-verbal. Examples of physical sexual harassment may include: standing in someone's way or standing too close; purposely bumping into or brushing up against another person; patting; hugging; kissing; grabbing; touching; or pinching. Examples of verbal sexual harassment may include: threats; insults; comments about a person's body; sexual jokes; suggestions, or remarks; sexual stories or rumors; notes; letters or graffiti; pressure to go out on a date; whistles; cat calls; or rude noises. Examples of nonverbal sexual harassment may include: staring at someone's body; sexual pictures or drawings; mimicking or pantomiming in an insulting way; or gestures or looks -winking, lip licking, or suggestive body movements. Any such activity will be considered inappropriate activity at school, and the parent(s)/legal guardian(s) of the alleged victim may receive a recommendation to report it to the local law enforcement authorities for record. The incident may be punishable by school officials when possible. While examples of physical, verbal, and non-verbal sexual harassment were given, these examples are not all inclusive. The procedure for reporting claims of sexual harassment will be for the student to contact a school official to report the details surrounding the incident. An investigation of the claim will be conducted and dealt with accordingly.

### **GRIEVANCE POLICY**

The Canton Area School Board and its employees will recognize the complaints and appeal procedures of individuals and groups so long as they are made in accordance with the procedures established by the Canton Area School Board. The individual student should first make the complaint known to the staff member most closely involved, or if none is identifiable, should attempt to contact the guidance counselor and resolve the issue informally and directly. The complaint may then be submitted in turn to the building Principal, the Superintendent, and finally the Board of Education. At each step beyond the first, the school authorities hearing the complaint may call in the student's parent/guardian. The student may seek the help of a parent/guardian at any step in the complaint process.

## **EXTRA-CURRICULAR ACTIVITIES**

### **CANTON ATHLETIC/CO-CURRICULAR CODE OF CONDUCT**

We, in the Canton Area School District, believe that a healthy mind and healthy body complement one another. We also believe that learning is not to be limited to the classroom and that participation, athletics and competition, in their proper place and perspective, are other components of the learning process. Therefore, we believe that interscholastic athletics and co-curricular activities should be incorporated into our total educational offerings as integral parts. Please refer to the Code of Conduct in the appendix section of this handbook.

### **ATHLETIC ELIGIBILITY**

It is the policy of the Canton Jr.-Sr. High School to carry on as wide and diversified a program of athletics as facilities and funds will permit. The school regards cross country, football, volleyball, basketball, wrestling, spirit squad, baseball, softball, and track as major sports.

- In order to maintain eligibility for participation student athletes and cheerleaders must be passing at least five of their academic classes, including special classes
- Participating students, teachers and coaches will be notified by the Athletic Director by no later than 8:30am each Monday morning (or first day of the school week) which students are ineligible and in which specific classes. Students declared ineligible will then be able to immediately see teachers in order to make arrangements for whatever effort is required to restore eligible status, i.e. make up assignments, tests, extra credit, etc.
- Students will remain ineligible for competition or participation until they are passing five or more of their classes.
- Students may become eligible, based on teacher communication to the Athletic Director or Principal, that same day, Tuesday or however long it takes to attain a passing average for all classes.
- Once eligibility has been restored, only the Athletic Director or Principal may validate the fact. Coaches must receive confirmation from one of the above mentioned individuals and not the student before a student athlete can resume participation.
- In addition to these requirements, the regular PIAA standards (a student must be passing the equivalent of four credits or he or she will be ineligible until eligibility is run again the following week, unless it is at the end of a marking period in which it would be 15 school days starting when report cards are issued) will still remain in effect as well.
- Students who are failing a course at the end of a marking period will not be allowed to participate in contests or performances for a period of fifteen school days. This period of time will begin when report cards are issued.
- Students who are failing a course at the end of a school year will not be eligible to participate in contests or performances (scrimmages or otherwise) prior to the first day of school and also for a period of fifteen school days commencing with the first student day of the following school year.
- Students must be present in school prior to 9:00am in order to be ineligible to participate in an extracurricular activity after school. Students arriving after 9:00am will be eligible only if the absence is accompanied by a medical note or prior approval from the Principal or Athletic Director.

## **HAZING**

It is a priority 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. Hazing policy #247 is explained in detail in the Appendix portion of this handbook.

## **ATHLETIC AWARDS**

### **Award Criteria**

To qualify for a varsity letter or junior varsity letter in any sport or cheerleading, the student athlete must fulfill the following criteria:

- Keep training rules
- Participate all season
- Be well groomed, clean, tidy, and represent Canton High School in a complimentary way in every respect at home and away in all activities and events
- Take the best care of all equipment, uniforms, locker room, gymnasium, and school building at home and away events

- Participate in one-half of the quarters, innings, or matches in football, basketball, baseball, wrestling, or volleyball. Score in one-half of the meets in cross-country and track. Faithful membership in one sport for two years will be rewarded with a varsity letter.
- In cheerleading, participate in three-fourths of the football and basketball games.

#### **Award Description**

- The varsity award will be an 8-inch block white chenille "C" on a crimson background after 2 years participating
- The junior varsity award will be a certificate of participation
- The junior high award will be a certificate of participation
- The felt award will be given the first year participating
- Bars, stars, and insignia, "hardware", that indicate the sports in which letters were earned will be given when the athlete is a senior.

### **STERIODS (ANABOLIC) AND ATHLETICS**

Students using steroids will not be permitted to participate in interscholastic athletics at the Canton Area Junior-Senior High School. Students are subject to the provisions of the Canton Athletic/Co-Curricular Code of Conduct. See the Disciplinary Policy section for more details. Students should be aware that anabolic steroids are classified as controlled substances and that the use, unauthorized possession, purchasing, selling or distribution could subject them to suspension, expulsion and/or criminal prosecution. Education regarding the dangers of anabolic steroids shall be provided in other district drug and alcohol programs.

### **CO-CURRICULAR ACTIVITIES**

The operation of co-curricular activities is determined by their own constitutions or under directions from the offices of the High School Principal or Superintendent and respective heads of departments under which they would naturally fall. Should any of the organizations or classes find it necessary to travel by bus, or auto, all students who are going on the trip must present a release slip signed by a parent or legal guardian and the principal before they will be allowed to travel. Any approved on-site or off-site activity will be under the direct supervision of the teacher, advisor, or coach as directed by the Administration of the Canton Area School District. Practices: all athletic and play practices must be under the supervision of the coach, advisor or sponsor. For afternoon contests and matinees, student participation in regularly scheduled athletic contests should not be excused from school before the time announced on the bulletin. Students attending these contests or productions will attend in a body under the supervision of the homeroom teacher as for regular assembly programs. The group and coach, advisor, or sponsor directing practices must see that all lights are turned off, doors closed and latched, and equipment stored before leaving. Transportation guidelines for interscholastic athletics and co-curricular activities are found in section VII..

### **BATTLE OF THE BOOKS**

Junior and senior high students are encouraged to participate in this extracurricular club. Students who choose to participate will be asked to read books from a selected list. They contain a variety of genres and reading levels. These titles are of interest to the particular age group. In the spring, the students will then travel to compete against other students who have read the same titles. This competition is held on a Saturday in late March/early April.

### **DANCES**

All dances will be closed dances unless otherwise publicized, and will have the following rules. These rules are instituted to support the goal of trouble-free dances.

### SIGN UP SHEET

- Any student who would like to invite someone, who is not a member of Canton High School and is of high school age (up to and including 21 years of age), can use the sign-up sheet in the principal's office. The signup sheet is not to be used to turn a closed dance into an open dance.
- Students who sign up other guests are responsible for their guest's behavior and these guests are to conform to CHS school rules and regulations.

### STUDENT BEHAVIOR

- Students will follow all school rules that are listed in the Student Handbook.
- Students leaving the dance ARE NOT permitted to re-enter. Once a student leaves the dance, they are to promptly leave school property- no loitering around the school, parking lot, or other areas of school property
- No alcoholic beverages, drugs or tobacco are to be brought, possessed, or consumed on school property. Violators will be turned over to the police for prosecution.

**STATEMENT OF INTENT**-All students are welcome, and urged to enjoy the sponsored dances at Canton High School. The enjoyment is based on good behavior and concern for the majority, not over the narrow, selfish behavior of a few. Violating school and dance rules will result in student (s) loss of privileges to attend future CHS activities and, depending on the violation, further prosecution by law. CHS reserves the right to restrict anyone from attending school functions (i.e. dances) based on the above policy or future policies that may be written.

**ATTENDANCE**-Prom/Homecoming and SnowBall/Winter Dance - Any Canton student in Grades 9-12 (one of the couple **MUST** be in grade 11 or 12)/ Any approved guest signed up in office in grades 9-12/Any guest under the age of 21. Proper paperwork must be completed and approved before they will be permitted into the dance. Freshman Formal Only Canton freshmen can attend this dance.

### ELECTION OF KINGS AND QUEENS

Kings and queens of various courts are selected by members of the senior class. The voting process is completed near the start of the school year by seniors. The order of selection is based on potential scholarship money and community preference. The selection process is explained during a senior meeting. Kings and Queens with their courts are:

Event	Court	Month
Laurel Festival	No Court	June
Flaming Foliage	No Court	October
Senior Ball/Junior Prom	Court	May
Homecoming	Court	September/October

### NATIONAL HONOR SOCIETY

The Irene W. Hurley Chapter #6909 of the National Honor Society was founded locally in 1959. The local chapter abides by the Constitution and By-Laws (See appendix for by-laws) of the National Chapter. The National Honor Society is an affiliate of the National Association of Secondary School Principals. Eligibility for membership in the National Honor Society are provided in detail below.

- A. Candidates eligible for selection to this chapter must be members of the junior, or senior class.
- B. To be eligible for selection to membership in this chapter, the candidate must have been enrolled for a period equivalent to one semester at Canton Jr. Sr. High School.
- C. Scholarship  
Candidates eligible for election to the chapter shall:

- Have a minimum cumulative grade of 94% (The cumulative grade is calculated by averaging the GPAs from the 9<sup>th</sup> and 10<sup>th</sup> grade years, if a junior, or the cumulative grade is calculated by averaging the GPAs from the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade years.\*Beginning with the class of 2025, students must have a minimum of a 94% cumulative score AND be within the top 20% of the class\*
- Achieve proficiency on 2 out of 3 evaluated state assessments (Keystone Exams).
- Receive a majority vote (3 out of 5 or 60%) from the Faculty Council

Upon meeting the grade level, enrollment, and GPA standards, candidates shall then be considered based on their service, leadership, and character.

An induction ceremony for current junior and senior candidates will be conducted during the school year. Parent/Student note: At the time of student induction, a brochure will be given to the student indicating selection guidelines, maintenance of membership, and dismissal procedures. Students eligible for membership in NHS will complete a form listing academic courses and extracurricular activities prior to Faculty Council vote on membership.

### **STUDENT ELECTIONS AND CLASS OFFICERS**

Class leadership has been provided through a system of student elections. From each grade level (12<sup>th</sup>, 11<sup>th</sup>, 10<sup>th</sup>, 9<sup>th</sup>, 8<sup>th</sup>, and 7<sup>th</sup>), student officers will be elected to perform class duties and provide leadership for their class throughout the school year. Seniors will elect officers to the position of President, Vice President, Secretary, and Treasurer during the first week of school. The second week of school will proceed with the junior initiating class elections, followed by the sophomores the third week, freshman the fourth week, and so on. The election process follows the model developed by the election of sophomore class officers for the school year.

### **ACADEMIC LETTERMEN'S CLUB**

Academic excellence is having earned a first honor roll achievement three out of four nine week marking periods. The function of this club is to recognize students at CHS who have excelled in academic performance. At the end of ninth grade, eligible students will receive an academic letterman certificate. At the end of tenth grade, students who continue to be eligible will receive another academic letterman certificate. Following their eleventh grade year, eligible students will receive a felt letter, academic letterman certificate and are eligible for a letterman's jacket. After completion of their twelfth grade year eligible students will receive a chenille letter, academic letterman certificate and a learning pin

## **VOCATIONAL EDUCATION**

### **VOCATIONAL EDUCATION OPTION NTCC & CHS**

Students considering attending the Northern Tier Career Center (NTCC) in their 11<sup>th</sup> and 12<sup>th</sup> grade year will elect a course of study. An application for admission (forms in the Guidance Office) will need to be completed. The Academic Planning Guide contains detailed requirements for acceptance into the NTCC program. If a student does not meet acceptable levels for admission, then other educational options need to be discussed with the Guidance Counselor. If the quota for the course of study selected is full, then other educational options need to be considered. Students who meet NTCC requirements will receive courses in English, Social Studies, Physical Education, Math and Science while attending Canton High School. NTCC participation will give students 4 credits per year towards graduation. While attending NTCC, they will receive two credits per semester for the course they have chosen. Students who want to attend NTCC may choose from a variety of study areas. Bus rules for NTCC are contained in Section VII of this Handbook. Students attending NTCC have earned the privilege to do so. The building principal has



the authority to revoke the privilege based on behavior and/or attendance. Also, misconduct or abuse of bus privileges may result in removal from the NTCC program based on the principal's discretion.

### **DIVERSIFIED OCCUPATIONS – 12th Grade Status**

This opportunity is available to SENIORS who are not enrolled in another NTCC program and allows students with specific career objectives in pathways that are not offered at NTCC to gain related experience for credit. Students complete theory classes through NTCC, including employability, career development, workplace readiness, technical skills, and safety. Students complete their remaining hours (minimum 15 hours per week) through paid part-time on-the-job experience at training sites, where they will develop skills in accordance with their individual training plans. Students will complete the NOCTI 21st Century Skills for Workplace Success.

- Industry Credential Opportunities:
- CareerSafe: OSHA Safety

National Safety Council: Forklift Operator Certification

### **JOB SHADOWING/CAREER EXPLORATION**

Job Shadowing/Career Exploration is a common request by students exploring future careers. It is possible to take advantage of this option since career preparation is one of the school's missions. Three (3) such days may be requested to job shadow, and requests must be approved in advance with supporting written documentation from the employer/workplace. Permission slips are available from the Guidance Office.

## **MILITARY**

### **ACT 10**

Act 10 of Pennsylvania School Law requires all public schools to provide a list of graduating seniors to armed forces recruiters which request the same. "Each school district shall notify the students in writing, prior to the end of their junior year, of the requirements imposed by subsection (a). Each student shall be given at least 21 calendar days to request, in writing, to the superintendent exclusion of such student's name prior to the release of such a list." Penalty for districts which do not comply is a summary offense carrying a \$100 fine." Any costs incurred by public and nonpublic schools in complying with the law will be reimbursed by armed forces recruiters upon written documentation of expenses." Nonpublic schools have the option to comply or not with the requirement of Act 10. This article serves as notice of inclusion/exclusion for the list.

### **MILITARY RECRUITERS IN SECONDARY SCHOOLS**

The No Child Left Behind Act of 2001, the National Defense Authorization Act for Fiscal Year 2002, and Pennsylvania Act 10 (The Armed Forces Recruiting Act) collectively require superintendents to provide military recruiters the same access to secondary school students as they provide to postsecondary institutions or to prospective employers. To ensure the school is in compliance with these laws, superintendents are required to provide names, addresses, and telephone listings of junior and senior year students to military recruiters, when requested, unless a parent has "opted out" of providing such information. These lists should be made available by the beginning of the school year; however, military recruiters are entitled to request and receive this information throughout the year.

### **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 reauthorized in December 2015

by the Every Student Succeeds Act (ESSA).<sup>1</sup> The McKinney-Vento Act is designed to address the challenges that homeless children and youths 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 youths 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 NIGHTTIME 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 meet 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. 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 CASD Homeless Liaison, Mark Jannone at 570-673-3191 or via email at [mjannone@canton.k12.pa.us](mailto:mjannone@canton.k12.pa.us).

**TITLE IX**

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

#### Scope of Title IX

Title IX applies to schools, local and state educational agencies, and other institutions that receive federal financial assistance from the Department. These recipients include approximately 17,600 local school districts, over 5,000 postsecondary institutions, and charter schools, for-profit schools, libraries, and museums. Also included are vocational rehabilitation agencies and education agencies of 50 states, the District of Columbia, and territories of the United States. A recipient institution that receives Department funds must operate its education program or activity in a nondiscriminatory manner free of discrimination based on sex, including sexual orientation and gender identity. Some key issue areas in which recipients have Title IX obligations are: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment, which encompasses sexual assault and other forms of sexual violence; treatment of pregnant and parenting students; treatment of LGBTQI+ students; discipline; single-sex education; and employment. Also, no recipient or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in a proceeding under Title IX. For a recipient to retaliate in any way is considered a violation of Title IX. The Department's Title IX regulations (Volume 34, Code of Federal Regulations, Part 106) provide additional information about the forms of discrimination prohibited by Title IX.

#### **CANTON AREA SCHOOL DISTRICT CHAIN OF COMMAND**

The Canton Area School District is committed to listening to suggestions, answering questions and addressing concerns, complaints or issues in a timely and efficient manner. Therefore, issues must be handled closest to the source by contacting the person responsible for the various areas of school operations. He or she has the most detailed information about his or her area of responsibility and is most prepared to offer assistance. If issues are not resolved, please work through the chain of communication (below) as needed. Again, if you have questions pertaining to the school district or about your child's work, please do not hesitate to call. District contacts, phone numbers and email.

<b>Concern</b>	<b>Step #1</b>	<b>Step #2</b>	<b>Step #3</b>	<b>Step #4</b>
<b>Athletics</b>	Head Coach	Athletic Director	High School Principal	Superintendent
<b>Budget</b>	Business Manager	Superintendent		
<b>Community Use of Buildings/ Athletic Fields</b>	Principal	Business Manager	Superintendent	
<b>Curriculum</b>	Teacher	Principal	Superintendent	
<b>Medical</b>	School Nurse	Principal	Superintendent	
<b>Difficulty in School</b>	Teacher	Principal/ Special Education Supervisor	Superintendent	
<b>Special Education</b>	Special Education Teacher	Principal	Superintendent	
<b>Transportation</b>	Bus Driver	Building Principal	Business Office	Superintendent

## APPENDIX

### CANTON ATHLETIC/CO-CURRICULAR CODE OF CONDUCT

**Mission:** We, in the Canton Area School District, believe that a healthy mind and healthy body complement one another. We also believe that learning is not to be limited to the classroom and that participation, athletics and competition, in their proper place and perspective, are other components of the learning process. Therefore, we believe that interscholastic athletics and co-curricular activities should be incorporated into our total educational offerings as integral parts

**General Objective:** Games and events should have as their chief purposes, friendly rivalries, creation of new friendships, playing skills, good sportsmanship, and improved community relations.

### **Specific Objectives**

#### **Interscholastic Athletics and Co-Curricular Activities at Canton High School**

- Provide opportunities to develop skill and to experience the satisfaction of performing effectively in emotionally charged situations.
- Contribute to the development of a health and fitness attitude that will provide a carry-over interest, which will function during leisure time.
- Contribute to the development of a wholesome appreciation for a well-developed and properly conditioned body.
- Contribute to the development of desirable social and citizenship qualities such as responsibility, respect for authority, leadership and fellowship abilities, respect for the rights and properties of others, harmonious and cooperative group action and respect for individual differences.
- Contribute to the satisfaction of certain psychological needs such as: self-understanding, self-expression, recognition and approval.
- Contribute to the development of desirable character traits including persistence, determination, unselfishness, will-to-win, alertness, maximum effort, resourcefulness and tenacity.
- Promote the development of the self-esteem and self-realization of each participant.

#### **Objectives for School and Student body**

- Interscholastic athletics and co-curricular activities should occupy a position in the curriculum comparable to that of other subjects or activities.
- Interscholastic athletics and co-curricular activities should be educational.
- Interscholastic athletics and co-curricular activities should be a means of promoting fine school morals.
- All visiting schools should be treated as guests.
- Interscholastic athletic programs and co-curricular activities should be broad rather than narrow in scope.
- Sportsmanship, fair play, and good school citizenship should be objectives of all participants.

#### **Code of Conduct for Participants in Interscholastic Athletics & Co-Curricular Activities**

- Appreciate that coaches, advisors, sponsors, and administrators have the best interests of the participants in mind as they plan and conduct their programs.
- Obey the specific training and practice rules of the coach, advisor, or sponsor.
- Be present at practice sessions, rehearsals, games, and scheduled events unless excused by the coach, advisor, or sponsor.
- Practice healthful habits of cleanliness and personal hygiene in all their daily activities.
- Appreciate the importance of proper rest, diet, and exercise.
- Understand that alcohol, tobacco, and illegal/illicit drugs are harmful to the body and mind, and hinder maximum effort and performance.
- Participants should appear neat and well groomed at all times.
- Participants should not use profanity or other inappropriate language/gestures
- Directly represent the coaches, advisors, sponsors, school, community, and should conduct themselves properly at all times. Student/student athletic conduct reflects on the school's reputation.
- Realize that officials do not lose a contest but are there for the purposes of ensuring that both teams/individuals receive a fair deal. For this, they deserve and will receive our courteous respect.
- Do not employ illegal tactics to gain an undeserved advantage.
- Have a good attendance record and will not skip class(es) or be truant from school.

- Care for all equipment as though it were their own personal property. Any loss of or damage to issued equipment (other than normal use/wear) is the participant's responsibility. Students will be held financially responsible for all replacement costs.
- Show sportsmanship at all times and express the importance of teamwork over personal recognition.
- Comply with the standards of the Student Code of Conduct

### **Sanctions from the Code of Conduct**

- **Minor Infractions-** First infractions of a minor nature, as well as, continued minor infractions should be punishable by the coach/director in a fair but stern manner and commensurate with the seriousness of the infraction. Suggested punishments for minor infractions include, but are not limited to, warnings, conferences, and /or review of the code, loss of assigned responsibilities, probationary status or ineligibility for one or more contests.
- **Major Infractions-**Infractions of the student code of conduct are considered major and should be reported to the Athletic Director immediately. These infractions include acts of violence, weapons, terroristic threats, controlled substances, alcohol, tobacco and vaping products. Major infractions should be punishable by the administration in a fair but stern manner and commensurate with the seriousness of the infraction according to the information provided below.
  - **School Attendance**  
A student must be in good standing (academically eligible) in the school to participate in interscholastic athletics or co-curricular activities. Academic eligibility as defined by the PIAA and the CHS "Pass to Play" program. The Pennsylvania Interscholastic Athletic Association dictates the ineligibility of any student who does not comply with the established regulations. Students must be present in school prior to 9:00am in order to be ineligible to participate in an extracurricular activity after school. Students arriving after 9:00am will be eligible only if the absence is accompanied by a medical note or prior approval from the Principal or Athletic Director.
  - **Use, Possession or Sale of Tobacco/Vapor Products (222)**
    - 1st Violation during the current school year
      - Suspension from participation for **5** school days and **1** competition
      - Successful completion of a school or community based Tobacco education program.
      - Report to Office of Safe Schools (PDE)
    - 2nd Violation during the current school year
      - Suspension from participation from the activity for the remainder of season or activity duration
      - Successful completion of a school or community based Tobacco education program.
      - Referral to Local Law Enforcement Agency (District Magistrate)
      - Report to Office of Safe Schools (PDE)
    - 3rd Violation during the current school year
      - Suspension from participation in all extra curricular activities for one calendar year
      - Successful completion of a school or community based Tobacco education program.
      - Referral to Local Law Enforcement Agency (District Magistrate)
      - Report to Office of Safe Schools (PDE)
  - **Use, Possession or Sale of Illegal drugs, controlled substances or alcoholic beverages (227)** NOTE: Attendance by a student at an event where alcoholic

beverages, illegal drugs or controlled substances are provided for or consumed by persons under the age of 21 in the absence or the presence and approval of the parents or guardians of those underage persons is a violation of training rules and is subject to the disciplinary code below.

- 1st Violation during the current school year
  - Immediate Suspension from all extra curricular activities for 45 school days
  - Referral to law enforcement
  - Successful completion of Drug & Alcohol Assessment by a licensed facility
  - Report to Office of Safe Schools (PDE)
- 2nd Violation during the current school year
  - Immediate Suspension from all extra curricular activities for one calendar year
  - Referral to law enforcement
  - Successful completion of Drug & Alcohol Assessment by a licensed facility
  - Report to Office of Safe Schools (PDE)
- **Violence Resulting In Serious Bodily Injury (218.2, 252)**
  - 1st Violation during the current school year
    - Immediate Suspension from all extra curricular activities for 45 school days
    - Referral to law enforcement
    - Completion of a mental health evaluation by the school or other licensed facility
    - Report to Office of Safe Schools (PDE)
  - 2nd Violation during the current school year
    - Immediate Suspension from all extra curricular activities for one calendar year
    - Referral to law enforcement
    - Completion of a mental health evaluation by the school or other licensed facility
    - Report to Office of Safe Schools (PDE)
- **Possession of Weapon(s) (218.1)**
  - 1st Violation during the current school year
    - Immediate Suspension from all extra curricular activities for **up to 45** school days
    - Referral to law enforcement
    - Completion of a mental health evaluation by the school or other licensed facility **may be required**
    - Report to Office of Safe Schools (PDE)
  - 2nd Violation during the current school year
    - Immediate Suspension from all extra curricular activities for 45 school days
    - Referral to law enforcement
    - Completion of a mental health evaluation by the school or other licensed facility
    - Report to Office of Safe Schools (PDE)
- **Use, Possession or Sale of Anabolic Steroids (227)**

- 1st Violation during the current school year
  - Immediate Suspension from all extra curricular activities for the remainder of the season
  - Report to Office of Safe Schools (PDE)
  - Medical determination by a licensed provider confirming no residual evidence of the steroid exists.
- 2nd Violation during the current school year
  - Immediate Suspension from all extra curricular activities for the remainder of the season and the following season
  - Report to Office of Safe Schools (PDE)
  - Medical determination by a licensed provider confirming no residual evidence of the steroid exists.
- 3rd Violation, permanent suspension from school athletics.
  - Immediate and permanent suspension from school athletics for the remainder of high school career
  - Report to Office of Safe Schools (PDE)
- **Court Proceedings, Probation, Law Enforcement Involvement**
  - A student may be declared ineligible to participate in any interscholastic, athletic, and/or co-curricular activity in which he/she represents the school in a public appearance if he/she
    - Has been found delinquent by the courts, found guilty (reached the age of majority) by the courts or has been put on probation by the courts.
    - Conducts himself/herself in a manner that in the opinion of school authorities, would reflect unfavorably upon students.

#### **Apply the sanctions to the Code**

A STUDENT'S FAILURE TO ADHERE TO TRAINING RULES AND STANDARDS (CANTON ATHLETICS/CO-CURRICULAR CODE OF CONDUCT AND STUDENT HANDBOOK POLICIES) DESCRIBED HEREIN MAY AMOUNT TO SELF-DISQUALIFICATION FROM INTERSCHOLASTIC ATHLETICS AND/OR CO-CURRICULAR ACTIVITIES. The head coach, coaching staff, adviser, sponsor, chaperones (when authorized) or school administration of necessity, have the right to exercise judgment in matters of enforcing the rules and must apply penalties impartially. The principal will take action on major infractions and matters requiring administrative attention. The athletic director will investigate, review options for sanctions and report, with recommendations to the principal.

### **The Irene W. Hurley Chapter of the National Honor Society By-Laws**

National Honor Society Chapter # 6909

Canton High School

(Revised/Approved March 2023)

#### **ARTICLE I: NAME**

The name of this chapter shall be Irene W. Hurley Chapter of the National Honor Society of Canton Jr/Sr. High School.

#### **ARTICLE II: PURPOSE**

The purpose of this chapter shall be to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students of Canton Jr/Sr. High School. The National Honor Society chapter that is active in Canton High School is known as the Irene W. Hurley Chapter and is designated by the numeric identification NHS Chapter # 6909. The chapter was formed in 1959. The chapter is named in honor of the founding advisor of the Canton Chapter, Mrs. Irene W. Hurley. Her commitment to education and the betterment of Canton



students knew no bounds outlasting even the end of her career and continuing until her death in 1973. The purpose of the chapter is to acknowledge those students who meet the exceptional criteria of the National Honor Society as evidenced by their academic achievements, participation in activities to improve both the school and the community, and their commitment to be an example to other members of the school and the community. Although the Irene W. Hurley Chapter of the National Honor Society follows the hand book of the national organization in general procedure, the chapter is permitted to set its own requirements and regulations regarding selection and retention of members. These by-laws are meant to enhance the national handbook and adapt the regulations to the high standards of Canton High School.

### **ARTICLE III: POWERS**

Section 1: This chapter operates under the direction of and in full compliance with the National Constitution of NHS. See [www.nhs.us/constitutions](http://www.nhs.us/constitutions). In addition, this chapter will maintain active affiliation with the national organization on an annual basis.

Section 2: This chapter will remain an active member of the state association, Irene W. Hurley Chapter by paying annual dues and participating in state functions when possible.

Section 3. The chapter adviser is given the authority to supervise the administration of chapter activities, as delegated by the school principal. The body which oversees the selection of students to the National Honor Society is known as the Faculty Council. These appointees act as the governing body of the Irene W. Hurley Chapter of the National Honor Society. The council will consist of five (5) respected members of the faculty appointed by the principal. Neither the advisor nor the principal is a voting member of the council. They are present in an informational capacity for the council members but do not have an active part in the voting.

Section 4: Final authority on all activities and decisions of the chapter resides with the school principal.

Section 5: Nondiscrimination. Our chapter of NHS maintains policies and practices that are designed to prevent discrimination against any qualified candidate or member on the basis of race, color, religion, ancestry, national origin, gender, gender identity, sexual orientation and disability. This policy of nondiscrimination applies to all practices, including the chapter administration and the selection, discipline, and dismissal of members.

### **ARTICLE IV: MEMBERSHIP**

Section 1. Membership in this chapter is an honor bestowed upon deserving students by the faculty and shall be based on the criteria of scholarship, service, leadership, and character.

Section 2. Membership in this chapter shall be known as active, honorary, and alumni. Active members become alumni members at graduation. Alumni and honorary members have no voice or vote in chapter affairs.

Section 3. Eligibility:

- D. Candidates eligible for selection to this chapter must be members of the junior, or senior class.
- E. To be eligible for selection to membership in this chapter, the candidate must have been enrolled for a period equivalent to one semester at Canton Jr. Sr. High School.
- F. Scholarship

Candidates eligible for election to the chapter shall:

- a. Have a minimum cumulative grade of 94% (The cumulative grade is calculated by averaging the GPAs from the 9<sup>th</sup> and 10<sup>th</sup> grade years, if a junior, or the cumulative grade is calculated by averaging the GPAs from the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade years.  
\*Beginning with the class of 2025, students must have a minimum of a 94% cumulative score AND be within the top 20% of the class\*
- b. Achieve proficiency on 2 out of 3 evaluated state assessments (Keystone Exams).
- c. receive a majority vote (3 out of 5 or 60%) from the Faculty Council

Upon meeting the grade level, enrollment, and GPA standards, candidates shall then be considered based on their service, leadership, and character.

- G. Character-A list of students attaining the grade prerequisite will be distributed to the faculty for input prior to the council's annual induction consideration meeting. Teachers may return written comments to the advisor or share with the advisor any factual reason why the student should or should not be chosen for membership. The advisor provides this information to the Faculty Council. Each student must meet the character criteria. A vote by the Faculty Council will determine if the student qualifies.

Detailed Analysis of Character

- The student presents a neat and well-groomed appearance during the school day.
- The student demonstrates a high standard of honesty and reliability.
- The student is of good moral character and upholds school regulations.
- The student refrains from the use of alcohol, tobacco, and illegal drugs.
- The student displays desirable qualities of personality (cheerfulness, friendliness, and poise).
- The student demonstrates good manners and refrains from the use of poor manners.
- The student employs neither profanity nor vulgar gestures.
- The student shows compassion for his/her fellow students and less fortunate individuals.
- The student stands ready to assist faculty and students when needed and accepts praise and criticism with grace.
- The student has neither a conviction for a crime and/or misdemeanor nor an arrest for a criminal act or civil disobedience.

The following are examples and are not all inclusive.

- *Positive Character Traits:* honest, dependable, law abiding, compassionate, helpful, non-disruptive
- *Negative Character Traits:* cheats, lies, steals, vandalizes, spreads hurtful rumors, rude, disrespectful, swears, chews, smokes, drinks, uses illicit drugs, bullies

- H. Leadership-Based on the input from the faculty and, if needed, from the student, students who met the requirements will then be considered on the merit of leadership. Leadership is the quality of guiding and being a role model for the students of the school and to the community of Canton.

Detailed Analysis of Leadership

- The student demonstrates leadership and/or the ability to lead others both in and out of the classroom.
- The student demonstrates and/or promotes leadership qualities in school, extra-curricular, and community activities.
- The student holds positions of responsibility successfully when appointed.
- The student demonstrates initiative in carrying out responsibilities.
- The student exemplifies qualities which positively influence others.
- The student conducts himself or herself in a reliable and dependable manner.
- The student is a team player; the student can lead or follow as situations dictate.
- The student is a positive role model for peers and underclassmen.

The following are examples and are not all inclusive.

- *Positive Leadership Traits:* responsible, looks out for the well-being of people of whom he/she is put in charge, models proper demeanor, helps out in a responsible manner, demonstrates good "sportsmanship" in all types of activities
- *Negative Leadership Traits:* whines, puts self ahead of any type of team or group, shows no responsibility, poor role model, shirks responsibilities, quits if he/she does not get his/her way, blames others for disappointments, taunts, poor "sportsmanship" in types of activities, brags

- I. **Service:** Based on the input from the faculty and, if needed, from the student, students who met the requirements will be considered on the merit of service. Service is a commitment to the school and community which indicates that the student is attempting to have a positive impact on the community in which they live. Students need a minimum of 10 activities, starting with the class of 2011, to qualify for service. This may include involvement both in the school and the community at large. Employment, which requires a significant devotion of the time of a student and is many times necessitated by family financial concerns, will count as 2 activities for this purpose.

A student who meets the criteria of all four of these requirements will be a prospective member of the National Honor Society. He/she will then be eligible to participate in the induction ceremony that occurs every year during late fall. At the conclusion of the induction ceremony, the student will be a full member of the National Honor Society. Upon completion of this meeting, the advisor will provide a written roster of the inductees to the principal.

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#### **ARTICLE V: SELECTION OF MEMBERS**

Section 1. The selection of members to this chapter shall be by a majority vote of the faculty council which consists of five faculty members appointed by the Principal. The chapter adviser shall be the sixth, nonvoting, *ex officio* member of the faculty council.

Section 2. The selection of active members shall be held once a year.

Section 3. Prior to the final selection, the following shall occur:

- A. Students' academic records shall be reviewed to determine scholastic eligibility.
- B. All students who are eligible scholastically (i.e., candidates) shall be notified and asked to complete and submit the candidate information form for further consideration.
- C. The faculty shall be requested to evaluate candidates determined to be scholastically eligible using the official input form provided by the chapter adviser.
- D. The faculty council shall review the candidate information application, forms, essays, faculty input, and other relevant information in the application process to determine those who fully meet the selection criteria for membership.

Section 4. Candidates become members when inducted at a special ceremony.

Section 5. An active member of the National Honor Society who transfers from this school will be given an official letter indicating the status of his/her membership when requested.

Section 6. An active member of the National Honor Society who transfers to this school will be automatically accepted for membership in this chapter. The faculty council shall grant to the transferring member one semester to attain the membership requirements and, thereafter, this member must maintain those requirements for this chapter in order to retain his/her membership. If a student transfers and was a member at the prior school, he/she will be a member, but he/she has until the guidance office officially ranks the student in the current class to bring the grade average in compliance with the standards of the Irene W. Hurley Chapter. (Example: Rivendell High has the scholarship standard of 90% to be inducted. A student with a 91% average who was inducted in Rivendell's chapter # 0000 moves to Canton as an inducted member. This student will automatically become a member of this chapter. Although, this student then has until the guidance office ranks the student, generally one academic year, to raise his/her grade to the minimum requirement of chapter #6909.)

#### **ARTICLE VI: OBLIGATIONS OF MEMBERS**

Section 1. Annual dues for this chapter shall be \$1.00. Dues will be payable to the chapter within 30 days of induction.

Section 2. Each member of this chapter who is in good standing with regard to the membership standards and member obligations shall be entitled to wear the emblem adopted by the National Honor Society.

Section 3. Any member who withdraws, resigns, or is dismissed from the chapter shall return the membership card, certificate, and member pin (or relevant insignia items) to the chapter adviser.

Section 4. Chapter members who are seniors in good standing shall be granted the privilege of wearing the honor cords and sashes signifying NHS membership at graduation.

#### **ARTICLE VII: OFFICERS**

Section 1. The officers of the chapter shall be president, vice president, secretary, historian, and treasurer.

Section 2. Student officers shall be elected at the last meeting of each school year. All returning members in good standing with the chapter are eligible to run for a position as an officer. Any active member can nominate an eligible member as a candidate for office.

Section 3. Voting shall be by secret ballot. A majority vote shall be necessary to elect any officer of this chapter. If the first vote does not yield a majority, a second vote shall be taken of the two candidates receiving the highest number of votes.

Section 4. It shall be the duty of the president to preside at the meetings of the chapter and serve as the official representative of the chapter at school and community functions.

Section 5. The vice president shall preside in the absence of the president and shall also keep a record of members' contributions to leadership and service.

Section 6. The secretary shall keep the minutes and attendance records for meetings and be responsible for all official correspondence.

Section 7. The treasurer shall keep the record of business expenses, dues, and all other financial transactions of the chapter.

Section 8. The historian will collect articles regarding chapter activities during the year. These articles may be placed in a scrapbook to be left in the possession of the school upon graduation of the current year members.

Section 9. Officers and the faculty adviser(s) shall collectively be known as the chapter's executive committee. The executive committee shall establish annual goals for the chapter and have general charge of the meetings and the business of the chapter, but any action by the executive committee is subject to the review of the chapter members.

#### **ARTICLE VIII: MEETINGS**

Section 1. Regular meetings of this chapter shall be held quarterly. Special meetings can be called by the president with approval of the adviser.

Section 2. This chapter shall conduct its meetings according to *Robert's Rules of Order*.

Section 3. Members are expected to attend all chapter meetings.

#### **ARTICLE IX: ACTIVITIES**

Section 1. The chapter shall determine one or more service projects for each year. (The chapter will assist The Giving Tree in December, and the chapter will sponsor a Red Cross Bloodmobile in the Spring).

Section 2. All members shall regularly participate in these projects.

Section 3. These projects shall have the following characteristics: fulfill a need within the school or community; have the support of the administration and the faculty; be appropriate and educationally defensible; and be well planned, organized, and executed.

Section 4. Each member shall have the responsibility for choosing and participating in an individual service project which reflects his or her particular talents and interests and as approved by the chapter adviser. This is in addition to the chapter projects to which all members contribute.

Section 5. The chapter shall publicize and promote its projects in a positive manner.

Section 6. The chapter will award to a senior who has contributed the most in service and activities a

bookscholarship. This award will be the amount of interest made on the scholarship fund at the Chemung Canal Trust Company and supervised by the school financial officers. This award is designated the Irene W. Hurley Torch Award in honor of the initial advisor.

#### **ARTICLE X: DISCIPLINE and DISMISSAL of MEMBERS**

Section 1. Any member who falls below the standards of scholarship, service, leadership, or character may be considered for discipline or dismissal from the Irene W. Hurley Chapter of the National Honor Society. A member of the National Honor Society is expected to maintain his/her academic standing and take an active role in service and leadership to his/her school and community.

Section 2. If a member's cumulative grade point average falls below the standard in effect when he/she was selected 94%, he /she will be given a written warning and a reasonable time period for improvement. If the cumulative grade point average remains below standard at the end of the warning period the student will be subject to further disciplinary action by the faculty council that includes consideration of dismissal from the chapter.

Section 3. Violations of the law or school regulations can result in immediate consideration of the dismissal of a member (see Section 5 below). These violations include, but are not limited to DWI, stealing, destruction of property, cheating, truancy, or possession, selling, or being under the influence of drugs or alcohol at school or school-related activities or in the community.

Section 4. Offenders of the school conduct code (such as use of profanity, failure to comply, unexcused absences, excessive tardiness, etc.) will receive written warning notification. A conference may be requested by either party (faculty council or student/parent). If the member is involved in another violation of the school conduct code, the member may be considered for dismissal.

Section 5. Chapter officers, as representatives of the chapter, can be removed from their positions as a consequence of disciplinary action taken by the faculty council.

Section 6. In all cases of pending dismissal:

- A. The member will receive written notification from the adviser/faculty council indicating the reason for consideration of dismissal. (NHS Probation Letter)
- B. The member has the right to respond to the charge(s) against him/her to the faculty council via written communication prior to any vote on dismissal (in accordance with due process identified in Article X of the National Constitution).
- C. Following the hearing and review of the written communication, the faculty council will then vote on whether to dismiss. A majority vote of the faculty council is needed to dismiss any member.
- D. The results of the faculty council vote will be presented to the principal for review, and then stated in a letter sent to the student and parents.(NHS Dismissal Letter)
- E. The faculty council's decision may be appealed to the building principal within the time period established in the written communication. Written communication will be provided following the appeal hearing to confirm the decision to grant or deny the appeal request.
- F. A member who is dismissed or resigns may never again be considered for membership in the National Honor Society.
- G. A student, if the situation warrants, may resign by a letter of resignation rather than proceed with the above procedure. The letter of resignation is delivered to the advisor. The advisor will acknowledge the resignation in a corresponding letter after a written notification to the Faculty Council and the Principal.

Section 7. In lieu of dismissal, the faculty council may impose disciplinary sanctions upon a member as deemed appropriate.

#### **ARTICLE XI: RATIFICATION, APPROVAL, and REVIEW.**

Section 1: These bylaws will be approved upon receiving a two-thirds affirmative vote of all active members of the chapter, a majority affirmative vote of the faculty council, and approval by the administration.

Section 2: These bylaws shall be reviewed and if necessary, revised within five years from the date of approval noted on this document.

#### **ARTICLE XII: AMENDMENTS**

These bylaws may be amended by a 2/3 vote of the chapter, provided notice of the proposed amendment has been given to members at least one month prior to the vote. The exceptions are Articles IV, V, and X, which are developed by the faculty council with the approval of the principal.

#### **ADDENDUM**

##### **Advisor Responsibilities**

- The advisor shall conduct the activities of the chapter in a responsible and mature manner.
- The advisor will report to the Faculty Council and the principal any problems and activities of the chapter.
- The advisor will review with candidates who did not qualify the reasons that the prospective member did not meet the qualities. (In the case of junior candidates, the advisor will let the student know what quality he/she should focus on to increase the likelihood of gaining induction in his/her senior year. This does not guarantee the student's induction, although it does strengthen his/her case for induction.)
- The advisor will alert probationary members of their status when necessary and advise them on what they need to be aware of to avoid expulsion from the society.
- The advisor will plan and coordinate an annual induction ceremony to recognize new members. (Students must participate in an induction ceremony to become a member.)
- The advisor will complete an end of the year activity report of the chapter for submission to the national office.
- The advisor will ascertain the continuance of membership in the National Honor Society by checking with the principal on the annual payment of Chapter dues.

#### **HAZING**

##### **(Board Policy #247)**

##### **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. 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 whipping, beating, branding, calisthenics or exposure to the elements.
4. Endure brutality of a mental nature, including 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 brutality 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:

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. Any activity, as described above, shall be deemed a violation of this policy regardless of whether

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

For purposes of this policy, **bodily injury** shall mean impairment of physical condition or substantial pain

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.

#### 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.

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.

#### 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.

#### Discrimination/Discriminatory Harassment

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 and discriminatory harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer. If, in the course of a hazing investigation, potential issues of discrimination or discriminatory harassment are identified, the Compliance Officer 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.

#### 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 publication in handbooks and verbal instructions by the coach or sponsor at the start of the season or program.

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.

#### Complaint Procedure

A student who believes that s/he has been subject to hazing is encouraged to promptly report the incident to the building principal or designee.

Students are encouraged to use the district's report form, available from the building 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 building 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 preventive 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/Policy

Upon receipt of a complaint of hazing, the building 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.

#### 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. 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.

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.

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.

Confidentiality-Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with 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 s/he complies with the requirements under law, subject to the limitations set forth in law.

*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.

In addition to other authorized discipline, building principals shall have the authority, after providing the student or students an informal hearing, to impose a fine of up to fifty dollars (\$50) on each student determined to have engaged in hazing in violation of this policy.

When recommended disciplinary action results in a formal hearing before the Board, in addition to other authorized disciplinary consequences, the Board may also impose a fine of up to one hundred fifty dollars (\$150) on each student determined to have engaged in hazing in violation of this policy.

*Non Student 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, s/he 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.[24]

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.

## **ACCEPTABLE USE OF INTERNET (Board Policy No. 815)**

### **PURPOSE**

The Board supports use of the Internet and other computer networks in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration. For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the school district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

### **DELEGATION OF RESPONSIBILITY**

The district shall make every effort to ensure that this resource is used responsibly by students and staff. Administrators, teachers and staff have professional responsibility to work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals. Students and staff have the responsibility to respect and protect the rights of every other user in the district and on the Internet. The building administrator shall have the authority to determine what inappropriate use is.

Superintendent or designee shall be responsible for implementing technology and procedures to determine whether the district's computers are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedure shall include but not be limited to:

1. Utilizing a technology protection measure that blocks, or filters Internet access for students and adults to certain visual depictions that are obscene, child pornography, harmful to students with respect to use by students, or determined inappropriate for use by students by the Board.
2. Maintaining and securing a usage log.
3. Monitoring online activities of students.

## **GUIDELINES**

Network accounts shall be used only by the authorized owner of the account for its approved purpose. All communications and information accessible via the network should be assumed to be private property and shall not be disclosed. Network users shall respect the privacy of other users on the system. Students and staff are expected to act in a responsible, ethical and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:

1. Illegal activity.
2. Commercial or for-profit purposes.
3. Non-work or non-school related work during the school day.
4. Product advertisement or political lobbying.
5. Hate mail, discriminatory remarks, and offensive or inflammatory communication.
6. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
7. Access to obscene or pornographic material or child pornography.
8. Access by students to material that is harmful to students or is determined inappropriate for students in accordance with Board policy.
9. Inappropriate language or profanity.
10. Transmission of material likely to be offensive or objectionable to recipients.
11. Intentional obtaining or modifying files, passwords, and data belonging to other users.
12. Impersonation of another user, anonymity, and pseudonyms.
13. Fraudulent copying, communications, or modification of materials in violation of copyright laws.
14. Loading or using unauthorized games, programs, files, or other electronic media.
15. Disruption of the work of other users.
16. Destruction, modification, abuse or unauthorized access to network hardware, software and files.
17. Quoting personal communications in a public forum without the original author's prior consent.

## **SECURITY**

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, the following guidelines shall be followed:

1. Students shall not reveal their passwords to other students.
2. Users are not to use a computer that has been logged in under another user's name.
3. Any user identified as a security risk for having a history of problems with other computer systems may be denied access to the network.
4. Faculty have read permission rights to all student files.
5. Employees may be required to share their password with the in-house technical support personnel.

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

Illegal use of the network; intentional deletion or damages to files of data belonging to others; copyright violations; and thefts of services will be reported to the appropriate legal authorities for possible prosecution. General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy. Loss of access and other disciplinary actions shall be consequences for inappropriate use.

Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks; this includes but is not limited to uploading or creating computer viruses

#### **COPYRIGHT**

The illegal use of copyrighted software by students and staff is prohibited. Any data uploaded to or downloaded from the network shall be subject to fair use guidelines.

#### **SAFETY**

To the greatest extent possible, users of the network will be protected from harassment and unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall report such immediately to a teacher or administrator. Network users shall not reveal unauthorized information to other users on the network, including chat rooms, e-mail, Internet, etc.

Any district computer/server utilized by students and staff shall be equipped with Internet blocking/filtering software.

Internet safety measurers shall effectively address the following:

1. Control of access by students to inappropriate matters on the Internet and World Wide Web.
2. Safety and security of students when using electronic mail, chat rooms, and other forms of direct electronic communications.
3. Prevention of unauthorized online access by students, including "hacking" and other unlawful activities.
4. Unauthorized disclosure, use, and dissemination of personal information regarding students.
5. Restriction of student's access to materials harmful to them.
6. Students are to be advised that logs of their online actions may be released to State, Local and Federal Authorities as required by law.
7. All Internet activity is being monitored.

#### **Board Policy 218.1 Weapons**

##### **Purpose**

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

##### **Definitions**

Weapon - the term shall include but not be 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.

Possessing - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; under the student's control while s/he is 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 on his/her way to or from school.

##### **Authority**

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district building, onto school property, to any school-sponsored activity, and onto any public conveyance providing transportation to school or a school-sponsored activity or while the student is coming to or from school.

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. The Superintendent may recommend modifications of such expulsion requirements on a case-by-case basis.

In the case of an exceptional student, the district shall take all necessary steps required to comply with the Individuals With Disabilities Act and Board policy.

#### Delegation of Responsibility

The Superintendent or designee shall react promptly to information and knowledge concerning weapons on school property. Such action shall be in compliance with state law and regulation and with the procedures set forth in the memorandum of understanding with local law enforcement officials.

The Superintendent or designee shall immediately report the discovery of any weapon prohibited by this policy to local law enforcement officials and inform the student's parent/guardian.

The Superintendent shall annually, by July 31, report all incidents involving acts of violence or possession of a weapon to the Office of Safe Schools on the required form in accordance with state law and regulation.

#### Guidelines

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.

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

#### Transfer Students

When the school 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 may not exceed the expulsion period.

### **Board Policy 222 Tobacco and Vaping Products**

#### Purpose

The Board recognizes that tobacco 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 Juuls and other electronic cigarettes.

#### Definition

State law defines the term tobacco product to broadly encompass not only tobacco but also vaping products including Juuls and 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. 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. 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*

#### Authority

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

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

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

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

#### 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 and vaping products policy by publishing information in student handbooks, parental newsletters, posters, and by other efficient methods, such as posted notices, signs and on the district website.

#### 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 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.

**Office for Safe Schools Report** -The Superintendent shall annually, by July 31, report all incidents of possession, use or sale of tobacco and vaping products, including Juuls or other e-cigarettes, by students to the Office for Safe Schools on the required form.

**Law Enforcement Incident Report** –The Superintendent or designee may report incidents of possession, use or sale of tobacco 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.

#### 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

Tampering with devices installed to detect use of tobacco or vaping products shall be deemed a violation of this policy and subject to disciplinary action.

#### 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

### **Board Policy 218.3 Gangs**

#### Purpose

The Board recognizes that a school campus is a place that requires appropriate rules and regulations to ensure a safe and healthy environment which is conducive to learning for all students. All persons shall be aware and knowledgeable of the conduct and expectations upon which this school district operates.

#### Authority

Gang affiliation or gang membership has been found to be intimidating to the student body and disruptive to the educational process. Affiliation with a gang, gang activities or claiming gang membership by students is strictly prohibited.

Under authority in the School Code, the Board will impose corrective action ranging from short-term suspension to long-term suspension and, in extreme cases, the student could be recommended to the Board for expulsion. School district building administrators have the authority to reduce long-term suspensions to a shorter duration provided the building administrator is convinced that a plan is in progress which will result in the elimination of future involvement with gangs.[1]

Persons who initiate, advocate, or promote activities, openly or otherwise, which threaten the safety or well-being of persons or property, which substantially disrupt, or are likely to substantially disrupt, the school environment and the educational process, or which substantially interfere with, or are likely to substantially interfere with, the rights of other students will be dealt with as an offense of the most serious type/category.

#### Definitions

Gang - For the purposes this policy, the term gang means any ongoing organization, association, or group of three (3) or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts or acts in violation of school rules, which has an identifiable name or identifiable sign or symbol, and whose members individually or collectively engage in, or have engaged in, a pattern of criminal gang activity or activity relating to the violation of school rules.

Gang activity - The use of hand signals, written or oral comments, stances, stares, graffiti or the presence or use of any apparel, jewelry, accessory or manner of grooming which, by virtue of its color, arrangement, trademark, symbol or any other attribute indicates or implies membership or affiliation with a gang, whether real or implied, and/or which has, through past experience in the school district, been shown to be a danger to the school environment, its staff and students, and to substantially disrupt the school district's educational programs. Gang activity is, therefore, strictly prohibited.

#### Guidelines

Any incident involving initiations, intimidation and/or similar or related gang activity at school during school hours, en route to school or a school-sponsored event, en route from school or a school-sponsored event, or anywhere while in attendance at a school-sponsored event or activity, will hereby be considered actions which present the danger or likelihood of bodily injury or physical harm; substantially disrupting the school's education programs; and/or substantially interfering with the educational rights of other students and are, therefore, strictly prohibited.

Any student wearing, carrying, distributing, or displaying gang paraphernalia; exhibiting behavior or gestures which symbolize gang membership; or otherwise engaging in gang activity will be subject to disciplinary action including suspensions and/or permanent expulsion.

Any student charged with gang activities or affiliations may be required to sign a negotiated Gang/Behavior Contract between the student, parent/guardian and administrator before s/he will be allowed to return to the school s/he attends.

The building administrators of all school district facilities shall ensure that:

1. Information about gang affiliation and activities is included in printed rules and regulations provided to staff, students and parents/guardians.
2. Students identified as possibly being involved in gang-related activities receive counseling to enhance self-esteem, encourage interest and participation in character-building activities, and promote membership in authorized student organizations.
3. Parents/Guardians will be notified of the school's concerns.
4. Staff in-service training regarding gang activities, methods of operation, and current methods of identification are available to staff.
5. All gang affiliation or gang-type incidents are referred to the appropriate law enforcement agency.
6. Staff, students and parents/guardians are informed that affiliation with a gang, gang activities and/or claiming gang membership is considered a serious form of misconduct and is/are subject to the following corrective actions.
  - a. Gang membership activities:
    - i. Minimum: Short-term suspension.
    - ii. Maximum: Expulsion.
  - b. Claimed gang membership for the purpose of intimidation:
    - i. Minimum: Short-term suspension.
    - ii. Maximum: Expulsion
7. Any student suspended for gang activities and/or affiliation be required, as appropriate, to sign a negotiated Gang/Behavior Contract between the student, parent/guardian and administrator before the student will be readmitted to school upon serving the assigned disciplinary consequence.
8. Building administrators have the authority to reduce a long-term suspension to a shorter duration provided the building administrator is convinced that a plan is in progress which will result in the elimination of future involvement with gangs.
9. Students who have been expelled and/or suspended for gang-related activities may be subject to emergency expulsion and may lose their right to remain in school during the appeal process, subject to their procedural rights under applicable Department of Education regulations.

#### Delegation of Responsibility

The Board delegates the Superintendent or designee to promote membership in authorized school groups and activities as an alternative to students at risk.

Recognizing that organized gang activities are a community/school problem which may involve or lead to criminal behavior, the Superintendent will involve and inform the police in each of the communities/townships of any school-observed gang activity and develop a working relationship to suppress and combat gang activities.

The school district will further immediately involve parents/guardians, courts and such other agencies, as is appropriate, to abolish gang activities and promote prevention and intervention programs.

#### Constitutional Interpretation

This policy is to be interpreted and applied by the school district administration in a constitutional manner, consistent with the preservation of students' constitutional rights.

#### **Board Policy 227 Controlled Substances/Paraphernalia**

##### 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. As an educational institution, the schools shall strive to prevent abuse of controlled substances.

#### Definitions

For purposes of this policy, controlled substances shall include all:

1. Controlled substances prohibited by federal and state law.
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, such as but not limited to herbal incense, bath salts, or other products containing synthetic cannabinoids.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.

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.

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.

#### Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[6]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[7][8]
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.



### Delegation of Responsibility

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

1. Establish procedures to deal with students suspected of using, possessing, being under the influence, or distributing controlled substances in school, up to and including expulsion and referral for prosecution.
2. Disseminate to students, parents/guardians and staff the Board policy and administrative regulations governing student abuse of controlled substances.

The Superintendent shall react promptly to information and knowledge concerning possible or actual incidents of possession, use or sale of controlled substances. Such action shall be in compliance with state law and regulation and with the procedures set forth in the memorandum of understanding with local law enforcement officials.

The Superintendent shall annually, by July 31, report all incidents of possession, use and sale of controlled substances by any person on school property to the Office of Safe Schools on the required form in accordance with state law and regulation.

### Guidelines

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. Bodybuilding and muscle enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid. Students shall be made aware annually 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.

The following minimum penalties are prescribed for any student athlete found in violation of the prohibited use of anabolic steroids:

1. For a first violation, suspension from school athletics for the remainder of the season.
2. For a second violation, suspension from school athletics for the remainder of the season and for the following season.
3. For a third violation, permanent suspension from school athletics.

No student shall be eligible to resume participation in school athletics unless a medical determination has been submitted, verifying that no residual evidence of steroids exists.

### 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.

## **Board Policy 227 Controlled Substances/Paraphernalia**

### Purpose

The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the constitution of the Commonwealth. The Board respects the right of students to express themselves in word or symbol and to disseminate nonschool materials to others as a part of that

expression. The Board also recognizes that the exercise of that right is not unlimited and must be balanced with the district's responsibility to maintain a safe and orderly school environment and to protect the rights of all members of the school community.[1]

This policy addresses student expression in general as well as dissemination of expressive materials that are not part of district-sponsored activities (nonschool materials).

This policy does not apply to materials sought to be disseminated as part of the curricular or extracurricular programs of the district, which shall be regulated separately as part of the school district's educational program.

#### Definitions

For the purposes of this policy, dissemination shall mean students distributing or publicly displaying nonschool materials to others:

1. On school property or during school-sponsored activities by placing such materials upon desks, tables, on or in lockers, walls, doors, bulletin boards, or easels; by handing out such materials to other persons; or by any other manner of delivery to others; or
2. At any time or location when creating or sending information using email, websites, online platforms, social media channels or other technological means that are owned, provided or sponsored by the school district.

Expression means verbal, written, technological or symbolic representation or communication.

Nonschool materials means any printed, technological or written materials, regardless of form, source or authorship, that are not prepared as part of the curricular or approved extracurricular programs of the district. This includes, but is not limited to, fliers, invitations, announcements, pamphlets, posters, online discussion areas and digital bulletin boards, personal websites and the like.

#### Authority

##### Limitations on Student Expression

Students have the right to express themselves unless such expression is likely to or does materially and substantially disrupt or interfere with the educational process, including school activities, school work, discipline, safety and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights. Student expression is prohibited to the extent that it:

1. Violates federal, state or local laws, Board policy or district rules or procedures;
2. Is defamatory, obscene, lewd, vulgar or profane
3. Advocates the use or advertises the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students, such as tobacco/vaping products, alcohol or illegal drugs;
4. Incites violence, advocates use of force or threatens serious harm to the school or community;
5. Materially and substantially disrupts or interferes with the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions;
6. Interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs; or
7. Violates written district procedures on time, place and manner for dissemination of otherwise protected expression.

Student expression that occurs on school property or at school-sponsored events, or occurs at any time or place when created or communicated using district-provided equipment, email, websites or other technological resources, is subject to this policy. The limitations, prohibitions and requirements of this

policy shall apply to expression that occurs outside the foregoing circumstances only when and to the extent that the out-of-school expression:

1. Incites violence, advocates use of force or otherwise threatens serious harm directed at students, staff or the school environment;
2. Materially and substantially disrupts or interferes with the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions; or
3. Interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs.

#### Dissemination of Nonschool Materials

The Board requires that dissemination of nonschool materials shall occur only at the places and during the times set forth in written procedures. Such procedures shall be written to permit the safe and orderly operation of schools, while recognizing the rights of students to engage in protected expression

The Board requires that students who wish to disseminate nonschool materials on school property shall obtain approval by submitting them at least one (1) school day in advance to the building principal or designee, who shall forward a copy to the Superintendent

If the nonschool materials include matters prohibited by this policy, the building principal or designee shall promptly notify the students of the nature of the violation and that they may not disseminate the materials until the violation is corrected and the materials are resubmitted for approval.

If notice of disapproval is not given during the period between submission and the time for the planned dissemination, students may consider the request approved and proceed with dissemination as requested, subject to all other established procedures and requirements relating to time, place and manner of dissemination. Students may nonetheless be directed to cease or suspend dissemination if it is later determined that the materials or the dissemination of them are in violation of this policy or implementing rules and procedures.

Students who disseminate printed nonschool materials shall be responsible for clearing any litter that results from their activity and shall schedule the event so that they do not miss instructional time themselves.

Printed nonschool materials displayed in a fixed location of a school building shall bear the date when placed in each location. The district may remove the materials within ten (10) days of the posting or other reasonable time as stated in applicable procedures.

#### Review of Student Expression

Review of nonschool materials proposed for dissemination shall be conducted promptly so as to avoid unreasonable delay in dissemination.

School officials shall not censor or restrict nonschool materials or other student expression for the sole reason that it is critical of the school or its administration, or because the views espoused are unpopular or may make people uncomfortable.

Student-initiated religious expression is permissible, and apart from regarding time, place and manner, shall not be restricted unless the expression violates some other aspect of this policy, e.g., because it is independently determined to be in violation of this policy for reasons other than the religious nature of the content.

Appeal of the reviewer's decision may be made to the Superintendent and then to the Board, in accordance with Board policy and district procedures.[5]

#### Delegation of Responsibility

The Superintendent shall assist the building principal in determining the designation of the places and times nonschool materials may be disseminated in each school building. Such designations may take into account maintenance of the flow of student traffic throughout the school and shall limit dissemination of nonschool materials to non instructional times.

When student dissemination of nonschool materials or other student expression violates this policy, the building principal may determine what if any disciplinary or other consequences should be imposed. Disciplinary actions shall be in accordance with applicable Board policy and the Code of Student Conduct.

The Superintendent shall ensure that building principals and other staff involved in reviewing nonschool materials proposed for dissemination and evaluating whether violations of this policy have occurred receive training regarding applicable standards and procedures. Special emphasis shall be given to understanding the limitations on school officials' authority to regulate off-campus student expression, as well as the need to articulate in detail the nature and extent of disruption to or interference with the school environment thought to be caused by on or off-campus student expression and the specific manner by which the student expression involved is thought to have caused it.

This Board policy and any procedures written to implement this policy shall be referenced in student handbooks so that students can access them for further information.

# FIELD TRIP REQUEST

Destination(s): <u>Indianapolis, IN</u>	How many subs are needed: <u>4</u>
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Date of Trip <u>Oct 31 - Nov 4, 2023</u>	Day of Week <u>Tues - SAT</u>	Leave Time <u>6 AM</u>	Return to School <u>10 PM</u>
Number of Students/Adults <u>4/1</u>	Circle One <u>(VAN)</u> BUS	If you want a VAN, who will drive? <u>Tom Hajnowski</u>	
Where will the bus load for the trip? <u>Back of School</u>			
Students will: (check one) <input type="checkbox"/> Ride their regular bus home after the field trip.			
<input checked="" type="checkbox"/> Arrange their own transportation home after the field trip.			

Class or Grade Description <u>Ag Experience / FFA</u>	Person in Charge <u>Tom Hajnowski</u>
Other Chaperones going: _____	
Objective of Trip: <u>State Environmental &amp; Natural Resource Worker National Competition</u>	Estimated Cost Of Trip - Including Subs <u>3000<sup>00</sup> 4000<sup>00</sup></u>
Nurse required to go on trip? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	

## REGULATIONS

1. Persons in charge will submit a final list of persons riding the bus (including adults) to the Principal before leaving school grounds. *Depends on morning with the*
2. Parental permission slips will be obtained by person in charge. These will also be turned in to the Principal before leaving school grounds.
3. Students will observe the riding rules of the school. Buses are supposed to have copies of riding rules posted. Driver distractions from within the bus are to be avoided.
4. No students are to be let off the bus at any location other than the school when returning from the field trip, unless prior arrangements have been approved by the Principal or Business Manager.
5. Any irregularities of the trip (including bus and driver problems) will be reported to the Principal immediately.
6. When students have to make other arrangements to get home, the person in charge and chaperones will stay with the students until all have left the school grounds.

*[Signature]*  
SIGNATURE OF PERSON IN CHARGE

## ROUTING INSTRUCTIONS

Forward completed form to your Principal. If approved, Principal will forward to Business Office. Business Office will return original request to Principal after busing arrangements. Principal will keep the original form in their office and will send a copy of the form to the person in charge.

APPROVALS			
Principal:	Approved <u>[Signature]</u>	Date <u>6/27/23</u>	
Business Manager:	Approved <u>[Signature]</u>	Date <u>7/11/23</u>	

THIS SPACE FOR BUSINESS OFFICE USE ONLY

*ww 07/14/23*  
*Bd App 08/10/23*