



WINDBER AREA SCHOOL DISTRICT

Elementary

STUDENT HANDBOOK

2025-26 School Year



Ramblers

Welcome!

On behalf of the entire faculty and staff, we would like to extend our warmest wishes to you for a successful school year ahead. We are excited to embark on another year of academic growth together and want to assure you that we are here to support you every step of the way.

With clear expectations, a strong instructional program, and the cooperation of you and your family, we believe that this year holds great promise for each and every one of you. We have full confidence in your abilities and the unique talents you possess, and we encourage you to harness them to their fullest potential.

Our primary objective is to assist you in further developing your talents in all areas, encompassing academics, the arts, and athletics, and fostering positive relationships with your teachers and classmates. We take pride in nurturing a well-rounded education that encompasses not only intellectual growth but also personal and social development.

Please keep in mind that this handbook may undergo updates and revisions throughout the year. We kindly request that you reach out to any of us in the hallways, classrooms, cafeteria, or offices should you have any questions, or concerns, or require clarification. We are here to help and guide you through any challenges or uncertainties you may encounter.

Remember, seeking assistance is a sign of strength, so if you ever find yourself in need of help, please don't hesitate to turn to your parents, teachers, or any other school personnel for support. Utilize this handbook as a valuable resource to aid you in navigating your educational journey effectively.

Once again, we wish you a fulfilling and successful school year filled with growth, learning, and memorable experiences. Let us work hand in hand to make this year outstanding and transformative for each of you.

Sincerely,



2025-26 School Calendar

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DIRECTORY

WINDBER AREA SCHOOL DISTRICT- 2025-2026 School Year

BOARD OF SCHOOL DIRECTORS

BOARD OF SCHOOL DIRECTORS

Board President: Dr. David Decewicz

Vice President: Mrs. Antoinette Rummel

Treasurer: Mrs. Amy Rummel

Secretary: Dr. Melissa Klingenberg

Board Members

Mr. Mark Portante

Mr. Mark Sotosky

Mr. Jeffery Slatcoff, Sr.

Mr. Timothy Thornsberry

Mr. Ronald Walker

ADMINISTRATION

Michael Vuckovich

Superintendent

Jessica Shuster

Director of Education/Transportation Coordinator

Korie Duryea

Director of Special Education

Melanie Christy

School Psychologist

Kim Moore

High School Principal I

Charles W. Beckley II

Elementary Principal

Steve Slatcoff

Middle School/High School Assistant Principal

Justin Roxby

Director of Facilities and Grounds

Frank Tallyen

Director of Safety and Technology

OFFICE STAFF

Tammy Dowdell

Elementary School Secretary

Nicole Caputa

Elementary School Secretary

Peggy Degory

Elementary Office Aide

ATHLETICS

Mark Ott

Athletic Director

CAFETERIA

Andrea Schroyer

Nutrition Inc.

Lisa Murphey

Elementary Cafeteria Manager

GUIDANCE OFFICE

Kimberly Minahan

Elementary Guidance Counselor

HEALTH SERVICES

Jennifer Culp

Elementary School Nurse

PARENT RELEASE FORMS

WINDBER AREA ELEMENTARY
HANDBOOK 2025-2026



Dear Parent(s)/Guardian(s):

As required by Section 5145 of the Drug Free Schools and Community Act of 1986 it is necessary for you to complete the form below. Please complete and submit the forms below electronically via the Forms portal in Powerschool by Friday, September 12th, 2025.

WINDBER AREA ELEMENTARY
STUDENT HANDBOOK
2025-2026

The Windber Area Elementary 2025-2026 student handbook is available for review at www.windberschools.org. By signing this document, I state that I have read and reviewed the 2025-2026 Windber Area Elementary School Student handbook.

Name of Student: _____ Grade: _____

Parent/Guardian Signature: _____

Date: _____

Photo/Video Permission
Slip 2025-2026 School Year

Name of Student _____ Grade _____

Name of Teacher _____

Signature of parent and or guardian

Date

☐ I give permission for my son/daughter to have his/her picture taken and published by the local media.

☐ I do not give permission for my son/daughter to have his/her picture taken and published by the local media.

***If this document is not received stating that permission is not granted, photos and videos will be assumed permissible by the parent(s)/guardian(s).*

USE OF DIGITAL SIGNATURES FOR PERMISSION

The Windber Area School District will utilize digital signatures when obtaining parental or guardian consent for participation in various services and programs, including but not limited to counseling, REACH, Check and Connect, and other support initiatives. Digital signatures collected through our approved platforms will hold the same legal and procedural weight as traditional written signatures. By signing digitally, parents or guardians affirm their agreement and consent as if they had provided a handwritten signature. This process ensures efficiency, accessibility, and convenience while maintaining the security and confidentiality of student and family information. If you have any questions or concerns about this process, please contact the school office for assistance.

Mission and Vision Statements

Mission

The mission of the Windber Area School District is to ensure all students have the opportunity to acquire the knowledge, skills, and attitudes necessary to solve problems, communicate effectively, and are responsible citizens while preparing for a life of continual growth and learning through a premier educational environment.

Vision

The vision of the Windber Area School District is to ensure that all students have the opportunity to acquire the knowledge, skills, abilities, and attitudes necessary to solve problems, communicate effectively, and be responsible citizens while preparing for a life of continual growth and learning.

Shared Values

- Safety
- Student Development
- Communication





School Operations

The school district's mission statement indicates that it *"is to ensure all students have the opportunity to acquire the knowledge, skills, and attitudes necessary to solve problems, communicate effectively, and are responsible citizens while preparing for a life of continual growth and learning through a premier educational environment."* In support of this mission, it is necessary to provide an environment in which each student can move toward self-realization. Such an environment can only be provided in an atmosphere that is regulated by appropriate rules for behavior and attendance. While the appropriateness of rules will vary from one setting to another, the Board of School Directors believes that policies can be established for utilization throughout the district to provide a framework to standardize expectations for behavior and attendance.

All individuals in society live by rules which serve to smooth the process of working together in an effort to reach certain goals. In a school setting, such rules are usually cast in the form of a code so that there is respect for each other's rights.

Our legal system attempts to strike a balance in regulating the relationship between students and schools. On the one hand, it attempts to preserve the student's rights afforded by the Constitution. On the other hand, it makes every effort to make certain that in affording each individual such rights, it does not disrupt the rights of other individuals and the interests of the school district. Students have most of the same rights as adults. With these rights come certain citizenship responsibilities in a democratic society. Student rights are designed to assist them in reaching certain objectives. The school's rights help to preserve order.

This attendance and discipline code is designed to balance the responsibilities of the students, the parents/guardians, the administration, and the employees of the school district in order to maintain and support a thorough and efficient system of public education with personal rights and freedoms for all students. Adherence to this code by students and school personnel, together with the parental support which is needed, will not only create an atmosphere conducive to learning but will also protect the rights of our youths. This policy is designed to provide a guide that is reasonable in dealing with attendance and discipline problems and one which will establish the parameters for students and staff to follow so that all parties know what is expected of them.

School Visitors

When reporting to the Windber Elementary School office, all visitors will be required to show a valid, government-issued ID. Parents and visitors to Windber Middle/High School must sign the visitor's log and **have their ID submitted to the district's security software program upon entering the building.**

Daily Start and End Times

8:30 am – Student Day Begins
3:00 pm – Student Dismissal

Morning Arrival

Any student arriving at school before 8:30 a.m. must report to their assigned area. We suggest that non-bus students time their arrival for 8:15 a.m. Under no conditions shall a student loiter outside the school.

- Students may enter the building after 8:00 am. If a student comes to school before 8:00 am, it must be for a school-supervised activity (band, chorus, extra help).
- At 8:30 am, Elementary students will be escorted to their classroom.

Afternoon Dismissal

When the dismissal bell rings, all students without after-school appointments must leave the building promptly. They shall not loiter outside the building. Students with after-school appointments shall go to them promptly and leave them without loitering. All bus students will go promptly to the assigned area upon dismissal. Students waiting in the assigned area must be orderly, reasonably quiet, and well-mannered.

- All students not involved in a supervised school-sponsored activity are to leave the building by 3:00 pm. Once students are dismissed, they are not to return to the building. Only students who have valid reasons for returning may do so, and they must report to the main office and receive clearance to re-enter the school.

Student Late Arrivals

Students are required to be in their homerooms according to their respective start times. Students are considered tardy to school if they arrive after their respective start times. It is the responsibility of the student coming to school late to follow up with his/her teachers to get assignments from any class time missed due to late arrival or tardiness to school. Please refer to the school district Attendance Policy and Procedures as represented in this handbook to identify resulting actions relative to student late arrival or tardiness to school.

Student Early Dismissals

It is the responsibility of the student being dismissed from school to follow up with his/her teachers to get class assignments, so they will maintain their progress within the academic expectations of their class. All Illness/Medically related early dismissals require the student to have been subject to a health check by the School Nurse prior to communication occurring with the parent(s)/or guardian(s) relative to the student's early dismissal from school.

Weather Delays/Closing

When conditions require a school delay, closing, or remote instruction (pandemic related only), you will receive a call or text from our emergency notification system. Delay, closing, or remote instruction information is also announced on the District's website, District social media, and local cable TV stations. Typically, when school is canceled, after-school and evening activities are canceled, but always check the website for up-to-date information.

The best way to be alerted to changes in the school schedule is through the District's emergency notification system. You will receive an automated phone call, text, and/or email to the primary phone number(s) you have listed in PowerSchool. Calls are typically made no later than 10:00 p.m. and no earlier than 6:00 a.m. The success of this system depends on accurate contact information obtained from school records. If your information has changed, please update your contact information by contacting your child(ren)'s school secretary to update your files. Please visit our website to learn more about our safety procedures.



WINDBER ELEMENTARY

MASTER SCHEDULE

2025-2026

<p style="text-align: center;"><u>Kindergarten 4</u></p> <p>8:30 - 8:45 Opening 8:45 - 9:15 Daily Calendar Routine (Math) 9:15 - 10:15 Skills Centers Activity Book 10:15 - 10:45 Whole Group Listen & Learn 10:45 - 11:15 LUNCH 11:15 - 12:15 Whole Group Math 12:20 - 12:50 ENCORES 12:50 - 1:35 ELA/MATH Learning Centers 1:35 - 2:05 VARIOUS PLAY ACTIVITIES 2:05 - 2:40 REDI/PATHS 2:40 - 2:50 Read/Sensory 2:50 - 3:10 Dismissal 3:10 - 3:50 Teacher Prep</p>	<p style="text-align: center;"><u>Kindergarten 5</u></p> <p>8:30 - 8:45 Opening 8:45 - 9:15 PATHS/SCI/SS 9:15 - 10:15 CKLA Skills 10:15 - 10:50 Rambler Time 10:50 - 11:20 Everyday Math 11:20 - 11:50 LUNCH 11:50 - 12:20 VARIOUS PLAY ACTIVITIES 12:20 - 12:35 Spring Math 12:35 - 1:35 CKLA Knowledge 1:35 - 2:05 ENCORE 2:05 - 2:50 Math Small Group 2:55 - 3:10 Closing/Dismissal 3:10 - 3:50 Teacher Prep</p>	<p style="text-align: center;"><u>1st Grade</u></p> <p>8:30 - 8:45 Opening 8:45 - 9:45 CKLA Skills 9:45 - 10:35 Math 10:35 - 11:05 Math Small Group 11:05 - 11:35 LUNCH 11:35 - 12:05 VARIOUS PLAY ACTIVITIES 12:05 - 12:20 Spring Math 12:20 - 1:20 CKLA Knowledge 1:20 - 1:55 Rambler Time 1:55 - 2:25 PATHS/SCI/SS 2:25 - 2:55 ENCORE 2:55 - 3:10 Closing/Dismissal 3:10 - 3:50 Teacher Prep</p>
<p style="text-align: center;"><u>2nd Grade</u></p> <p>8:30 - 8:45 Opening 8:45 - 9:20 Rambler Time 9:20 - 10:20 CKLA Skills 10:20-10:35 Spring Math 10:35 - 11:25 Everyday Math 11:25 - 11:55 Math Small Group 11:55 - 12:25 LUNCH 12:25 - 12:55 VARIOUS PLAY ACTIVITIES 12:55 - 1:25 ENCORE 1:25 - 2:25 CKLA Knowledge 2:25 - 2:55 PATHS/SCI/SS 2:55 - 3:10 Closing/Dismissal 3:10 - 3:50 Teacher Prep</p>	<p style="text-align: center;"><u>3rd Grade</u></p> <p>8:30 - 8:45 Opening 8:45 - 10:05 Rotation 1 10:05 - 10:45 ENCORE 10:45 - 11:10 Rotation 1 11:10 - 11:40 PATHS/SCI/SS 11:40 - 12:10 LUNCH 12:10 - 12:30 VARIOUS PLAY ACTIVITIES 12:30 - 2:20 Rotation 2 2:20 - 2:55 Rambler Time 2:55 - 3:10 Closing/Dismissal 3:10 - 3:50 Teacher Prep</p>	<p style="text-align: center;"><u>4th Grade</u></p> <p>8:30 - 8:45 Opening 8:45 - 9:25 ENCORE 9:25 - 10:55 Rotation 1 10:55 - 11:30 Rambler Time 11:30 - 11:50 Rotation 1 11:55 - 12:25 PATHS/SCI/SS 12:25 - 12:55 LUNCH 12:55 - 1:10 VARIOUS PLAY ACTIVITIES 1:10 - 2:55 Rotation 2 2:55 - 3:10 Closing/Dismissal 3:10 - 3:50 Teacher Prep</p>
<p style="text-align: center;"><u>5th Grade</u></p> <p>8:30 - 8:45 Opening 8:45 - 10:30 Rotation 1 10:30 - 11:00 PATHS/SCI/SS 11:00 - 11:40 ENCORE 11:40 - 12:15 Rambler Time 12:15 - 12:40 Rotation 2 12:40 - 1:10 LUNCH 1:10 - 1:30 VARIOUS PLAY ACTIVITIES 1:30 - 2:55 Rotation 2 2:55 - 3:10 Closing/Dismissal 3:10 - 3:50 Teacher Prep p</p>	<p style="text-align: center;"><u>Title One Resource Teachers</u></p> <p>8:30 - 8:40 K4/K5 Help 8:45 - 9:20 2nd Grade 9:20 - 9:45 1st Grade Tier 2 9:50 - 10:15 2nd Grade Tier 2 10:15 - 10:50 K5 10:55 - 11:30 4th Grade 11:40 - 12:15 5th Grade 12:20 - 12:50 Lunch 12:50 - 1:15 K4 Centers 1:20 - 1:55 1st Grade 2:20 - 2:55 3rd Grade 2:55 - 3:10 Dismissal Duties 3:10 - 3:50 Teacher Prep</p>	<p style="text-align: center;"><u>Encores</u></p> <p>8:45 - 9:25 4th Grade 9:30 - 10:00 Adaptive 10:05 - 10:45 3rd Grade 11:00 - 11:40 5th Grade 11:45 - 12:15 Lunch 12:20 - 12:50 K4 12:55 - 1:25 2nd Grade 1:35 - 2:05 K5 2:25 - 2:55 1st Grade</p>



Windber Area School District Attendance Policy

In order for the Windber Area School District to function as a system for public education and in order for students to benefit from this district's planned educational program, it is necessary that students assigned to district schools be in regular attendance. Regular attendance is a prerequisite for educating the students of our district. Curricula are planned and courses taught 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 the learning hierarchy; absent students cannot be taught.

The laws covering school attendance are explicit, and attendance shall be required of all students enrolled in the school when school is in session.

The school district will assist parents/guardians and students who are experiencing attendance problems. Such assistance may involve frequent parental contact, counseling, and/or psychological services provided within the resources of the school system, the development of a Student Attendance Improvement Plan (SAIP), or referral to agencies that provide support to the school district.

It may also be necessary to invoke disciplinary action against those students as suggested in the Discipline Response Structure. Since parents and guardians are legally responsible for their student's attendance at school, they may find themselves in conflict with the law. A pattern of poor attendance/tardiness for any student, grades K through 12, will be cause for both school and community agency intervention.

The following definitions are provided to assist in understanding the policies and procedures established by the Board of School Directors:

- **Compulsory School Age:** The period of a student's life from the time the student's parents/guardians elect to have the student enter school, which shall not be later than six (6) years of age, until the age of eighteen (18) years.
- **Tardiness:** Absence of a student at the time a given class and/or school day begins, provided the student is in attendance before the close of that class or day.
- **Truancy:** The failure of a student to attend school regularly as required by law without acceptable reason, or willful violation of the compulsory attendance laws.

- **Unexcused Absence:** The absence from school of a student who is not excused by a teacher or principal.
- **Unlawful Absence:** The unexcused absence of a student under 18 years of age.

Regular school attendance improves academic achievement and helps students develop a responsible approach to work habits, which carry over to adult life. When students assume responsibility for regular and faithful attendance, this acceptance of responsibility carries over into post-high school responsibilities and adult work and family life.

Home-School Communication

Parental attitude is a factor that greatly influences the regularity of student attendance. Therefore, communication and cooperation between home and school are of high importance. The school has the responsibility to inform the parents/guardians of the attendance regulations which apply to their student(s).

The principal may call upon the services of the support staff of the school, district, or county to improve the attendance of a student which would include the guidance staff, nurse, psychologist, attendance officer, Children and Youth Services, and other student support services. Communication may be accomplished by any one or a combination of the following:

- Phone Calls: Phone calls provide an immediate, yet informal, opportunity to discuss the absence of a student. Such contacts may be made when the absence is excused to foster open communication between the home and school. Most frequently, however, they will be made to verify excuses or the reason for the absence of a student.
- Written Correspondence: Such correspondence will serve to formalize a concern that, if unmodified, may lead to serious disciplinary action and/or legal intervention.
- Conferences: These provide a means to involve various support agencies along with the parent and school personnel to collectively provide for the needs of the student.
- Home Visitations: Home visitations will be made to tie together the efforts of the school, home, and community. These home visits serve to identify problems a student may be experiencing at home which may affect performance at school. For most students in school, communication with the parents/guardians and a cooperative home-school environment are the most effective methods of achieving and maintaining good attendance. Parents/guardians need to know why school is important, believe that regular attendance is vital, and communicate this attitude to their student(s).

Excused Absences

Excused Absences include illness, injury or medical condition, or disability that prevents a child from attending, verified by a licensed medical professional's excuse or parental note indicating generally the reason for the absence.

A written excuse from a parent/guardian will be accepted for medical absences up to ten (10) total days during the school year. (If the excuse is for only part of a day, more than ten (10) excuses may be permitted but they may cover no more than a total of ten (10) school days of absences).

After parental medical excuses have been received to cover ten (10) school days, the district will mail written notification to require a specific written excuse from a licensed medical professional.

To help parents, the district will mail periodic reports of a student's attendance when the student has seven (7) total days of absences, excused and unexcused, ten (10) total days of absences, excused and unexcused, and fifteen (15) days of total absences, excused and unexcused. These letters will also note how many medical days of absence have been excused by parental note. **Days of absence are also available on PowerSchool.**

To help parents in the case of chronic illness or disability, the district will accept an excuse/letter from the student's doctor that states that the student may miss school due to a specific illness, injury, medical condition, or disability, and the parent/guardian may then submit additional excuses (beyond the ten (10) permitted above) that refer to that specified reason for each subsequent absence directly related thereto. These absences will then be excused. A new excuse/letter from the doctor must be provided every forty-five (45) days.

Other examples of excused absences include the following: serious illness or death in the immediate family verified by a written excuse from a parent/guardian; quarantine; medical or dental attention. *(Such services must be verified in writing by the parent/guardian. The administration may ask for additional verification from the service provider. As noted above, excused absences are permitted only for the reasonable time needed to get to the provider, keep the appointment, and return to school);* absences permitted by a student's Individual Educational Program (IEP) or Service Agreement (SA) or written terms fixed by an administrator when there is no IEP or SA; absence approved in advance by the principal, such as college visitations, military recruiting, required court attendance, preplanned educational trips, and tours (meeting the requirements of the district's policy for Family Educational Trips), etc.; absence in connection with approved school activities; authorized religious holidays documented to administrative satisfaction if other than those historically recognized by the district; religious instruction or up to a total of thirty-six (36) hours per school year. *(This shall require submission of a written request from the parents/guardians of the student prior to the release of the student to attend and/or participate in religious instructional programs.);* impassable roads as determined by the Transportation Coordinator, or other unusual traffic conditions or circumstances deemed appropriate by the principal; and students who receive approved homebound instruction provided by this school district are not considered absent.

Excuse Procedure & Requirements Upon Return

After an absence for the foregoing reasons, the student (or parent/guardian) must submit an excuse signed by a parent/ guardian that gives the name of the student, date, days of absence, and reason for absence. The school can accept an email excuse.

The excuse must be submitted to the office secretaries or emailed to the following address: tdowdell@windberschools.org Parents will be advised of special requirements, if any, applicable to a particular building.

Failure on the parents'/guardians' part to provide a written explanation for the student's absence and failure of the parent/guardian or student to present such an excuse **within three (3) school days of the student's return to school**, except under extenuating circumstances as determined by the building principal, will result in an unexcused absence being recorded. Once an unexcused absence is recorded for failure to submit a timely excuse, a parental excuse or note will ordinarily not be accepted for that absence.

Upon returning to school, students should immediately make plans with their teachers to promptly make up all work missed during the absence. Obtaining missed work is the student's responsibility in grades 6-12.

Unexcused Absences From School or Unexcused Tardiness to School

For each unexcused absence from school, the parent or guardian will be so advised. The Discipline Response Structure will be applied on each occasion. Class cutting and truancy are considered serious offenses and may require the services of our school psychologist, SAP referral, Children and Youth Service, and similar support agencies.

The following reasons for absence will be recorded as unexcused (sometimes called, especially in statutes and regulations, "illegal" or "unlawful"):

1. Absence without reason or absence for which a timely (within three (3) school days) excuse was not submitted.
2. Oversleeping or missing the school bus.
3. Trips not approved in advance by the building principal or trips that have been disapproved by the building principal. Educational trips that meet all requirements of Family Educational Trips, including prior approval, will not result in unexcused absences.
4. Shopping, hunting, fishing, sporting events, birthdays, or other celebrations.
5. Employment.
6. Inefficient private transportation or automobile breakdowns.
7. Any other reasons not listed as an excused absence above or as excused under the School Code or regulations.

An unexcused late arrival will be recorded as a tardy which is a code of conduct violation. Three (3) tardies will warrant a lunch detention. Five (5) tardies will warrant an after school detention. Ten (10) tardies will warrant a full day unexcused absence and after school detention. Every five

(5) tardies thereafter warrants an additional unexcused absence and an after school detention. Any unexcused tardy after 9:30am will result in a half ($\frac{1}{2}$) day unexcused absence. Additionally, any student that is involved in an extracurricular activity (practice, contest, performance, etc.) will **NOT** be allowed to participate in that activity on the day of the tardy.

A student having unexcused absences from school or from any class during any marking period can cause failure in the affected courses during that marking period. Furthermore, class work, including tests, quizzes, and assignments, may not be made up for unexcused absences. This policy also applies to unexcused absences caused by class cutting or unexcused tardiness.

Any student of compulsory school age who has not attained age 15 and who fails to comply with compulsory attendance and is habitually truant*, shall be referred to Children and Youth Services. The referral may be in addition to filing a citation with the local district judge. The principal may refer a student 15 years of age or older to CYS in lieu of filing a citation with the local judge.

- “Habitually truant” as defined in 24 P.S. 13-1333 means absence for more than three (3) school days or their equivalent following the notice or truancy which is required to be given after three (3) unexcused absences.

Unlawful Absence from School

When a student has accumulated three days of unlawful absence (unexcused absence of a student under the age of 17), the school district will then serve notice upon the parents or guardian in accordance with the Compulsory School Attendance Laws.

After three (3) unexcused absences of children of compulsory school age, the district will give the notice (via a letter and/or phone call) and a meeting will be scheduled where a Student Attendance Improvement Plan (SAIP) will be developed by a team including the school administrator, guidance counselor, truancy officer, and parents/guardians. This SAIP meeting would be a precondition to filing a summary complaint before the magisterial district judge. After a sixth unexcused absence, a notice is served (via a letter and/or phone call) and a second SAIP is activated. This becomes a second offense, and charges will be appropriately filed through the local magistrate. A referral to an outside agency (CYS) will also be filed, as otherwise permitted by Basic Education Circular 13-1327.

If a student's excused and unexcused absences total seven (7), ten (10), and/or fifteen (15) days a letter will be sent outlining the number of excused and unexcused absences making up each of those totals. If discussions with parents have not already taken place prior to this letter, the school will notify the parent(s) by letter and phone call to suggest a School Attendance Improvement Conference (SAIC). This conference would occur to discuss attendance and the development of a School Attendance Improvement Plan (SAIP) to improve attendance and to consider what might be done to minimize the adverse impact of absences on the student's

academic performance. There may be resources available to parents or students if needs are communicated to the district.

If there are twenty (20) or more total absences, a parental conference shall be held to discuss the effects of such absences and any available resources that might help deal with the effects of the absences and/ or that might reduce the number of further absences. If appropriate, a School Attendance Improvement Plan may be developed. Since class attendance and participation is important for student academic performance, a student's discretionary absences may be limited. These include but are not limited to: field trips, participation in school activities and events or absences for educational trips.

Students are required to promptly make up all missed work the same as if they had excused absences, and parents must be prepared to help or get help for their children to make up the missed work, but students ordinarily will not receive course credit for such work in the case of such unexcused absences. Class participation is a factor in student grading and evaluations and excessive unexcused absences can also affect a student's evaluation or grades under such circumstances.

If a student has more than three (3) unexcused and twenty (20) or more total absences in one (1) school year, the following may occur: student may be denied credit in a course, student may be placed into alternative education and/or the student may be required to undertake a project or extra work. If course credit is denied, it could jeopardize graduation or promotion to the next grade. If a student is denied course credit, he or she shall have the right to appeal. All students meeting the above criteria must attend summer school in order to receive credit if summer school is offered and available as follows:

- **3 weeks of summer school**

*** A senior that does not meet the attendance requirements will NOT be permitted to walk in the graduation ceremony.**

Students with more than three (3) unexcused absences in a school year, or students with a history of unexcused absences in prior years, may be denied approval for a Family Educational Trip or may be denied participation in a field trip or in school activities or events that would require them to miss classes, if the principal believes further absences would negatively affect their academic performance, or if the principal determines that the student is not making a good faith effort to avoid unexcused absences, insofar as the student can do so.

Except where the responsible administrator determines otherwise, on any day when a student has an unexcused absence, late arrival, or early dismissal, or if the student has been absent without excuse during the school day, that student shall not be permitted to participate in field trips or school activities or events, including attendance at or participation in athletic events or practices, for that school day, including events which occur after the end of the school day.

Students should be aware that this provision does not alter athletic team expectations. For example, if a coach does not permit a player to play in a game if they miss practice, and if they miss practice because of this provision, then they may also miss the game.

As noted in section II, the terms of this policy, its enforcement, and the consequences of non-compliance may be modified in IEPs, Service Agreements, or otherwise exceptional situations, and enforcement of this policy or application of these consequences will be modified as appropriate for students with severe or chronic medical conditions or disabilities that may affect the child's ability to attend school regularly, to the extent specified in the IEP, Service Agreement or other specified accommodation.

Appeals Process

An appeal process has been established for parents/guardians or students who believe credit has been denied unjustly. A review committee will be created by the building principal. This committee will include the building administrator and/or the Director of Education. At the review hearing the following procedure will take place:

- The student is responsible to produce formal documentation at the hearing in order to overturn the decision and regain graduation credit/program promotion.
- The parent/guardian may accompany the student at the hearing.
- The hearing committee reaches a decision by majority vote; the student will receive the decision at the same meeting. The decision of the hearing committee will be final, except as may otherwise be provided by law.
- Appeals from decisions involving provisions in an IEP or SA relating to this policy shall be in accordance with 22 Pa. Code Chapters 14 and 15.

Sending Students Home During the School Day

If a student is sent home from school for any reason, the person in charge must contact the parents/guardians before allowing the student to leave school. If parents/guardians are not home, satisfactory arrangements must be made before permitting the student to leave the school. If unable to locate parents/guardians, the student must remain in school unless there are known provisions for the care of the student in such an emergency by a friend or relative as indicated in the student's emergency information. In this case, these persons should be contacted before allowing the student to leave school. If the student must remain in school following an illness or emergency, s/he would be properly treated or transported to an emergency facility or hospital at the parent/ guardian's expense. Parents/Guardians are required to come into their respective offices and sign their child out. Students are not permitted to use their cell phones to contact parents to pick them up because of an illness. Student dismissal must first be evaluated by the School Nurse or Building Administrator.

Family Education Trips

While the Board discourages unnecessary absences from school for reasons explained in the Board's Attendance Policy, the Board also recognizes that, depending upon the circumstances, limited family trips of educational value can be in the student's interest but only when appropriate standards are met consistent with School law and appropriate educational objectives.

Parents who are planning to take their child on an educational trip during the time that school is in session may request an excused absence for the student. Parents are advised to make the request before making any nonrefundable vacation commitments. A trip may be considered an educational experience if it broadens the student's understanding of social, cultural, scientific, geographic, or other educational values and concepts.

Trips will be limited to five (5) school days in any given academic year. Any days beyond the maximum of five (5) days permitted will be considered unexcused for students of compulsory school age who are under age seventeen (17) and appropriate action will be taken under the district's Attendance Policy for unexcused absences.

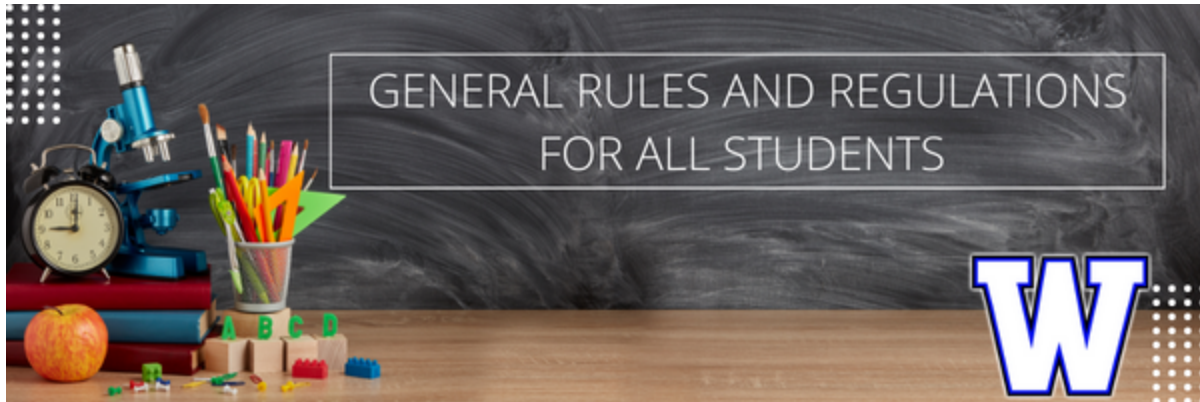
Trips will not be approved during:

- Standardized test dates and high school course final exams (contact your child's school for these dates).
- Scheduled days of school preceding Labor Day

Requests should be submitted by the parent or guardian no later than fifteen (15) school days prior to the student's anticipated absence using the proper form which may be secured from the school office or district website. Approval is not automatic and must be obtained prior to the absence. The decision will be based on the student's academic standing, attendance record, and the effect the absence will have on the student's educational welfare. The principal will respond within five days of receiving the request. If approval is not granted, the absence will be classified as unexcused. If approved and the student's absence extends beyond the approved time, such days will be classified as unexcused.

The student must obtain all assignments prior to the absence and the student shall complete the missed work within a reasonable time after returning from the trip. It is the student's responsibility to contact teachers and make any necessary arrangements to make up the missed work or any missed tests.

For a copy of the Attendance Policy in its entirety, please refer to [#204 Attendance](#) of the Windber Area School District Policies or request a copy from the school office.



General Rules and Regulations

The school board has the authority to make reasonable and necessary rules governing the conduct of students in school. The rule-making power, however, is not unlimited; it must operate within statutory and constitutional restraints. A school board has only the powers which are enumerated in the laws of the state, or which may be reasonably implied or necessary for the orderly operation of the school.

School boards may not make rules which are arbitrary, capricious, or outside their grant of authority from the General Assembly.

Their rules must stand the test of fairness and reasonableness. A rule generally is considered reasonable if it is used as a rational means of accomplishing some legitimate school purpose. School rules are assumed to be "reasonable" until they are rescinded or waived. Students, therefore, should obey school rules while working through channels to help change those, which they do not approve.

Student Responsibilities

Student responsibilities include regular school attendance, conscientious effort in classroom work/homework, and conformance to school rules/regulations. Most of all, students share with the administration/faculty a combined 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 so as not to offend or slander others.

It is the responsibility of the student to:

- Be aware of all rules and regulations for behavior and conduct themselves in accordance with them.
- Be willing to volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
- Dress and groom themselves so as to meet fair standards of safety and health, and so as not to cause substantial disruption to the educational process.
- Assume that until a rule is waived, altered, or repealed it is in full effect.
- Assist the school staff in operating a safe school for all enrolled students.
- Be aware of and comply with state and local laws.
- Protect and take care of the school's property.
- Attend school daily, except when excused, and be on time at all classes and other school functions.
- Make all necessary arrangements for making up work when absent from school.
- Pursue and attempt to complete satisfactorily the courses of study prescribed by state and local school authorities.
- Avoid inaccuracies in student newspapers or publications and indecent or obscene language.

Classroom Hall and Ground Conduct:

- Discourage crowding and loitering in the halls between classes.
- Do not interrupt other classes by causing disturbances in the hallways during class periods.
- Do not run in the halls.
- Be courteous to all teachers and other adults as well as your fellow students.
- Excessive noise and running around by bus students before school starts and while waiting for the bus are prohibited.
- After eating, make sure there is no litter on or under the table. Place items in proper receptacles.
- Confine all eating to designated areas.
- Handle other people's property with special care, including schoolbooks, furniture, and school-issued electronic device.
- Keep all books, papers, homework, and other school materials neat.
- Keep halls and restrooms clean.
- Keep lockers and desks neat and clean.

Emergency Preparedness

The Windber Area School District is committed to taking proactive measures to protect the safety of all our students and staff members. We have made preparations to deal effectively with emergency situations that could occur in or around the school while classes are in session. While we hope that a natural disaster or other serious incidents never occur, our goal is to be as prepared as possible for any potential emergency. Our priority at all times is to protect all students and staff from harm.

The Windber Area School District and all school facilities have emergency operation plans. The plans are designed with the assistance of administrative staff members, as well as local law enforcement, emergency management, and public health officials. The plans, which are regularly reviewed and updated, include procedures to respond to a variety of crisis incidents. School district personnel and students practice drills associated with specific emergencies on a regular basis.

The Windber Area School District administrators consult with local, state, and federal health, safety, and emergency personnel to develop and maintain plans for coping with a variety of emergency situations. The District's Safety and Security Core Team is made up of school administrators and staff, and representatives of local and county first responders. The team meets during the school year to discuss crisis response, management, prevention, and communication. Members of the committee are NIMS certified and attend state and local safety and security training sessions annually.

If you have any questions about your school's safety responses, please contact your school principal or visit the portion of our [website dedicated to emergency preparedness](#). Call 9-1-1 to report suspicious incidents or behavior or the [Safe2Say app](#).

Internet Acceptable Use Policy

All students will be [required to sign the acceptable use contract](#) which will be kept on file in the school's office. Parents will be given a copy of the policy and a contract which they must sign in order for their child to use the school district network and provided technology. Violations of a student's contract will be referred to the Principal to be considered for administrative action. [Link to Acceptable Use Policy](#)

Searches & Privacy

The Windber Area School District recognizes that all people want and expect the security and privacy of their persons. For safety and security, the district uses surveillance and screening equipment in and around the buildings and on buses. When reasonable suspicion exists, school officials have the right to conduct a search, announced or unannounced, and may include legal authorities and an animal search team.

The purpose of the search may be to determine the possession or storage of contraband, illegal substances or objects, or materials that pose a hazard to the safety, security, and good order of the school. Such searches will be carried out by a school administrator or his/her designee and a witness when appropriate. These searches may include a student's personal property such as clothing, books, backpack, and/or vehicle parked on school property. Student lockers and desks, which are the property of the school, are also subject to search. The need to protect all students, ensure school discipline, and protect school property limits the student's expectation of privacy while in the school environment.

Student Dress Code

The Windber Area School District recognizes that each student's mode of dress and grooming is an expression of personal style and individual preference. Dress guidelines serve as a guide for students who are expected to exhibit cleanliness and good taste in their personal appearance. Students are expected to choose attire that does not disrupt the educational process or distract others from participating in the learning process, or create a potential safety hazard to themselves or to others. Students are to dress in a manner that will protect their modesty and not be revealing. Clothing should be tasteful and appropriate.

A student's appearance is a source of pride not only to his/her school but also to the individual and his/her family. If there is a question about the appropriateness of dress, the principal or designee will make the final determination.

Students not adhering to the dress guidelines will be required to modify their dress or parents/guardians will be called to make arrangements for an appropriate change of clothing. Students who are defiant or disrespectful will be subject to disciplinary action imposed by the teacher or principal.

The following list identifies examples of unacceptable clothing and accessories. The Windber Area School District recognizes the following items as potentially causing a disruption of the educational process or constituting a health or safety hazard. Be aware that the appropriateness may vary accordingly for elementary and secondary students. This is not considered to be a comprehensive listing of inappropriate dress for the school environment, but it is a guide to better understand the parameters set by WASD.

- Bare feet – Shoes are required at all times. Discretion should be used as to the appropriateness and safety of certain types of shoes.
- Hats, bandanas, and sunglasses
- Shirts or tops that expose the midriff (the bottom of the top garment and the top of the bottom garment must meet, overlap, or be tucked inside the other), halter tops, strapless or one strap tops, see-through tops or mesh clothing, tank tops with straps that are too thin, low cut shirts or low cut armholes.
- Short shorts or biking shorts. All shorts and skirts must be mid-thigh length or longer.
- Pants/shorts/skirts worn below the waist and/or in a manner that reveals undergarments, underwear, or skin when standing or sitting, pajamas, and pants that are excessively too large.
- Coats, jackets, or garments designed for outdoor protection from the weather. Students needing additional warmth are advised to wear sweaters.
- Spiked jewelry, dog collars, or jewelry with the potential for creating a hazard
- Chains of any length hanging from clothing, purses, wallets, or book bags
- Clothing, body art, or other items that display or promote alcohol, illegal substances, tobacco products or are obscene, vulgar, demeaning, disrespectful, or convey double meanings.

While dress is only one small facet of the total school environment, it is one that will be monitored closely throughout the year.

It is the responsibility of the students to dress and groom themselves to meet fair standards of safety and health, so as not to cause substantial disruption to the educational processes.

Students are required to wear approved types of clothing while participating in extracurricular activities such as band, cheerleading, athletics, etc. Students have the responsibility to keep themselves, their clothes (personal and school-issued) and their hair clean.

Wearing apparel that suggests double meaning and advertises controlled substances, alcohol, or tobacco is prohibited.

Windber students are being given a privilege, the privilege of wearing shorts to school. The shorts to be worn by the students must be non-revealing, modest, and a reflection of the basic morals of the school district. Students breaking this code will be asked to change their clothes. Students may call home for a change of clothes. If the student does not have a change of clothes or is unable to call home, clothes will be provided. The first offense constitutes a warning. Those individuals who repeatedly disregard warnings will be dealt with in accordance with the school disciplinary code.

Student Expression/Dissemination and Posting of Materials

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 words or symbols and to disseminate non-school 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.

This policy addresses student expression in general as well as the dissemination of expressive materials that are not part of district-sponsored activities (non-school materials). This policy does 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 non-school 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. Non-school materials mean 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 which includes but is not limited to, fliers, invitations, announcements, pamphlets, posters, online discussion areas and digital bulletin boards, personal websites and the like.

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 the 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 Non-school Materials

The Board requires that dissemination of non-school 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 non-school materials on school property shall obtain approval by submitting them at least five (5) school days in advance to the building principal or designee, who shall forward a copy to the Superintendent.

If the non-school 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 not consider the request approved and shall not proceed with dissemination as requested. Students who disseminate printed non-school 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 non-school 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 non-school materials proposed for dissemination shall be conducted promptly so as to avoid unreasonable delay in dissemination. School officials shall not censor or restrict non-school 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.

Delegation of Responsibility

The Superintendent shall assist the building principal in determining the designation of the places and times non-school 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 non-school materials to non-instructional times.

When student dissemination of non-school 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.

Cell Phone Use

This policy is intended to ensure that personal electronic devices on district and school property do not interfere with the learning, safety, and well-being of students and staff.

For the purposes of this policy, a personal electronic device includes cell phones and smart watches and any device that emits an audible signal, vibrates, displays any message or video image, or is otherwise capable of sending, receiving, emitting, photographing, recording, storing or displaying any type of audio or visual communication.

There is no reason that a student should need to use a cell phone during instructional time (including leaving for the restroom during this time) In any instance requiring emergency communication with a student, our school will immediately assist the student, a parent, or other responsible adult with that situation by using a school telephone. All classrooms are equipped with a landline.

Students may possess or use personal electronic devices on school property, on school buses, or at school-sponsored events according to the following guidelines:

- **Before school until the beginning of the school day (8:00 AM).**
- **After school as signaled by the 3:00 pm bell**

Personal electronic devices may not be used to cause any disruption in the educational process or for unethical or illegal purposes. Prohibited uses include, but are not limited to, cheating on assignments and/or tests, harassing or bullying others, and taking or distributing unauthorized photographs or recordings of other people.

Personal electronic devices may not be used to access any obscene, threatening, or otherwise inappropriate material via any form of electronic communication. Live Streaming or social media posting during the school day is not allowed and automatically violates the electronic device policy.

Personal electronic devices may not be used for any activity prohibited by the WASD Code of Conduct, to circumvent WASD network security or for any unauthorized access to or inappropriate use of the WASD computer network. WASD will not be responsible, or liable for, the theft, loss, data loss, damage, destruction, misuse or vandalism of any student's personal electronic device brought onto WASD property.

Any use of cell phones during class should require prior approval from the school administrator and/or classroom teacher. Disregarding these procedures will be dealt with in the school disciplinary code.

School Bus Conduct Expectations & Bus Evacuations

The conduct of students to and from school is an important part of the total school program. Protection of the safety of all students is the primary responsibility of the school bus driver and must take precedence over all other considerations while the bus is going to or from school. The school bus driver shall work to enforce the School District Bus Conduct Guidelines pertaining to safety and conduct. The use of a school bus is a service that may be denied if any of the rules are violated.

1. The driver may direct students to behave. If misconduct persists, the driver shall refer, in writing on a form provided by the school district, the student, or students to the applicable school principal, or his/her designee, to review the matter. Only where the health, safety, and welfare of other students on the bus is in danger may the driver take reasonable and appropriate corrective action to enforce the bus conduct expectations pertaining to safety and conduct.
2. The school principal or his/her designee shall investigate each disciplinary referral and shall give the student(s) accused of misconduct an opportunity to respond. Any disciplinary action shall be in accordance with the Student Code of Conduct.
3. Parents/guardians of students disciplined shall be advised of the district's action. The school shall also keep the driver and/or bus company informed of any action taken on the driver's written report on student misconduct.

4. Students may be videotaped on the school buses for safety and disciplinary purposes. These tapes will be used for safety and disciplinary purposes if necessary.

Specific provisions concerning student behavior on school buses are listed below.

1. Be on time. Plan to leave home at the same time each day so as to arrive at the bus stop just five minutes before the bus.
2. Students must ride the bus assigned to them.
3. No excuse will be accepted from any student absent from school because he/she missed the bus.
4. Good conduct at the bus stop must be observed.
 - Stay as far off the road as possible
 - Wait until the bus stops completely before approaching it to load.
 - Proper respect and care of property must be observed while waiting for the bus.
5. Report anything damaged in the bus to the driver.
6. Throwing objects of any kind from the bus is dangerous and will not be permitted. A referral to the School Resource Officer may result in a citation.
7. Profane or indecent language will not be tolerated.
8. Students shall be taken on and discharged from the bus only at designated loading zones. Students getting off the bus at any stop other than his/her assigned stop must have written permission from the parent/guardians of both students and approval by the building principal.
9. Students shall wait their turn to enter the bus as directed by the teacher or driver.
 - Students shall be seated immediately.
 - Moving about on the bus is prohibited; students must remain seated.
10. Aisles must be kept clear of obstructions at all times.
11. Students must remain in their seats until the bus comes to a full stop.
12. Before opening windows, permission must be obtained from the driver.
13. Never stick hands, arms, or any other part of the body out of the windows or doors.
14. No animals are permitted on the bus.
15. Eating on the bus is prohibited.
16. Show respect for the driver and obey his/her instructions. The school bus is an extension of the classroom, and rules must be obeyed.
17. Avoid unnecessary noise which might divert the driver's attention and cause an accident.
18. Use of tobacco in any form on the bus is prohibited.
19. Students and parents/guardians will be responsible for any intentional damage to the bus.
20. Never experiment or tamper with the bus or any of its equipment.
21. In case of an emergency, remain on the bus unless otherwise instructed.

State law requires two bus evacuation drills during the course of the year. Bus evacuation drills are conducted for the purpose of familiarizing students with procedures to follow in case of an emergency. Specific instructions will be given to the students prior to each evacuation drill.

Lost & Found

Lost and Found articles are placed in the school office. Items that are found should be brought to the office so that their owners can claim them. Unclaimed articles are periodically distributed to appropriate agencies or discarded. The school is NOT responsible for lost or stolen articles.

Textbooks

A record of books and their condition is made when issued to the student. When returned, there should not be more than a reasonable degree of wear on the book. Damaged books and lost books must be paid for in the office. If payment is not made, the student is ineligible to receive books in the next succeeding course. In the case of seniors, the financial obligation must be settled before diplomas are awarded or grade transcripts are released.

Student Financial Responsibility

Students having unpaid charges/lunch accounts assessed against them must pay those balances prior to receiving any of the following services:

- School recommendation to requested school, individual, or business.
- Forwarding of a grade transcript to a requested location or person

Social Functions

A number of our school goals are supported by well-conceived and well-managed social events. Parents expect their children to learn to feel at ease in socially appropriate situations. Consequently, parties, dances, and comparable social events have an important place in a well-rounded school program. The staff is encouraged to utilize such events intelligently. The general supervision of any social function is the responsibility of the organization's sponsor.

Arrangements must be made with the principal sufficiently in advance to secure all proper authorizations. An adequate number of chaperones, as determined by the principal, must be secured for each school function.

Several class parties are provided in our curriculum throughout the year to meet specific personal/social educational objectives. Parties should be limited to the following days, Halloween, Christmas, and Valentine's Day. Parties planned by pupils for celebrating a teacher's birthday or other occasions are discouraged and must be cleared through the school office.

No gifts will be exchanged at any grade level during the scheduled Christmas party.

We would like to request that parents and guardians of our students encourage your child to "draw a picture or make a gift" for their teacher, for Christmas.

Snacks/Treats in the classroom

All snacks must be store-bought and individually packaged. NO PEANUT SNACKS

If you are bringing snacks/treats in for your child's class, please put your child's name and the teacher's name on the treat. The teacher will be notified by office personnel and will arrange to pick up the treat. This is being done to keep classroom interruptions to a minimum.

State Wellness Policy

We encourage parents and guardians to provide healthy snacks for the parties and throughout the year. The cost of the party should be held at a minimum. All children should be involved in one way or another, either by providing the necessary items, planning, or participating.

Student Invitations

It is nice when children have birthday parties and send invitations for their classmates to attend. However, when only a few classmates are invited from a room it is difficult to explain to those who are not included. Therefore, we request that invitations not be sent to school to be distributed if all the children in the class are not invited.

Excusing Students for Various Events

Please note that the Windber Area Elementary School does not excuse students who have siblings or friends that will be participating in various plays and/or musicals that are held on school time. The students may have an opportunity to view the play or musical with their homeroom class during dress rehearsals that are held during the school day. Also, note that students will not be excused to go home from the play or musical if there is considerable instructional time remaining in the school day.

No Toys in School

Toys, cards and other non-instructional items are not permitted in school unless the child's teacher requests that items are brought in for "show and tell" or a special activity.

Examples –

toys are not permitted:

--On the bus

--In the classroom

--Cafeteria

--Recess

Parents, please review this concern with your child.

The Windber Area Elementary School is not responsible for items that are lost, broken or stolen.



Achieving Student Learning Outcomes

Course Completion. Satisfactory completion of planned courses as determined by the principal, in consultation with the teacher, shall contribute to the achievement of student learning outcomes.

Assessment. Regularly enrolled students may demonstrate achievement of student learning outcomes through successful completion of assessments, regardless of the instructional time spent, under procedures and policies established by the superintendent and the board of school directors.

Independent study. Students may demonstrate achievement of student learning outcomes as a result of participation in independent study courses (if approved by the building principal).

Other educational experiences. Students may demonstrate achievement in student learning outcomes through community service, correspondence study, attendance at summer school, weekend classes, study at summer camp, work experiences, and educational travel, under procedures and policies established by the superintendent and the board of school directors. The procedures and policies shall include methods of assessing student learning outcomes.

Grading Expectations

This introduction provides a comprehensive overview of the key aspects and considerations of grading in elementary education, setting the stage for more detailed exploration in the rest of the handbook.

Grading in elementary education is a complex but essential component of the learning process. When implemented thoughtfully, it can provide valuable insights into student progress, guide instructional decisions, and support a collaborative learning environment. By adhering to the principles of effective grading and continuously refining practices, educators can ensure that grades serve as a true reflection of student learning and growth.

Types of Grading Systems

Elementary schools may use different grading systems, each with its own approach to assessing and reporting student progress:

1. **Traditional Letter Grades (A-F):** This system assigns letters to represent ranges of performance. While familiar to many, letter grades can sometimes obscure the nuances of a student's learning journey.
2. **Standards-Based Grading:** This approach evaluates students based on their proficiency in specific learning standards. It provides a more detailed picture of a student's abilities in relation to clearly defined criteria.

Traditional Letter Grades (A-F):

All major subjects will be graded by the following percentages:

A	93 - 100%
B	83 - 92%
C	73 - 82%
D	65 - 72%
F	64% and below

For the first three nine weeks only, the lowest percentage grade that a student may receive is a 62%. A student earning three 62%'s will need a 94% during the 4th marking period in order to pass the course.

In determining a student's yearly grade, the following procedure is used:

1. The final grade will be an average of the four-term percentages. The final exam will represent no more than 5% of the final average.
2. Averages ending in .5 will advance to the next highest percent.

An "I" or "Incomplete" grade indicates that some aspect of the student's work has not been completed at the end of the year/term. An "I" can only be given on a temporary basis with an established timeline put into place by the administration relative to the completion and submission of the necessary school work in an effort to finalize the grade for the term. Failure to meet the established timeline will result in the finalization of the term grade as it is represented at the conclusion of the established time frame.

Counselor of any deficiencies or shortcomings in the standing of those students. Doing this assists to prevent many difficult situations at the end of the year. It is especially important to report failing seniors regularly during the second semester.

All classes will be graded on a percentage basis.

Science and Social Studies Grading (Grades 3-5)

Science and Social Studies grades will be reported on a semester basis. This means students will receive formal grades for these subjects twice per year—once at the end of each semester. Instruction and assessment will continue throughout the school year, with learning progress monitored regularly.

Each marking period, students that are receiving a failing grade in more than one course/subject area or students that have been suspended for a level IV disciplinary incident may not be permitted to participate in field trip experiences during that quarter. Students that are excluded will be required to attend school and complete alternative/remedial activities.

Standards-Based Reporting

The Windber Area Elementary School uses a standards-based, developmental report card for students in Grades Kindergarten-4, Kindergarten-5, Grade 1 and Grade 2. Standards-based grading is a method for teachers to measure how students are meeting the learning goals for their grade level as determined by the Pennsylvania Core Standards. These learning standards are the academic skills your child should know or be able to do for his/her grade level by the end of the school year.

Student Council

The Purpose of the student council, through representatives of the student body, will be to allow students to operate at the school level in ways consistent with the general policies of the Board, the student council, and due process.

The school staff shall assist students in drafting and implementing a constitution, charter, or contract; whereby students shall have designated duties, powers, and authority consistent with the general policies of the Board, the student council, and due process.

The charter for student government is developed by the students and is subject to administration and school board approval.

The elements in the charter should include the purpose of the organization, the rules for conducting elections and campaigns, including provisions ensuring nondiscriminatory practices; the degree to which the student body has the power to allocate the student activity funds; and the extent of the organization's access to school's communication resources within guidelines established by the school board of directors.

Honor Roll

The honor roll is based on 9-week percentages. Students listed at the end of the respective report period must receive 85% or higher in all subjects. All students are eligible for the Honor Roll. To qualify for the Honor Roll, a student must attain an overall grade point average in a marking period as noted below. A failing grade in any subject will disqualify a student for the Honor Roll.

- High Honor 93.000% and above
- Honor 83.000% to 92.999%

Pupils Receiving Instruction in the Home

A child who is unable to attend school as determined by a medical examination must complete an application for homebound instruction. A meeting with the building principal and/or designee will be arranged to process the application and plan for instructional delivery. The district will provide such homebound instruction in the home.

Guidance

Guidance is a service to students, not a subject. The guidance service is offered in both group and individual situations. Middle School guidance centers help students plan their High School programs and set goals for schooling, military, and employment after graduation from High School.

Student Assistance Program (SAP)

Adolescence is a stage of development somewhere between childhood and adulthood. Rapid emotional, physical, and psychological changes may produce feelings of confusion, embarrassment, and anxiety for many teens. Some young people do not possess the inner strength and/or the external support to effectively cope with this tension. The Student Assistance Program was developed to provide the support that many adolescents need.

Many students are troubled by problems that not only interfere with their educational performance, but with their physical, mental, social, and emotional development as well. When students are troubled, so are teachers, counselors, and administrators. Help is needed for those students having difficulties and for the staff members dealing with those students.

The Student Assistance Program is a systematic response to student's problems in our school designed to:

- Identify at-risk students having problems due to alcohol or drug use, depression, or other mental health problems.
- Intervene and refer those students to appropriate in-school or community service.
- Focus on educational concerns and improve his/her quality of education.
- Enlist the support of district staff, parents, and the community.

The Student Assistance Program has been designed to improve the quality of education in our school by providing assistance to students troubled by physical health, emotional health, or drug/alcohol use problems.

The primary focus of the program is to assess the student whose behavior raises concern and develop a plan, which addresses the specific needs of the student. The Student Assistance Program is coordinated by a group of concerned staff members who have received training in the identification of high-risk behaviors among adolescents. Representatives from the Somerset County Mental Health Agency, Drug and Alcohol Commission, and Children and Youth Services are also members.

SAP Members

Senior High/Middle SAP Team Members

- Mrs. Moore - Principal
- Mr. Slatcoff - Assistant Principal
- Mrs. Birkhimer - High School Counselor
- Ms. Steele - REACH
- Mrs. Christy - School Psychologist
- Mrs. Hudak - Teacher
- Ms. Rullo - Teacher
- Mrs. Cassie Thomas - Teacher
- Ms. Clarissa Thomas - Teacher
- Mrs. Fochtman - SAP Liaison
- Mrs. Mahoney - SAP Liaison
- Ms. Steele - REACH
- Mrs. Christy - School Psychologist
- Mrs. Butler - Teacher
- Mrs. Manippo - Teacher

Elementary SAP Team Members

- Mr. Beckley - Elementary Principal
- Mr. Wassilchalk- Dean of Students
- Mrs. Minahan - School Counselor
- Dr. Steele - REACH
- Ms. Caton - MTSS Facilitator
- Mrs. Christy - School Psychologist
- Mrs. DiLoreto - Teacher
- Mrs. Kirkwood- Teacher
- Mrs. Bridge- Teacher
- Mrs. Steinbeck- Teacher
- Mrs. Culp - School Nurse
- Mrs. Fochtman - SAP Liaison
- Mrs. Mahoney - SAP Liaison

Referrals To The Student Assistance Program

Students come to the SAP team in different ways. Those who violate the school's substance abuse policy are automatically referred to the team. While teachers and other school personnel refer some, it is not unusual for a student to refer him/herself, or be referred by a friend or by his/her parents. Referrals are made when learning problems are recognized which cannot be corrected through conventional methods.

A referral is made by contacting any member of the SAP Team. Upon receiving a referral, the SAP Team collects information from the staff regarding the student's observed behaviors and academic performance. An interview is conducted with the student. Individual cases are discussed and recommendations are made at bi-weekly SAP Team meetings. Confidentiality between the student and the SAP Team members shall be maintained in the best interest of the student.

2024-25 Testing, Measurement, and Individual Appraisal Program

Visit the following link for the [WAES Assessment Schedule 2025-2026](#)

Special Education/Child Find

Each school district, along with other public agencies in the Commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to parents, and describe the parents' rights with regard to the confidentiality of information that will be obtained during this process. The content of this notice has been written in English but can be translated into other languages. If a person does not understand any of this notice, he or she should contact the school district and request an explanation.

Identification Activities

Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the State, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services.

The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. The types of disabilities that cause a child to need services are mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, specific learning disabilities, multiple-handicap and in the case of a child that is of preschool age, developmental delay. Each school district is required to annually provide a notice describing the identification activities and the procedures followed to ensure the confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available. These activities are sometimes called screening activities. The activities include review of group data, conducting hearing and vision screening, assessment of the student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempted remediation. Input from parents/guardians is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but will not be assessed before parents/guardians give permission for their child to be evaluated.

Confidentiality

The School District maintains records concerning students enrolled in the school district, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction states. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information. For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA).

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to students with disabilities, students thought to be disabled, and their parents/guardians. For more information or to request evaluation or screening of a public or private school child, contact Mrs. Korie Duryear, Director of Special Education & Student Services at 814-467-4567.

A parent may file a written complaint alleging that the rights described in this notice were not provided to the Pennsylvania Department of Education, Bureau of Special Education, Division of Compliance, 333 Market Street, Harrisburg, PA 17126-0333.

The Department of Education will investigate the matter and issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved. Complaints alleging failures of the school district with regard to confidentiality of personally identifiable information may also be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

Services for Protected Handicapped Students

Students who are not eligible to receive special education programs and services may qualify as protected handicapped students and, therefore, be protected by other federal and state laws intended to prevent discrimination. The school district must ensure that protected handicapped students have an equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for the individual student. In compliance with state and federal law, the school district will provide to each protected handicapped student, without discrimination or cost to the student or family, those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities, to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability that substantially limits or prohibits participation in, or access to, an aspect of the school program.

Early Intervention Identification

In Pennsylvania, a child between 3 years of age and the school district's age to begin school who has a developmental delay or one or more of the physical or mental conditions listed above is identified as an "eligible young child." The parents/guardians of these students have the same rights described above. The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. Screening for preschool children is available through IU28.

Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)

The education of students whose dominant language is not English is the responsibility of every school district/charter school in the Commonwealth. English language learners must be enrolled upon presentation of a local address and proof of immunization. The school district/charter school must administer a home language survey (HLS) to all students as required by the Office for Civil Rights (OCR). The results of that survey must be retained in the student's permanent folder. For those students whose primary language is other than English (PHLOTE), the district must also determine the student's English language proficiency. Then, if appropriate, ESL instruction will be provided for the limited English proficient student with local/state funds. The Windber Area School District will provide ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact Mrs. Korie Duryea, Director of Special Education and Pupil Services, at 814-467-4567.

Title I Reading Services

One of the most fundamental and necessary skills needed to succeed in today's society and workforce is the ability to read. Therefore, the objective of the Title I Reading Program is to help each child reach his/her potential and give each child an opportunity to learn to read to his or her

fullest capability. Students can then succeed in other endeavors as they begin to communicate and develop positive attitudes about themselves, their peers, books, and education.

The Title I Reading Program will focus on the needs of students who are in kindergarten through third grade. This change in service will enable the Title I staff to focus on primary-aged students who need additional intervention to become successful readers. Students who are in grades four and five will continue to receive support in reading through the elementary staff. Students in grades six through eight will continue to receive reading instruction and interventions similar to the program available in past years. Ongoing training in differentiated instruction will enable all staff to better meet the diverse needs of students within the classroom setting. Together, parents/guardians, reading specialists, and other school personnel can ensure the success of this objective for those children in need.

Services for Students Who Are Mentally Gifted

The definition of giftedness comes from the Pennsylvania Department of Education (PDE) Special Education Rules and Regulations under Chapter 16 and states that a student who is mentally gifted demonstrates outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program or curriculum. This term includes a person who has an IQ of 130 or higher or when multiple criteria, as set forth in Chapter 16 and in Department Guidelines, indicate gifted ability.

Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted must include a full assessment in accordance with Chapter 16. WASD uses multiple criteria to create information for consideration for gifted programming. These categories are ability/ aptitude standardized test scores, performance or achievement test results, teacher ratings, QPA (grades 6-12), and results of individual intelligence tests (WISC IV or Stanford-Binet V).

Once a student meets the requirements outlined through the above information, a Gifted Multidisciplinary Evaluation (GMDE) is conducted and a Gifted Written Report (GWR) is generated. The GWR includes information provided by the parents/guardians, results of testing, academic functioning, learning strengths, and educational needs. Recommendations are made that are considered by the MDE Team in the development of the Gifted Individualized Education Plan (GIEP). At the conclusion of the GIEP meeting, a Notice of Recommended Assignment (NORA) is issued.



Student Health & Safety

The school nurse/aide shall be available for emergency first aid. If a student becomes ill during school hours, the nurse/aide will make necessary arrangements for the student to be taken home. Parents/guardians shall be responsible to come for the student unless other arrangements are made by the parents/guardians to provide the school with phone numbers where they can be reached in an emergency. Students that are ill may not be permitted to walk home alone unless the nurse obtains parent/guardian consent.

If the student has the following symptoms during the night or morning they should NOT report to school. Fever (100.4 degrees or higher), vomiting/diarrhea, severe headaches or earache, or toothache.

Students must use the Nurse Pass system before going to the nurse's office unless a great emergency. If the nurse is not present, report to the appropriate school office. The school nurse should not be asked to give first aid for an injury received at home.

Health Examinations

The Pennsylvania School Health Law requires medical examination upon entry to school in Kindergarten or 1st grade as well as 6th and 11th grade. Hearing screening will be done for grades Kindergarten, 1st, 2nd, 3rd, 7th, and 11th grade. Any pupil, who shows, by classroom behavior, speech pattern, or hearing difficulty that may exist, will have a hearing screening test done. Dental exams are required upon entry to school in Kindergarten or 1st grade and again in 3rd and 7th grade. Please review Board Policy [#209: Health Screenings/Examinations](#) for additional information.

Scoliosis screenings are required in grades 6 and 7. The 6th grade screening may be completed by the student's private physician and documented on the mandated 6th grade physical form. The 7th grade scoliosis screening will be conducted by the school nurse, unless a written objection is received from the parent/guardian.

Annual height, weight, and vision screenings will be completed by the school nurse.

There is no TB testing for school students since Windber Area School District has received a modification in accordance with section 1402(f) of the Pennsylvania School Code. As of April 14, 2000, the Public-School Code will allow private physical exams and private dental exams to be completed within one year prior to a student's entry into the grade where an exam is required.

The private dental forms and private physical forms can be picked up at the nurse's office or found on the school [website](#).

Children's Health Insurance Program (CHIP)

CHIP is Pennsylvania's program to provide health insurance to uninsured children and teens who are not eligible for or enrolled in Medical Assistance. There are a lot of reasons kids might not have health insurance; maybe their parents lost a job, their parents are not offered health insurance at work, or maybe other options cost too much. Whatever the reason, CHIP may be able to help. All families need to do is [apply](#).

[Click here](#) to learn more about CHIP.



Communicable Diseases

It is imperative that the school nurse be notified if your child contacts a communicable disease. Children are excluded from school for the following common diseases:

- Head Lice: Excluded until treated with a medical shampoo and hair is free of all live lice.
 - [Click here](#) to view Board Policy #209.3: Head Lice
 - [Head Lice Management Plan](#)
- Impetigo: Excluded until judged noninfectious by the child's physician or school nurse.
- Ringworm: Excluded until judged noninfectious by the child's physician or school nurse.
- Chickenpox: Excluded until at least 6 days after the last outbreak of "pox"
- Scabies: Excluded until judged noninfectious by the child's physician or school nurse.
- Conjunctivitis, Acute ("pink eye"): Excluded until prescribed treatment has been given for 24 hrs.

School Vaccinations Requirements

28 Pa.CODE CH.23 (School Immunization)

As provided below by the Pennsylvania Department of Health for attendance in all grades children need the following:

- 4 doses of tetanus, diphtheria, and acellular pertussis* (1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after the previous dose given)**
- 2 doses of measles, mumps, and rubella***
- 3 doses of hepatitis B
- 2 doses of varicella (chickenpox) or evidence of immunity
 - Usually given as DTP or DTaP or if medically advisable, DT or Td
 - A fourth dose is not necessary if the third dose was administered at age 4 years or older and at least 6 months after the previous dose
 - Usually given as MMR

On the first day of school, unless the child has a medical or religious/philosophical exemption, a child must have had the above vaccines or risk exclusion.

If a child does not have all the doses listed above, needs additional doses, and the next dose is medically appropriate, the child must also provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion.

If a child does not have all the doses listed above, needs additional doses, and the next dose is not medically appropriate, the child must provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion. The medical plan must be followed or risk exclusion.

These requirements allow for the following exemptions: medical reason, religious belief, or philosophical/strong moral or ethical conviction. Even if your child is exempt from immunizations, he or she may be excluded from school during an outbreak of vaccine-preventable disease.

Medication

The school district recognizes the need for medication to be provided to students when prescribed by a licensed physician. Please review [Board Policy #210: Medications](#) for additional information.

To avoid any possible misinterpretation of this need, the following provisions shall be followed:

1. Prescription and over-the-counter medication, vitamins, and all dietary supplements, homeopathic medications (including essential oils) or medications from other countries should be given at home by the parent or guardian whenever possible. Students should not be in possession of any type of medication, vitamins, or dietary supplements, or homeopathic medications (including essential oils) or medications from other countries on school grounds. Exceptions are listed under #10.
2. The parent/guardian shall inform the school nurse of any medication to be taken at school.
3. All medication must be in the original package or pharmacy-labeled container.
4. No more than a thirty (30) school day supply of a medication should be stored at school.
5. In order to administer medications, including over-the-counter medicines, the prescribing physician must complete an [“Authorization for the Administration of Medicines”](#) form or provide a written physician’s order.
6. In order to administer medications, including over-the-counter medicines, the parent must complete their portion of the [“Authorization for the Administration of Medicines”](#) form or provide a note specifying the name of the medication, dosage, time, and duration (days) for medication administration.
7. Delivery of Medication:
 - o Long-term maintenance medications such as Ritalin must be delivered by the parent, guardian, or designated adult. If unable to personally deliver this medication, alternative plans must be approved by the school nurse.
8. In the event of a student needing medication during school hours and the school does not have a physician’s order to administer medication, a parent is permitted to come to the school and administer their child’s medications.
9. Standing orders written by the school’s physician, authorizes the administration of specific Over-the-counter (OTC) medications, such as antacids, according to a defined protocol. Parent consent is required on the updated Emergency Card annually. Tylenol is only given with parent’s phone consent. These OTC medications will be administered in a limited number before requiring an individual order from the student’s private physician.
10. Medication, including over-the-counter medications, may only be administered by a licensed medical personnel (CSN, RN, LPN).
11. All medications brought to the school shall be securely stored in a locked medication cart located in the nurse’s office.
12. Under the direction of the school nurse, students may carry medications such as asthma inhalers, epinephrine, and insulin if necessary. Students will notify the school nurse

immediately following the use of these emergency medications. Written instructions must be obtained from the student's physician and parent or guardian.

- o [Click here](#) to review Board Policy #210.1: Possession/Administration of Asthma Inhalers/Epinephrine Auto-Injectors

13. The emergency medication, epinephrine via an auto-injector, is available as a stock medication in all of Windber Area School District's school buildings. This medication is used to treat severe allergic reactions known as anaphylaxis and can be a life-saving medication. The Pennsylvania Public Code, Section 1414.2(g) permits parents/guardians to request an exemption to the administration of an epinephrine auto-injector for their child. In order to request this exemption, contact the school nurse to make an appointment to discuss this decision, and review and sign the opt-out form in the presence of the school nurse. **"Although the school maintains a supply of undesignated epinephrine, students with known allergies are expected to provide their own prescribed medication to ensure it is readily available in the event of an emergency."**

*These procedures comply with the PA Department of Health - Guidelines for the Administration of Medication and Emergency Care (June 21, 2010)

Controlled Substance/Paraphernalia

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.

For purposes of this policy, controlled substances shall include all:

1. Controlled substances prohibited by federal and state laws.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws.
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 drugs 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.

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. and circumstances in which the district is acting “in loco parentis.”

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

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement, and Board policies.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property or during nonschool hours to the same extent as provided in the Board policy on student discipline. Violations of this policy may result in disciplinary action up to and including expulsion and referral for prosecution.

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

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving the possession, use, or sale of controlled substances as a victim or suspect, 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 incidents of possession, use, or sale of controlled substances to the Office for Safe School.

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.

NOTE: A student who voluntarily comes, or is referred, to the principal seeking help and is not under the immediate influence of, or transfer, or in the possession of alcohol or other drugs, narcotics, or other health-endangering compounds within the school, is not subject to the provisions of this policy.

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, and saliva, administration of a Breathalyzer test, or the administration of the DITEP (Drug Impairment Training for Educational Professionals) Field Sobriety Test conducted by a trained staff member to identify impaired students.

Use of Tobacco and Vaping Products

Windber Area School District Student Tobacco Policy

I. Student Possession and Use of Tobacco and Nicotine Products

A. Purpose

The Windber Area School District recognizes that tobacco and e-cigarette (or vaping) products present a health and safety hazard that can have serious consequences for users, nonusers, and the school environment. Nicotine, the chemical found in tobacco products, is a highly addictive drug that causes changes in brain chemistry, leaving the brain craving more. The purpose of this tobacco and nicotine policy is to show the WASD's commitment to the health and well-being of its students, teachers, administrators, and staff.

B. Definitions

The term tobacco product includes but is not limited to:

- a) Any lighted or unlit cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, hookah, snuff, and snus.
- b) Any electronic device that delivers nicotine or another substance to a person inhaling from the device such as electronic nicotine delivery systems (ENDS), electronic cigarettes (e-cigarettes or e-cigs), or vaping device (disposable or reusable)
- c) Any equipment whose designed purpose is to charge vaping devices or other electronic cigarettes.
- d) Any product containing, made, or derived from either natural or synthetic tobacco or nicotine

The term tobacco product does not include the following:

a) 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.

b) 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.

C. Prohibitions

The Windber Area School District prohibits possession, use, purchase, or sale of tobacco and vaping products as defined above by or to students at any time in a school building, on school busses or other vehicles owned, leased, or operated by the District, on property owned, leased, or controlled by the 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 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.

D. Communication

This Tobacco and Vaping Policy shall be posted in the school office and published on the WASD website, student handbooks, Code of Student Conduct, parental newsletters, posters, and by other efficient methods. No Smoking and No Vaping signs shall be posted at school entrances, in restrooms, and other locations where students, staff, and teachers gather.

E. Enforcement

Nicotine dependence makes smoking and vaping cessation extremely difficult. Programs such as the American Lung Association's Intervention for Nicotine Dependence:

Education, Prevention, Tobacco, and Health (INDEPTH) and Not-On-Tobacco (N-O-T) provide resources, education, and support for students struggling with nicotine addiction.

1. Students found in violation of this Tobacco and Vaping Policy shall have the tobacco product or device defined above confiscated and disposed of by the school's School Resource Officer. This property shall be considered forfeit and not subject to be returned. Additionally, the student be subject to the following consequences:

a. First Offense: Three days of In School Suspension (ISS) and enrollment in the four-week INDEPTH program focused on tobacco use, nicotine dependence, establishing healthy alternatives, and making the change to be free of all tobacco products.

b. Second Offense: Three days of ISS and enrollment in the Smokeless Saturday program. Referral to District Magistrate.

c. Third Offense: Three days of ISS, referral to the District Magistrate, loss of privileges for 45 days.

d. Fourth Offense: Three days of ISS, referral to the District Magistrate, loss of privileges for 90 days.

2. Students with Disabilities

a. 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.

F. Reporting

1. Parental Reporting: 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.

2. Office of 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.

3. 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.

Homeless Children

Federal guidelines, as set forth in No Child Left Behind Act of 2001, require local school districts to identify/name children who are homeless. The federal mandate and the intention of Windber Area School District are to ensure that homeless children and youth have access to free appropriate public education on an equal basis with other children. Children who are homeless, including those living with others, may qualify for assistance with school lunch, school supplies/materials, tutoring, and transportation so that they can remain in their school of origin.

If you believe that your child(ren) may qualify for this service, please contact the principal of your child's school or contact Mrs. Korie Duryea, Director of Special Education and Pupil Services at 814-467-4567.

Homeless children may be identified as living in the following situations:

- Public or private shelters;
- Public or private places not designated for/or ordinarily used as regular sleeping accommodations i.e., vehicles, parks, motels, campgrounds, etc.;
- Living with a parent in a domestic violence shelter;
- Individuals and/or families living with relatives or friends due to a lack of housing;
- Living in transitional housing programs;
- Runaway children (under age 18) and children who have been abandoned or forced out of the home by parents/guardians or caretakers. They may be in temporary shelters awaiting assistance from social service agencies, or may live alone on the street or move from place to place among family members, friends or acquaintances which also includes youth from 18 to 21 of age who may still be eligible for educational services in regular or special education;
- Children of migrant families who lack adequate housing;
- Children abandoned in hospitals or awaiting foster care; or
- School age, unwed mothers or expectant mothers living in houses for unwed mothers when they have no other available living accommodations.

If your living situation changes during the school year or over the summer, and you and your child(ren) become homeless. We will work with you so that your child's education is disrupted as little as possible. Please contact Mrs. Korie Duryea, Special Education Director and Pupil Services, at 814-467-4567.

Integrated Pest Management Information

The Windber Area School District uses an Integrated Pest Management (IPM) approach for managing insects, rodents, and weeds. Our goal is to protect every student from pesticide exposure by using an IPM approach to pest management. Our IPM approach focuses on making the school buildings and grounds an unfavorable habitat for these pests by removing food and water sources and eliminating their hiding and breeding places. We accomplish this through cleaning and maintenance. We routinely monitor the school buildings and grounds to detect any pests that are present. The pest monitoring team consists of our building maintenance, office, and teaching staff and includes our students. Pest sightings are reported to our IPM coordinator who evaluates the "pest problem" and determines the appropriate pest management techniques to address the problem. The techniques can include increased sanitation, modifying storage practices, sealing entry points, physically removing the pest, etc.

From time to time, it may be necessary to use chemicals to manage a pest problem. Chemicals will only be used when necessary and will not be routinely applied. When chemicals are used, the school will try to use the least toxic products when possible. Non-emergency applications will be made only when the area(s) being treated are unoccupied and/or not open for public access for at least seven hours. Notices will be posted in these areas 72 hours prior to the application and for two days following the application.

If it becomes necessary to do an emergency application, the area will not be posted 72 hours in advance, and all names listed on the registry will be notified immediately by phone or email. The area will then be isolated for seven hours. Exemptions to this notification include disinfectants and anti-microbial products; self-containerized baits placed in areas not accessible to students and gel-type baits placed in cracks, crevices, or voids; and swimming pool maintenance chemicals.

Parents or guardians of students enrolled in the school may request prior notification of any pesticide applications made at the school. To receive notification, you must be placed on the school's notification registry. If you would like to be placed on this registry, please send your request in writing to Tyler Bush and the district's IPM Coordinator, or e-mail your request to tbush@windberschools.org. Your request should include the school your child attends, a phone number, and/or email address. Each year the district will prepare a new notification registry. If you have any questions concerning Integrated Pest Management, please contact Mr. Justin Roxby at 814-467-4567.

Body Mass Index (BMI) Information

During the 2005-2006 school year the Pennsylvania Department of Health had mandated that the School Health Growth Screening Program include an annual Body Mass Index (BMI) for kindergarten through fourth grade. In 2007, the mandate had been expanded to include all students in kindergarten through 12th grade.

BMI is calculated using height and weight measurements and should not be confused with body fat analysis. The BMI is a screening tool to determine whether your child falls within a normal growth pattern, is overweight, at risk of becoming overweight, or is underweight. If a child is overweight, there is an increased risk of them developing serious health conditions, such as diabetes, heart disease, high blood pressure, stroke, and certain cancers. A child who is underweight has an increased risk of heart disease, loss of bone mass, and anemia, and this could possibly be a sign of an underlying eating disorder. Being overweight and obese can be controlled with diet and exercise, so it is crucial that children be identified early to promote health changes and lifelong wellness.

The BMI is a screening tool and is not a definitive measure of underweight, overweight, and obesity. This tool has limitations; for example, an athlete and certain other individuals may have a higher-than-expected BMI due to increased muscle mass because muscles weigh more than fat mass. The child's primary care physician would be the one to evaluate whether or not your son or daughter's measurements are within a healthy range.

Parents/guardians of children in all grade levels will receive a letter each year with their child's height, weight, BMI percentile, and any further recommendations based on the percentile. This record will be maintained as other health records, with strict confidentiality. If you have any questions or concerns about this growth screening program, please feel free to call your child's respective school. The BMI is a screening tool that was developed by the Centers for Disease Control and Prevention. For more information about this tool go to: www.cdc.gov/growthcharts/ and view PowerPoint presentations listed under Educational Materials.



Student Conduct

Unlawful Harassment

The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the Windber Area School District to maintain an educational environment in which harassment in any form is not tolerated.

The Board prohibits all forms of unlawful harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.

The Board directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

No reprisals nor retaliation shall occur as a result of good faith charges of harassment.

For purposes of this policy, harassment shall consist of verbal, written, electronic, graphic, or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation, or religion when such conduct:

1. Occurs on school property or at a school-sponsored event.
2. Is sufficiently severe, persistent, or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.
3. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
4. Otherwise adversely affects an individual's learning opportunities.

For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, written, graphic, or physical conduct of a sexual nature when such conduct:

1. Occurs on school property or at a school-sponsored event.
2. Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
3. Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
4. Such conduct deprives a student of educational aid, benefits, services, or treatment.
5. Such conduct is sufficiently severe, persistent, or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile, or offensive educational environment.

Title IX Investigative Process

Examples of conduct that may constitute sexual harassment include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendoes; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably interfering with a student's ability to work or learn or creates an intimidating, hostile or offensive learning or working environment.

In order to maintain an educational environment that discourages and prohibits unlawful harassment, the Board designates the Superintendent as the District's Compliance Officer: Mr. Michael Vuckovich, 2301 Graham Avenue, Windber, PA 15963, 814-467-4567.

The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees, independent contractors, vendors, and the public. The publication shall include the position, office address, and telephone number of the Compliance Officer.

Each staff member shall be responsible to maintain an educational environment free from all forms of unlawful harassment.

Each student shall be responsible to respect the rights of their fellow students and district employees and to ensure an atmosphere free from all forms of unlawful harassment.

The building principal shall be responsible to complete the following duties when receiving a complaint of unlawful harassment:

1. Inform the student or third party of the right to file a complaint and the complaint procedure.

2. Inform the complainant that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.
3. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
4. Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.

Complaint Procedure – Student/Third Party

Step 1 – Reporting

- When a student or third party believes s/he is being harassed, s/he is encouraged to inform the harasser that his/her behavior is unwelcome, offensive, and/or inappropriate.
- A student or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal or a district employee.
- A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, who will then notify the Superintendent, Compliance Officer.
- If the building principal is the subject of a complaint, the student or third party shall report the incident directly to the Compliance Officer.
- The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable.

Step 2 – Investigation

- Upon receiving a complaint of unlawful harassment, the building principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building principal to investigate the complaint unless the building principal is the subject of the complaint or is unable to conduct the investigation.
- The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.
- The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

Step 3 – Investigative Report

- The building principal shall prepare a written report within fifteen (15) days unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy and a recommended disposition of the complaint.
- Copies of the report shall be provided to the complainant, the accused, and the Compliance Officer.

Step 4 – District Action

- If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur.
- Disciplinary actions shall be consistent with the Student Code of Conduct, Board policies and district procedures, applicable collective bargaining agreements, and state and federal laws.
- If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action consistent with the student disciplinary code.

Appeal Procedure

1. If the complainant is not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days.
2. The Compliance Officer shall review the investigation and the investigative report and may also conduct a reasonable investigation.
3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused, and the building principal who conducted the initial investigation.

Bullying

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

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

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

Bullying, as defined in [Board Policy 249](#), includes cyberbullying.

“School setting” means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised, or sanctioned by the school. The Board prohibits all forms of bullying by district students. The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

Students are encouraged to use the district's report form, available from the 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 bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct that may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

Discrimination/Discriminatory Harassment

Every report of alleged bullying 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 bullying 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 bullying.

Retaliation

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

Education

The district may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

Consequences for Violations

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

1. Counseling within the school. This includes Friendship Groups
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

Hazing

It is the intent of the Windber Area School District 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.

For purposes of understanding, hazing is defined as any activity that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or membership in or affiliation with any organization recognized by the school district. These activities shall include but not be limited to any brutality of a physical nature such as beating, forced calisthenics, exposure to the elements, forced consumption of any food, alcoholic beverage, drug, or controlled substance, or forced activity that could adversely affect the physical health or safety of the individual. In addition, activities that would subject an individual to extreme mental stress, forced conduct that could result in extreme embarrassment such as dress or other similar behaviors related to personal appearance, or any other forced activity that could adversely affect the mental health or dignity of the individual or any forced conduct in general would be considered hazing.

Any hazing activity, whether by an individual or group, shall be presumed to be a forced activity, even if a student willingly participates. When a student believes that she/he has been subject to hazing, the student shall promptly report the incident, orally or in writing to the building principal. Following a timely, impartial, thorough, and comprehensive investigation of the alleged hazing, if the investigation results in a substantiated finding of hazing, disciplinary action as circumstances warrant and in accordance with the District's Code of Conduct will be administered as appropriate.

Terroristic Threats/Acts

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

Terroristic Threat shall mean a threat to commit violence communicated with the intent to terrorize another, resulting in the evacuation of a building, serious public inconvenience, or reckless disregard of the risk of causing such terror or inconvenience.

Terroristic Act shall mean an offense against property or involving danger to another person. The Board prohibits any district student from communicating terroristic threats or committing terroristic acts directed at any student, employee, board member, community member, or school property or leased facility.

When an administrator has evidence that a student has made a terroristic threat or committed a terroristic act, he/she shall suspend the student according to the district's discipline policy,

inform the Superintendent, and may report the student to law enforcement officials. The Superintendent may recommend the expulsion of the student to the school board, according to district policy.

School personnel and students who supply information relating to this policy, provided this information is given in good faith and with the school community in mind, shall not be disciplined in the event the information is determined to be inaccurate.

To the greatest extent possible, information, which is supplied by individuals, shall be kept confidential to protect the individuals making the reports.

Threat Assessment Procedures

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

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

Behavioral service providers – include, but are not limited to, a state, county, or local behavioral health service provider, crisis intervention center, or psychiatric hospital. The term includes a private service provider which contracts with a state, county, or local government to act as a behavioral health agency.

- Bias – the attitudes or beliefs we have about a person or group that affects our understanding, actions, and decisions in a conscious or subconscious manner.
- Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment.
- Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, or others.

Threat Assessment Team

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education and school administration; members of the Student Assistance Program team; school security personnel; behavioral health professionals; members of the Safe2Say Something crisis

team; and suicide prevention coordinators and/or members of the crisis response/crisis intervention team.

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

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

District Core Team	High School Team	Middle School Team	Elementary Team
Mike Vuckovich - Superintendent	Amy Spangler - Counselor	Kelly Birkhimer - Counselor	Kim Minahan - Counselor
Jessica Shuster - Director of Education	Dr. Steele - Reach Counseling	Dr. Steele - Reach Counseling	Dr. Steele - Reach Counseling
Frank Tallyen - Technology and Safety Coordinator	Courtney Benton - School Nurse	Courtney Benton - School Nurse	Jen Culp - School Nurse
Melanie Christy - School Psychologist	Steve Slatcoff - Assistant Principal	Steve Slatcoff - Assistant Principal	Mark Wassilchuk - Dean of Students
Korie Duryea - Director of Special Education	Kim Moore - Principal/Team Lead	Kim Moore - Principal/Team Lead	Charles Beckley - Principal/Team Lead

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.

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

Reporting and Identification

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

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.

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

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

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

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

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

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

1. Interviewing the student, other students, staff, parents/guardians, or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health, and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations, and Board policy.
4. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation, or community agencies

to request additional information about the subject(s) of the report, in accordance with law, regulations, and Board policies.

5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team, or others.

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

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

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

Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community, or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

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

1. A referral to the Student Assistance Program.
2. A referral to the appropriate law enforcement agency.
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This process could include but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations, and Board policy.

5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[26]
6. With prior parental consent, a referral to a behavioral service provider, health care provider, or county agency.
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.
8. Ongoing monitoring of the student by the threat assessment team, a child study team, a Student Assistance Program team, or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.

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

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans, and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for the disposition of the threat(s) and may transfer appropriate information in accordance with applicable law, regulations, and Board policy.

Records Access and Confidentiality

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

1. Student health records.
2. Prior school disciplinary records.
3. Records related to adjudication under applicable laws and regulations.
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

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

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan, and the district's legal and investigative obligations.

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

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

*Information or tips referring to student/school safety or general concerns can be made via the Safe2Say Anonymous tip line at <https://www.safe2saypa.org/> or 1-844-723-2729.

PBIS: Positive Behavioral Interventions and Supports

PBIS, which stands for Positive Behavioral Interventions and Supports, is a framework used by schools to promote positive behavior and create a supportive learning environment for all students. It is an evidence-based approach that focuses on teaching and reinforcing appropriate behaviors rather than simply punishing negative behaviors. PBIS aims to improve student outcomes, prevent problem behaviors, and enhance overall school climate.

Why Schools Incorporate PBIS:

Schools incorporate PBIS because it has been proven to be effective in creating a positive school culture and reducing problem behaviors. By implementing PBIS, schools foster a safe and inclusive environment where students can thrive academically, socially, and emotionally. PBIS provides a structured framework that helps establish consistent expectations, reinforces positive behavior, and addresses behavioral challenges proactively.

We are Ramblers!

- We are **SAFE!**
- We are **RESPECTFUL!**
- We are **RESPONSIBLE!**
- We **CARE!**

The Matrices:

In PBIS, matrices refer to sets of clear behavioral expectations that are established in different areas of the school, such as classrooms, hallways, cafeteria, and buses. These matrices outline specific behaviors that are expected from students in each location. For example, the matrix for the classroom may include expectations such as following instructions, respecting peers and teachers, and being prepared for class. The matrices are developed collaboratively with input from students, teachers, staff, and parents, and they serve as a guide to help students understand what is expected of them in different settings.

How PBIS Differs from a Code of Conduct:

PBIS is different from a code of conduct in several ways. While a code of conduct typically outlines rules and consequences for rule violations, PBIS focuses on teaching and reinforcing positive behaviors. PBIS emphasizes prevention, intervention, and support rather than solely relying on punitive measures. It encourages proactive strategies such as teaching appropriate behavior, providing positive reinforcement, and using data-driven decision-making to address behavioral challenges.

PBIS also promotes a shift in mindset from solely punishing negative behaviors to recognizing and celebrating positive behaviors. It creates a culture of respect, empathy, and understanding, where students are encouraged and supported to make positive choices. PBIS recognizes that all students have different needs and may require different levels of support to succeed, and it aims to provide personalized interventions when necessary.

By implementing PBIS, our school aims to create a positive and inclusive environment where all students can thrive academically and socially. We believe that by focusing on positive behavior and providing appropriate support, we can help every student reach their full potential and contribute positively to our school community.

Windber Elementary PBIS Matrix

	Hallway	Classroom	Bus	Bathroom	Cafeteria	Recess
S A F E	<p>Walk on the right side of the hallway.</p> <p>Keep hands and feet to yourself.</p> <p>Walk down the steps one at a time.</p> <p>Be patient during dismissal.</p>	<p>Keep hands and feet to yourself.</p> <p>Keep all four legs of your chair on the ground.</p> <p>Ask permission to leave your seat.</p> <p>Remain in your assigned area.</p> <p>Always walk in the classroom.</p>	<p>Stay seated in your assigned seat.</p> <p>Face Forward.</p> <p>Keep hands and feet to yourself.</p> <p>Keep hands, feet, arms, legs, and other body parts inside the bus at all times.</p> <p>Walk to and from the bus.</p>	<p>Walk slowly and carefully.</p> <p>Wash hands thoroughly after using restroom.</p> <p>Use restroom facilities as intended.</p> <p>Keep hands and feet to yourself.</p>	<p>Walk carefully in the cafeteria.</p> <p>Be aware of others as they are carrying their trays.</p> <p>Sit facing forward with your legs underneath the table.</p> <p>Keep hands and feet to yourself.</p>	<p>Use all gym, classroom, and playground equipment as it is intended to be used.</p> <p>If you or someone else gets hurt, tell an adult.</p> <p>Keep hands and feet to yourself.</p>
R E S P E C T	<p>Follow staff directions.</p> <p>Speak to adults respectfully.</p>	<p>Remain quiet while others are speaking.</p> <p>Use kind words.</p> <p>Raise your hand to speak.</p>	<p>Speak at an appropriate level.</p> <p>Clean up after yourself and others.</p> <p>Listen to your bus driver.</p>	<p>Wait your turn.</p> <p>Give others their privacy.</p> <p>Use a quiet voice.</p>	<p>Wait your turn in the lunch line.</p> <p>Say please and thank you.</p> <p>Maintain appropriate volume (Level 1; Group Voice)</p>	<p>Listen to your teacher.</p> <p>Use kind words.</p>
R E S P O N S I B L E	<p>Remain quiet during testing.</p> <p>Use your inside voice when speaking.</p>	<p>Participate in class.</p> <p>Keep your desk clean.</p> <p>Report to class on time.</p> <p>Complete work in a timely manner and remain on task.</p>	<p>Report concerns to an adult.</p> <p>Make sure you have everything before you get off the bus.</p> <p>Stay in your seat until the bus comes to a complete stop when getting off the bus.</p>	<p>Flush every time (two times if needed).</p> <p>Report any damage to an adult.</p> <p>Head back to class quickly.</p> <p>Use during scheduled restroom breaks.</p>	<p>Clean up your area and carefully empty your tray.</p> <p>If you see something on the tables or floors, pick it up and throw it away.</p> <p>Know your lunch number.</p> <p>Raise your hand when you need help.</p>	<p>Line up when teacher signals that recess is over.</p> <p>Report broken or damaged equipment.</p> <p>Put gym equipment away after use.</p>
C A R E	<p>Throw trash away in the garbage.</p> <p>Help others clean up accidents.</p> <p>Hold the door for others.</p>	<p>Encourage others.</p> <p>Do your best.</p> <p>Use materials for their purpose.</p>	<p>Be polite to the bus driver.</p> <p>Look out for others.</p> <p>Use kind words.</p>	<p>Keep the restrooms neat and clean.</p> <p>Throw your paper towels INTO the garbage can.</p>	<p>Be polite to the cafeteria staff.</p> <p>Say please and thank you.</p> <p>Invite others to sit with you.</p>	<p>Invite other children to play.</p> <p>Be fair when playing games, sharing playground equipment, and sharing gym equipment.</p>

Discipline

Effective discipline should serve two purposes: First, it should prevent a recurrence of a particular misbehavior in a student, and second, it should be a learning experience for the student, permitting him/her to see why certain school rules have been made and why they must be followed. Discipline is more than “making” a student do what is right; it should encourage a student to “choose” to do what is right.

It is clearly understood that policies and procedures will vary from school to school and level to level, but all are to comply with the guidelines as established in this policy. The responsibility for discipline within each building extends to every area considered as “school.” “School” includes the buildings of, the grounds of, school-sponsored activities on or off school property, bus stops, students walking to and from school, any conveyance providing transportation to and from “school,” and circumstances in which the school is acting “in loco parentis.” “In loco parentis,” granted by Section 1317 of the School Code, defines this as granting to teachers, coaches, sponsors of extracurricular activities, and administrators in the public schools the same authority as to conduct and behavior over students while in attendance at “school” that parents/guardians have over their charges.

In working to maintain the standards of discipline, all the necessary supportive services will be brought into play that could include (in addition to teachers) the use of counselors, parents/guardians, administrators, psychologists, psychiatrists, social workers, home and school visitors, local authorities, and all others who might contribute to solving any discipline problem or to maintaining the approved standards

Discipline Response Structure

The Board has the authority to adopt fair, reasonable and necessary rules governing student conduct at all times when students are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities or at other times while riding in school-provided means of transportation.

The administration has the authority to implement the adopted rules, including the Code of Student Conduct and Board policies, and to assign consequences for violations of established rules.

Application of rules and assignment of consequences will also apply to student conduct that occurs off school property or off-campus or during non-school hours to the same extent as outlined in the Board policy on student discipline.

A rule is generally considered reasonable if it uses a rational and neutral means of accomplishing some legitimate school purpose. School rules are assumed to be reasonable. Students who believe a rule is not reasonable still must obey such rule until it is amended, rescinded or waived, even though working through appropriate channels to help change such rules.

Student and staff awareness of established rules minimizes student conduct problems and helps to provide students with an understanding of the boundaries of acceptable conduct. School rules and the Code of Student Conduct will be published and distributed to students and parents/guardians through the student handbook, district website, and other appropriate methods. Rules may be posted in prominent locations throughout the schools. District employees will recognize and safeguard a student's rights to due process.

The primary goal of disciplinary and other measures is not to punish misbehavior, but instead is to correct breaches of the rules, achieve compliance and reinforce within the school community that misbehavior will result in consequences. Non-exclusionary disciplinary actions such as in-school or after-school detentions should be considered before disciplinary actions such as suspension, expulsion or other measures that remove a student from school. Restorative or corrective approaches that may be adequate to address a student's breach of the rules should be considered prior to initiating formal disciplinary action. Special consideration should be given to counseling and student assistance as an alternative to or in conjunction with assigned discipline.

The Board, administration, staff and parents/guardians are interested in the welfare, rights and educational success of district students. Confrontations, individual incidents of misconduct and violations of the established Code of Student Conduct create disruptive and potentially harmful situations. A consistent and cooperative effort by the school community must be exercised to prevent such occurrences. It is vital that all members of the school community realize the importance of sound relationships that are based upon mutual support and respect.

Restorative Practices & School-Wide Strategies

The district will integrate student discipline strategies with the Multi-Tiered System of Supports (MTSS) model to address student conduct and behavior. The district will integrate student discipline strategies within the School-Wide Positive Behavior Interventions and Supports model.

The following types of restorative practices will be integrated with the Code of Student Conduct. Staff will be trained on appropriate consideration and implementation of these practices in the school environment:

1. Conference with students.
2. Restorative circles.
3. Reassignment of seating, peer work group, transportation or other school environmental change related to student behavioral concern.
4. Assignment to refocus area.
5. Contact and conference with parent/guardian.
6. Community service to the school or Restitution.

The purpose of the code of behavior is to provide an appropriate disciplinary response structure that can serve as a reference point for the school community on matters of discipline.

The specific conduct and consequences prescribed by this response structure are examples of conduct and consequences that are subject to punishment under the code. Each discipline response will be based on the seriousness of any single infraction or the continuation of misbehaviors that remain unmodified.

Discipline Response Structure

Windber Area Elementary School

LEVEL I

DESCRIPTION	EXAMPLES	OPTIONS/RESPONSES	PROCEDURES
<p>Minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school.</p> <p>These misbehaviors can usually be handled by an individual staff member, but sometimes require intervention of other support personnel and/or an administrator.</p> <p>Repeated misbehavior at this level will determine disciplinary response and reclassification of a higher level.</p>	<ul style="list-style-type: none"> -Inappropriate language (minor) -Not respecting physical space (hitting, pushing) -Physical contact -Defiance (minor) -Disrespect (minor) -Non-compliance (minor) -Disruption (minor) -Technology violation (minor) -Property misuse -Tardy -Not following directions or class/area rules -Academic dishonesty (minor) -Lying (minor) -Food Violations -Horseplay -Dress Code Violation (Minor) -Unprepared for class -Public display of affection (minor) -Unsafe behavior (throwing items) -Other (minor misbehavior not identified above that staff feels needs to be addressed by staff, documented and parent contacted) 	<p>Mandatory response:</p> <p>Staff completes SWIS referral (minor)</p> <p>Parent/guardian contacted by teacher</p> <p>And choose from: Verbal reprimand.</p> <p>Isolation within classroom or seat change.</p> <p>Withdrawal of classroom privileges.</p> <p>Teacher supervised detention.</p> <p>Guidance referral.</p> <p>Behavioral contract.</p>	<p>There is immediate and consistent intervention by the staff member who is supervising the student or observes the misbehavior.</p> <p>An anecdotal record of the date(s) of the offense (s) and the disciplinary action is maintained by the teacher.</p> <p>The teacher will discuss the misbehavior with the parent, administration or support personnel.</p> <p>Before any Level I offense advances to Level II, a parent teacher conference records forwarded to the administrator.</p>

Discipline Response Structure

Level II

DESCRIPTION	EXAMPLES	OPTIONS/RESPONSES	PROCEDURES
<p>These infractions which often result from the continuation of Level I misbehavior(s) (frequency) requires the intervention of personnel on the administrative level because the use of Level I disciplinary responses or options has failed to correct the situation.</p> <p>Also included in this level are misbehaviors which tend to disrupt the orderly climate and conduct of the school, a direct threat to the health and safety of others. They are serious enough to require corrective action on the part of administrative personnel.</p>	<ul style="list-style-type: none"> -Continuation of unmodified Level I misbehavior. -Tardiness to School. - Chronic and/or severe disruptive behavior. -Directed cursing and abusive language/gestures -Failure to complete assigned office detention. - Forgery -Abuse or school and/or other's property -Possession/use of tobacco and/or smoking materials (Referral to SRO) -Truancy. - Leaving the classroom without permission - Physical aggression - Disrespect (major) - Dress code (major) - Lying (major) - Academic dishonesty (major) - Technology violation (significant) - Small time theft - Class skip - Inappropriate location - Indirect threat - Public display of affection (major) -Escalation of teacher managed behavior 	<p>Mandatory response: Staff completes SWIS referral (major)</p> <p>Administration will: Contact parent/guardian</p> <p>Document in PowerSchool</p> <p>And choose from: Warning.</p> <p>Office detention.</p> <p>Withdrawal of privileges (classroom and/or school).</p> <p>In-school suspension.</p> <p>Out-of-school suspension.</p> <p>Parental conference.</p> <p>Attendance policy (truancy).</p> <p>Clean up after school (work).</p> <p>Referral to outside agency (CYS, probation, District Judge, local police).</p> <p>Removal from class (schedule change).</p> <p>CICO</p> <p>All options/response applied to Level I</p>	<p>After referral to the administrator, the administrator meets with the student and/or teacher to establish the most appropriate response.</p> <p>The teacher is informed of the administrator's action.</p> <p>The parents are notified by telephone of the student's misbehavior.</p> <p>A record of the offenses dates and previous disciplinary action is maintained by the administrator.</p> <p>A parent conference may be scheduled at the discretion of the administrator.</p>

Discipline Response Structure

Level III

DESCRIPTION	EXAMPLES	OPTIONS/RESPONSES	PROCEDURES
<p>These infractions sometime result from the continuation of Level I and/or Level II misbehaviors.</p> <p>Also included are acts against persons or property, but do not seriously endanger the health or safety of others in the school.</p> <p>These acts might be considered criminal but most frequently can be handled by the disciplinary mechanism in the school.</p> <p>Corrective measures which the school should undertake, however, depend on the extent of the school's resources for correcting the situation in the best interest of all students and personnel.</p>	<ul style="list-style-type: none"> -Continuation of unmodified Level I and/or Level II misbehavior. -Theft (major) -Dissemination of unauthorized materials. -Physically aggressive behavior -Fighting -Dress code (major). -Irreparable vandalism -Alcohol/drugs -Bullying -Threatening violence with clear intent -Engaging in behavior that creates a risk of injury - Technology violation (major) -Sexual (verbal or written) harassment -Hate Speech/Expression (Hate speech is any form of expression through which an individual intends to vilify, humiliate, or incite hatred against a group or a class of persons on the basis of race, religion, skin color, sexual identity, gender identity, ethnicity, disability, or national origin.) 	<p>Mandatory response: Staff completes SWIS referral (major)</p> <p>Student immediately removed from classroom and sent to office</p> <p>Administration will: Contact parent/guardian</p> <p>Document in PowerSchool</p> <p>Student unable to participate in PBIS reward celebration for that grading period</p> <p>And choose from: Office detention.</p> <p>Withdrawal of privileges (classroom and/or school).</p> <p>In-school suspension.</p> <p>Out-of-school suspension.</p> <p>Parental conference.</p> <p>Restitution of property damages.</p> <p>Referral to outside agency.</p> <p>Referral to appropriate law enforcement agencies.</p> <p>Any action recommended under Level I or II.</p>	<p>The administrator indicates disciplinary action by investigating the infraction and, if necessary, conferring with the teacher or the consequences.</p> <p>The administrator meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary action.</p> <p>A record is maintained of the offenses and the dates and the disciplinary actions.</p> <p>There is restitution of property and damages.</p>

Discipline Response Structure

Level IV

DESCRIPTION	EXAMPLES	OPTIONS/RESPONSES	PROCEDURES
<p>Disciplinary action under Level IV could result from the continuation of lower level offenses.</p> <p>Also included are acts which result in violence to another person(s) or property which pose a threat to the safety of others in the building.</p> <p>These acts are clearly criminal in nature and are so serious that they always require administrative action resulting in the immediate removal of the student from the school.</p> <p>The intervention of law enforcement authorities and/or action by the Board of School Directors may also be required.</p>	<ul style="list-style-type: none"> -Continuation of Level I, II, and/or III misbehaviors. -Assault and/or battery -Terroristic threat/false alarms -Arson. -Engaging in any other conduct contrary to the criminal code or ordinances of the community on school grounds or at school sponsored activities. -Engaging in conduct so disruptive as to interfere with the orderly operation of the schools or which create and present danger to the health and welfare of the school community. -Harassment of school personnel. -Possession/use/selling/ furnishing of controlled substances or look alikes. -Tampering with safety related equipment. -Vandalism of school property. -Weapons -Sexual (physical) harassment -Gang affiliation display -Use/Possession of Combustibles 	<p>Mandatory response: Staff completes SWIS referral (major)</p> <p>Student immediately removed from classroom and sent to office</p> <p>Administration will: Contact parent/guardian</p> <p>Complete due process conference with student and parent followed by immediate removal from building.</p> <p>Notification to SRO</p> <p>Document in PowerSchool</p> <p>All proven offenses in Level IV have a mandatory 10-day out of school suspension with an informal hearing.</p> <p>And choose from: Referral to appropriate law enforcement agencies.</p> <p>Referral for psychological services.</p> <p>Referral for drug /alcohol rehabilitation.</p> <p>Restitution.</p> <p>Formal hearing with the Board of School Directors.</p> <p>Expulsion.</p>	<p>The administrator verifies the offense and if necessary confers with the teacher involved before meeting with the student.</p> <p>The student is immediately suspended from school and parents are notified.</p> <p>Law enforcement officials may be contacted.</p> <p>A complete and accurate report is submitted to the Superintendent for possible action by the Board.</p> <p>If warranted, the student is given a full due process hearing before the Board.</p>

What if I possess/distribute/use look-alike drugs, drug paraphernalia, or alcohol, or possess/distribute/use weapons, or commit serious physical violence on WASD school property, school transportation, school-sponsored trip, or at a home/away school event?

1. Pennsylvania State Police are notified and criminal charges are filed whether the student is a minor or a student who has reached the age of 18 years old.
2. Parents/Guardians are notified to come to the school or report to the Pennsylvania State Police barracks.
3. Student is suspended from school. An informal hearing is held with parents/guardians, student, and the principal. Thereafter, the suspension may be extended to 10 days.
4. Parents/Guardians are afforded a meeting with WASD Superintendent and/or their designee.
5. If an agreement with the superintendent is not reached, a formal expulsion hearing is held before the Board of School Directors where a student can be expelled from WASD.
6. Student can be court-ordered into placement at an alternative education program.
7. Student can receive court-ordered counseling and treatment.
8. Student under the age of 18 years old can be placed on juvenile probation.
9. Student is prohibited from school property and attendance at home and away school events.
10. Act 126 discipline offense information (Drugs, Alcohol, Weapons, Serious Physical Violence) is placed into a permanent student folder.



PSBA POLICY NOTICE REQUIREMENT

Below is a list of the policies that require or recommend either annual notification or periodic notification, as indicated—this could be notification to students, staff, parents/guardians, or all of the above. The list is based on PSBA’s policy guide language, and WASD’s board policies may differ slightly if language has been modified. [A link to School Code section 510.2](#) is also included, which lists the legal requirements for policies, rules, and regulations that the district must post on our publicly accessible website.

Here is a list of PSBA policy guides that require or recommend notification. Not all of these policies require “annual” notification; some recommend periodic notification or notice through posting, as indicated below.

Policies Requiring/Recommending Annual Notice:

006. Meetings	103. Discrimination/Title IX Sexual Harassment Affecting Students	103.1. Nondiscrimination – Qualified Students with Disabilities
104. Discrimination/Title IX Sexual Harassment Affecting Staff	105.1. Review of Instructional Materials by Parents/Guardians and Students	113. Special Education
114. Gifted Education	123. Interscholastic Athletics	123.1. Concussion Management
123.2. Sudden Cardiac Arrest	138. Language Instruction Educational Program for English Learners	142. Migrant Students

<u>143. Standards for Persistently Dangerous Schools</u>	<u>144. Standards for Victims of Violent Crimes</u>	<u>146. Student Services</u>
<u>200. Enrollment in District</u>	<u>203. Immunizations and Communicable Diseases</u>	<u>204. Attendance</u>
<u>209. Health Examinations/Screenings</u>	<u>209.1. Food Allergy Management</u>	<u>210. Medications</u>
<u>210.1. Possession/Administration of Asthma Inhalers/Epinephrine Auto-Injectors</u>	<u>216. Student Records</u>	<u>218. Student Discipline</u>
<u>218.1. Weapons</u>	222. and 323. Tobacco/Nicotine – <u>Students</u> and <u>Employees</u>	<u>226. Searches</u>
<u>235. Student Rights and Responsibilities</u>	<u>235.1. Surveys</u>	<u>237. Electronic Devices</u>
<u>246. School Wellness</u>	<u>247. Hazing</u>	<u>249. Bullying/Cyberbullying</u>
<u>250. Student Recruitment</u>	<u>312. Evaluation of the Superintendent</u>	<u>604. Budget Adoption</u>
<u>619. District Audit</u>	<u>621. Local Taxpayer Bill of Rights</u>	<u>705. Facilities and Workplace Safety</u>
<u>707. Use of School Facilities (Boy Scouts Act)</u>	<u>716. Integrated Pest Management</u>	<u>805. Emergency Preparedness and Response</u>
<u>806. Child Abuse</u>	<u>808. Food Services</u>	<u>810.2. Transportation – Field Trips and Extracurricular Activities</u>
<u>823. Naloxone</u>	<u>824. Maintaining Professional Adult/Student Boundaries</u>	<u>904. Public Attendance at School Events</u>
<u>906. Public Complaint Procedures</u>	<u>918. Title I Parent and Family Engagement</u>	