



**2017-2018
Teacher Manual**

Please read carefully

The information contained in this Teacher's Manual is not intended to supersede any Pennsylvania Statute, Commonwealth Law, the PA School Code, collective bargaining agreement or District policy. *It is every employee's responsibility to follow the above-cited documents.* This manual is intended to provide additional guidance and assistance on common procedures, to clarify expectations, and assist teachers with responsibilities. Additionally, all teachers are expected to be familiar with their school's student handbook, discipline processes, emergency drills and protocols, and school procedures. Administration retains the right to adjust practices, policies, protocols, and procedures during the school year.

Vision

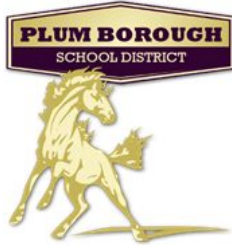
The Plum Borough School District will be an exemplary 21st century learning community whose graduates are equipped to persist in achieving excellence as contributing members of a dynamic and ever-changing world.

Mission

The Plum Borough School District's mission is to educate children in a safe and engaging learning environment while developing creative problem-solvers, critical thinkers and globally competitive citizens.

Beliefs

1. We believe every child has a right to a high-quality education in a safe and student-centered environment.
2. We believe collaborative partnerships will serve to create educational opportunities.
3. We believe in developing future-focused, productive and responsible citizens.
4. We believe high-quality instruction is the foundation for all academic success.
5. We believe all children can learn and develop their talents in a positive, supportive and caring learning environment.



Plum CommUNITY Pledge

**As a member of the Plum Borough School Community, I pledge in both
my words and actions . . .**

to work together to build pride, positivity and unity in my school and community;



**to foster a safe, welcoming, non-intimidating atmosphere and a sense of
belonging for all students, staff and community members;**



**to enhance the value of education by respecting how all
cultures solve problems in positive ways;**



**to accept my role in supporting a high quality, student-centered
learning environment;**



**to foster a sense of equity in school experiences and opportunities
to enable success for all;**



**to listen to the views, ideas, thoughts and beliefs of others with
tolerance, empathy and respect;**



to acknowledge, honor and celebrate the similarities and differences in others;



**to share my knowledge about culture and the contributions made
by diverse members of our society;**



to report behaviors that are discriminatory, biased or culturally insensitive;



AND, to be kind, caring and unbiased in my words and actions.

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Academic Progress Reporting

The Parent Portal is an online progress-reporting system in which student grades and attendance can be accessed at any time. Teachers will record grades in our online system within 48 hours of the assignment deadline.

Parents should monitor progress on a regular basis. Questions or concerns can be directed to the attendance office, classroom teachers, and guidance counselors.

Any parents unable to access the portal may request progress reports through the guidance office.

Classroom and Student Records

A complete and accurate record of all class work completed by the students should be kept up-to-date and submitted to the student management data system in a regular and timely manner. This includes attendance and other progress monitoring data.

***Refer to Policies [#212](#) & [#216](#)**

Accident Reports (Student)

When a student is involved in an accident, the nurse fills out an accident report with the teacher. Forms are available through the health office. Teacher, nurse, and principal are to retain a copy of the report. The teacher will sign the report.

Activity Clubs and Fundraising

Teachers should never leave any money in their desk or room. All activity monies must be submitted to the Business Office.

To Deposit Money

Wrap all money—coins and bills—and stamp all wrapped money with the school name. Your account number should be written on the back of every check that is to be deposited.

Complete two-part “Deposit” Voucher/Slip. The Business Office will file the original copy. The duplicate copy will be returned to the organization.

Submit two-part “Deposit” Voucher/Slip and funds to the Business Office for verification and deposit. If the sponsor is making his/her own deposit (Jr. High and Elementary Principals), take funds to the bank and submit one copy of the “Deposit” Voucher/Slip along with the bank deposit slip to the Business Office. High School should bring the funds and a completed two-part “Deposit” Voucher/Slip to the Business Office for depositing.

To Withdraw Money

Complete a two-part “Warrant for Payment” voucher (white). The original will be filed with the faculty treasurer, and the duplicate will be returned to the organization sponsor with the prescribed check. Submit to building principal for approval and signature.

Attach the original invoice or bill with your “Warrant for Payment” voucher. This will be filed with the faculty treasurer.

All organizations and clubs are to maintain records to document the authorization of the expenditure of funds.

Adult Request for Medication

The nurse may provide an available OTC medication, available in the health room, requested by an adult, for their own self-administration. The adult relieves the school and its employees of any responsibilities for the benefits or consequences of the medication taken.

Approved Textbook List

The District’s approved textbook listing is for classroom use. Prior to its use, the building principal must approve any text for classroom instruction that does not appear in the approved listing. When appropriate, a copy of the text should be on file with the Principal. The School Board approves textbooks annually each summer.

***Refer to Policy [#108](#)**

Chapter 15, 504 Service Agreements

Introduction

In accordance with Chapter 15 of the Regulations of the Pennsylvania State Board of Education, as well as Section 504 of the Americans with Disabilities Act, Plum Borough School District shall provide each “protected handicapped pupil” enrolled in the district, without cost to the student or family, those related aids, services or accommodations which are needed to afford the student equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities without discrimination and to the maximum extent appropriate to the student’s abilities.

When the district and parents agree that a student is eligible for identification, a written service agreement shall be executed. Personal meetings are recommended, and written parental consent of the service agreement is required. At the elementary level, the Intervention teachers are responsible for coordinating 504 Plans. At the secondary level, the guidance counselors are responsible for coordinating the 504 Plans. Building principals will work closely with the 504 coordinators.

If the parents and district cannot agree as to the student’s eligibility or the related aids, services and accommodations that should or should no longer be provided to the student, either party may use the procedural safeguard system to resolve the dispute. Procedural safeguards include the parents’ right to an informal conference with school personnel, request for resolution by the Pennsylvania Department of Education, and a formal due process hearing conducted through the Right to Education Office. This district shall notify parents, in writing, of their rights in this regard. Such notice is contained in the “Notice of Procedural Safeguards.”

Any student who has a 504 service agreement or is being evaluated for one will be added to the appropriate 504 coordinator's caseload by the SED administrative assistant. All forms and documents will be generated and maintained on Sapphire. Examples of these forms and additional procedures and guidelines can be found on the intranet.

Definition

In order to qualify as a “protected handicapped pupil” under Chapter 15, a student must:

- be of an age at which public education is offered in the district
- have a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the student’s school program; and
- not be eligible as defined by Chapter 14 or be eligible, but raise a claim of discrimination, under Section 15.10.

Annual Notice

In accord with Chapter 15 requirements, Plum Borough School District provides annual notice to parents of enrolled students that it does not discriminate against “protected handicapped pupils” through the community newsletter.

Teachers are directed to the building principal and the 504 coordinator when they suspect or a parent informs them that a student may be eligible for identification under Chapter 15.

Determination of Eligibility

Identification of a child as a “protected handicapped pupil” should always be considered when an expenditure of funds will be necessary to provide the aids, services or accommodations required for a student or when the parent makes a specific request for services under Chapter 15 regulations. Such procedures should not be used for the routine modifications that are frequently made to accommodate individual student needs. Students who are receiving special education services under Chapter 14 regulations are not eligible for identification under Chapter 15.

If a parent makes a verbal request for aids, services or accommodations, this should be communicated to the 504 coordinator and building principal, who will request that parents complete the Parent Request to Initiate, End, or Modify a 504 Service Agreement. The 504 coordinator will respond to the parent’s request within 25 school days by scheduling a meeting to review the Eligibility Determination Form and developing a Section 504 Service Agreement if determined appropriate.

If a school staff member believes a student is in need of a 504 Service Agreement, he or she should notify the 504 coordinator and building principal, who will complete the Notice of District Initiated Evaluation of Modification to Service Agreement form. If the parent consents to an evaluation, the district will proceed by scheduling a meeting to review the Eligibility Determination Form and developing a Section 504 Service Agreement if determined appropriate.

Required team members for a 504 meeting include: 504 coordinator, principal, regular classroom teacher(s), parent(s)/guardian(s), and outside service providers (OT, PT, etc.) if they are providing services on the 504 service agreement.

Optional team members for a 504 meeting include: School psychologist, guidance counselor, student, nurse, and any other relevant school staff.

Evaluation

The scope and specific activities of an evaluation to determine a student's eligibility as a "protected handicapped pupil" will be planned on an individual basis by the 504 coordinator (guidance counselor/intervention teacher), building principal, teacher(s), support personnel, and/or other personnel as appropriate.

Reevaluation/Review

All 504 Plans should be reviewed annually by the end of September. Parents should receive the 504 Annual Review form and if electing to continue services, there will be a meeting to complete the Eligibility Determination Form and revise the 504 Service Agreement as needed. Additionally, reevaluations should be conducted when there is a significant change in the student's academic or behavioral performance, in accommodations/aids/services, including a change in the frequency or duration, and any time when the team deems appropriate.

Service Provision

When a student is identified as a "protected handicapped pupil," the aids, services or accommodations to be provided by the district are described in a written service agreement (Section 504 Service Agreement), found on Sapphire, that is executed by the

student's parents and school personnel. The agreement shall specify:

- the specific related aids, services or accommodations the student shall receive;
- the date the services shall begin;
- the date the services shall be discontinued; **and**
- when appropriate, the procedures to be followed in the event of a medical emergency.

Child Abuse Reporting Requirements

The Child Protective Services Law (CPSL) outlines school's requirements for reporting suspected abuse of students by school employees and background checks for employment.

- Reporting Requirements in place since 1967
- Background checks in place since 1994

Mandatory Reporters

School administrators, teachers and nurses have always been required to report suspected child abuse.

- In 2013-2014 a dozen new Acts signed into law by Gov. Corbett applicable to schools to amend the Child Protective Services law.
 - Expands definition of mandatory reporters
 - Speeds up the reporting process
 - Increases penalties for failing to report
 - Provides protections from employment discrimination for those filing a report in good faith

January 1, 2015 Reporting Requirements

A person who, in the course of their employment, occupation or practice of a profession, comes into contact with children shall report or cause a report to be made when the person has reasonable cause to suspect, on the basis of their medical, professional or other training and experience, that a child under the care, supervision, guidance or training of that person or of an agency, institution, organization or other entity with which that person is affiliated is a victim of child abuse, including child abuse by an individual who is not a perpetrator.

Child abuse defined:

Intentionally, knowingly or recklessly doing any of the following:

- Any recent act (within 2 years) or failure to act which causes bodily injury to a child under 18 years of age.
- Bodily injury: impairment of physical condition or substantial pain
- Lower threshold than previous “serious physical injury”
- Fabricating, feigning or intentionally exaggerating or inducing a medical symptom or disease which results in a potentially harmful medical evaluation or treatment to the child through any recent act
- Munchausen Syndrome by Proxy
- Causing or substantially contributing to serious mental injury to a child through any act or failure to act or a series of such acts or failure to act
- Child abuse
- Causing sexual abuse or exploitation of a child through any act or failure to act
- The employment, use, persuasion, inducement, enticement or coercion of a child to engage in or assist another individual to engage in sexually explicit conduct
- Looking at the sexual or other intimate parts of a child for the purpose of arousing or gratifying sexual desire
- Participating in sexually explicit conversation either in person, by phone, by computer, et cetera, for the purpose of sexual stimulation or gratification
- Actual or simulated sexual activity or nudity for the purpose of sexual stimulation or gratification
- Actual or simulated sexual activity for the purpose of producing a visual depiction, including photographing, videotaping, computer depicting or filming
- Sexual abuse or exploitation
- Any of the following offenses committed against a child:
 - Rape
 - Statutory Sexual Assault
 - Involuntary deviate sexual intercourse
 - Sexual assault
 - Institutional sexual assault

- Aggravated Indecent Assault
- Indecent assault
- Indecent exposure
- Incest
- Prostitution
- Sexual Abuse
- Unlawful contact with a minor
- Sexual Exploitation
- Creating a reasonable likelihood of bodily injury to a child through any recent act or failure to act
- Creating a likelihood of sexual abuse or exploitation of a child through any recent act or failure to act
- Causing serious physical neglect of a child
- Reduced current threshold of prolonged or repeated behavior
- Action can happen once if it is egregious: actions were outrageous and resulted in a physical condition in the child
- Causing the death of the child through any act or failure to act
- Engaging in any of the following recent acts
- Kicking, biting, throwing, burning, stabbing or cutting a child in a manner that endangers the child
- Unreasonably restraining or confining a child based on method, location or duration
- Forcefully shaking a child under 1 year of age
- Interfering with the breathing of a child
- Causing a child to be present in a meth lab
- Leaving a child unsupervised with an individual other than the child's parent who the actor knows or reasonably should have known
 - Is required to register as a Tier II or Tier III sexual offender where the victim was under 18
 - Is a sexually violent predator
 - Is a sexually violent delinquent child

Child abuse does not include consensual activity between a child 14 years of age or older and another person who is 14 or older and whose age is within 4 years of the child's age.

Unless:

- There is an indication of imbalance of power
- Crime has occurred

- Activity not consensual

Who Must Report?

Definition under new Acts has been expanded

- Person directly responsible for the care, supervision, guidance or training of a child, or is affiliated with an agency, institution, organization or other entity that is directly responsible for the care, supervision, guidance or training of a child
- ***All school employees continue to be mandatory reporters***

When to Report

If the mandated reporter

- Has reasonable cause to suspect that a child is a victim of child abuse
- A person makes a specific disclosure to the mandated reporter that an identifiable child is the victim of child abuse
- An individual 14 years of age or older makes a specific disclosure to the mandated reporter that the individual has committed child abuse

The CPSL *does not* require:

- That the child must come to the mandated reporter in order for a report to be made
- The mandated reporter to identify the person responsible for the child abuse

Reporting Responsibilities

- Report to Childline (Legal Obligation)
 - 412-473-2000 or 1-800-932-0313

A written report is required to Childline within 48 hours of a phone report.

OR submit online

- <https://www.compass.state.pa.us/cwis/public/home>

The online report is preferential because it is a written report

- Keep only the confirmation number for your records
- **DO NOT** share the details of the report with anyone other than the police
- Email the School Resource Officer that a report was made

- o *Helpful, especially in emergency situations*
 - o littlej@pbsd.k12.pa.us
- Submit copy of confirmation number to the school principal or supervisor

CPSL provides immunity for reporter acting in good faith for:

Reporting

Cooperating or consulting in investigations

Testifying in proceedings

Good faith is presumed

***Refer to Policy [#806](#)**

Copyright Material

The Board of School Directors emphasizes that the United States Code makes it illegal for anyone to duplicate copyrighted materials without permission. The Board attests that severe penalties are provided for unauthorized copying of audio, visual, software or printed materials unless the copying falls within the bounds of the “fair use” doctrine.

Under the fair use doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or changing a product falls within the bounds of fair use, four (4) standards must be met: (1) the purpose and character of the use (2) the nature of the copyrighted work (3) the amount and substantiality of portion used and (4) the effect of the use upon the potential market for or value of the copyrighted work.

***Refer Policy [#814](#)**

Develop Appropriate Student-Teacher Relationships

Good standards of practice

It has always been the recognized duty of a teacher to conduct himself/herself in such a way as to command the respect and goodwill of the students, co-workers, parents and community.

Plum Teachers should work to develop friendly and professional relationships with students and parents. Recognize that verbal, emotional, physical or social limits must be maintained. All interactions with students should be serving the needs of the student. Avoid acting as a personal friend or substitute parent. Refer students in need of assistance or counseling to the appropriate resource.

Teachers are strongly discouraged from sharing personal phone numbers, emails, and social media accounts with students, and transporting students in their personal vehicle.

Use of Social Media

Social networking tips from PSEA

www.psea.org/general.aspx?mid=953&id=4030

PA Code of Professional Practice

It is your responsibility to be familiar with this document.

PA Code §§235.1-235.11.

www.pacode.com/secure/data/022/chapter235/chap235toc.html

Maintaining Professional Adult/Student Boundaries

Use school email accounts when working on school business and when communicating with parent/students.

*** Refer to policy [#824](#) and corresponding administrative regulations.**

Educator Discipline Act

Amendments effective February 18, 2014 expand reporting requirements for educator discipline to include founded reports of child abuse and sexual misconduct, shorten time period to report to PDE Amendments; require educators arrested, indicted or convicted of certain crimes to report to employer within 72 hours; sexual crimes; drug violations.

Prohibits schools from entering into settlement agreement that would prevent mandatory reporting.

Specifies that student or child consent is not a defense or mitigating factor in discipline proceedings.

PDE may investigate any and all allegations of misconduct.

Eliminates statute of limitations for filing misconduct complaints.

Chief School Administrator must report to PDE within 15 days of receipt of notice from an educator or discovery of an incident involving an educator when:

- Notice of intent to dismiss or not to reemploy.
- Employee is arrested or convicted of any crime graded a misdemeanor or felony.
- There are any allegations of sexual misconduct or sexual abuse or exploitation involving a child or student.
- Reasonable cause to suspect that employee has caused physical injury to a child or student as a result of malice or negligence.
- Employee resigns or retires or leaves after school receives notice of alleged misconduct under the act.
- Employee is subject of a report of child abuse.
- Employee has been named as a perpetrator in an indicated or founded child abuse report.

***Refer to Policy [#317](#) & [#317.1](#)**

Mandatory reporters to PDE

All educators are obligated to file a report with PDE when they have knowledge that the action or inaction of another educator involves sexual misconduct or sexual abuse or exploitation.

Must also report to Child Protective Services, Police, Superintendent and immediate supervisor.

***Refer to Policy [#806](#)**

Emergency Operations Plan

Each school has its own procedures governing our Emergency Operations Plan and associated protocols. Teachers must become familiar with the particulars. Direct all questions to the building principal.

Evaluation/Observations

Non-Tenured Teachers

- minimum of 2 formal observations (one per semester)
- informal visits
 - may take place anytime during the school year
 - may or may not be scheduled.

New Teachers to the District

- minimum of 2 formal observations during first year of hire (one per semester)
- informal visits
 - may take place anytime during the school year
 - may or may not be scheduled.

Tenured Professional Employees

- minimum of one formal classroom observation will occur.
- informal visits
 - may take place anytime during the school year
 - may or may not be scheduled.

Performance Improvement Plan with Intensive Supervision

- formal observations will occur
- informal visits
 - may take place anytime during the improvement plan timeframe
 - may or may not be scheduled.
- individual action plan that identifies areas of deficiency, timeline or benchmarks for improvement and expected levels of satisfactory performance.

Unsatisfactory Observations

Upon receipt of an observation, which identifies unsatisfactory item (s), the observer and the teacher must meet and determine a course of action to correct the unsatisfactory performance.

PA Electronic Teacher Evaluation Portal (PA-ETEP)

Beginning with the 14-15 school year, principals and teachers will utilize the PA-ETEP portal for the classroom observations and final rating form.

https://www.paetep.com/plumborough/en-us/home_public.aspx

Faculty Parking

All teachers are to adhere to the parking procedures as developed by the building principal. Report any unauthorized vehicles or persons in the parking area to the building principal.

Field Trips – School Day

Definition

Field trips are defined as an educational student excursion away from school under the supervision of teachers that correlates closely to the aligned curriculum.

Approval

The supervising teacher must fill out the appropriate form requesting the field trip no less than 30-days prior to departure. The principals will forward to the Assistant Superintendent for final approval. Trips must not interfere with assessment schedules and should occur from 9:00am – 2:00pm, Tuesday, Wednesday or Thursday and not prior to any holiday or school recess. The supervising teacher must ensure that all required paperwork, including chaperone clearances, are in order prior to the trip.

Transportation

Trips less than 135 miles one-way are required to utilize district transportation and drivers. All transportation costs are the responsibility of the supervising teacher.

Cafeteria

The Food Services Department must be notified of the date and number of students who are attending.

Field Trips - Overnight

Purpose

1. When students are engaging in school-sponsored overnight field trips, they are responsible to the school, and the school is responsible for them. School district personnel assigned to supervise students on such trips serve in loco parentis.
2. All students are expected to be under assigned adult supervision at all times when they are traveling under school auspices. There is to be no unsupervised or “free” time for students. School personnel assigned this supervision are expected to act as reasonable prudent adults in providing for the safety of the students in their charge. Such prudent actions shall include measures to provide 24 hour per day accountability for the students.

Guidelines

1. The following guidelines shall apply to all overnight trips:
2. Administrative approval, as per **Board Policy [#121](#) and any applicable administrative regulations**, must be obtained for all non-school district personnel to serve as chaperones.
3. Trips must be approved as per **Board Policy [# 121](#) and applicable administrative regulations**.
4. Advance approval by the school district is required for any student trip involving overnight travel. There shall be no solicitation for any such trip until the trip has been approved.
5. Due to the limited time structure of some academic and extracurricular competitions and the W.P.I.A.L and P.I.A.A.

- play-offs, the Superintendent of Schools or Designee representing the Board of Education, will need to grant permission. Signed permission slips must be returned to the coach/sponsor, who in turn, will submit them to the Athletic Director/Principal.
6. The approval process must be completed prior to engaging students in fundraising activities or other preparations for the trip.
 7. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. All trips should be appropriate for the grade level involved.
 8. Teachers and other school staff are strictly prohibited from soliciting privately operated trips through the school system. The trip approval process applies only to School Board approved trips.
 9. Pre-trip Information: Once approval for the trip has been obtained, the following pre-trip information must be provided to the building principal at least two (2) weeks prior to the date of the trip;
 - i. Names of all chaperones;
 - ii. Current Criminal Background Check and verification for all chaperones, Act 34, 114, and 151 within 36 months of the trip departure date;
 - iii. Signed Chaperone Responsibilities Acknowledgement and Code of Conduct
 - iv. The mode of transportation and the transportation carrier;
 - v. Location of lodging (name, address, and telephone contact must be provided);
 - vi. Names and emergency contact information for all students participating on the field trip;
 - vii. Copies of completed and signed Parental Permission and Parent/Guardian Hold Harmless and Acknowledgement of Risk Agreement Forms for all students participating on the trip.

Informational Meeting

Prior to the trip, the building principal or designee will meet with the students and their parents/guardians to explain the school district's expectations for their decorum and behavior. It shall be clearly stated that the school district will not condone any misbehavior that is a

violation of school policy and any rules and/or regulations that would be in effect when students are in school. If any student is found to be in violation of any such policy, rule and/or regulation, the parent(s)/guardian(s) of that student will be notified immediately and appropriate actions/sanctions will be taken. If necessary, the parent(s)/guardian(s) will be responsible for all arrangements and costs of the student's immediate return home, at which time the student shall be accompanied by a responsible adult.

Exclusion

The principal shall have the discretion to, after conferring with the classroom teacher(s) and the student in question, exclude a student from the field trip activity if said student's prior demonstrated behavior is deemed to pose a risk to the successful completion of the trip and/or for safety of those on the trip. Such determination shall be made on a case-by-case basis by the building principal.

Transportation

- The use of private automobiles by staff for trips is prohibited. School trips should use district owned buses, rental vehicles or commercial motor coaches. Employees who operate any vehicle that transports students must be properly licensed and insured. Parents may provide transportation.
- Trips that use commercial motor coaches should involve pre-trip checks of companies, drivers and vehicles.
- School officials should ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district should not contract with any carrier that has an FMCSA safety rating of "conditional" or "unsatisfactory." FMCSA carrier ratings are available at <http://www.saferys.org/>.
- The contract with the carrier should prohibit the use of a subcontractor.

Trip Scheduling

- Overnight accommodations shall, unless extenuating circumstances dictate, be made in advance. Student safety and security shall always be the foremost consideration. Whenever

- possible, the trip schedulers should avoid planning student travel between the hours of midnight and 6:00am.
- Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost instruction time.
 - Trips must not be scheduled during assessment days.

Cancellation Policy

The Superintendent reserves the right to cancel an approved overnight field trip up until the time of departure. In the event of a cancellation, the school district is not responsible for any expenses incurred. The individuals coordinating the trip need to ensure that all parties are aware of this policy.

Medical Care

- Preparations for emergencies and the care of children with chronic medical problems shall be made as is necessary.
- To ensure accurate, up-to-date health information, consent forms for field trips must require parent(s)/guardian(s) to indicate if their child has any medical issues to be considered or medication to be taken and to list the steps that should be followed in case of an emergency.
- Planners of the trip must be sure that parent(s)/guardian(s) understand what forms they are required to provide, all such forms are signed by physician(s) and/or parent(s)/guardian(s) that will accompany any medication.
- Health forms need to be submitted to the school nurse at least two (2) weeks prior to an overnight trip. For day and overnight trips, there must be an organized way to ensure that all K- 8 students actually take their required medicines.
- Those students who are permitted to carry and administer their own medication may do so provided all required paperwork is complete, all policies and regulations have been followed, and such self-administration occurs only under the supervision of a school district staff member. Any occurrence of self-administered medication shall be in accordance with school policy and shall be recorded on the appropriate form by the staff member monitoring the self-administration. In addition, appropriate release forms for

emergency medical treatment shall be completed and signed by parent(s)/guardian(s) and kept in the care of a designated school staff member on all overnight trips.

- In the event of an injury or other emergency to either a chaperone or a student, the school building principal must be immediately notified.

Chaperones

All school rules apply on District-sponsored events. Chaperones are expected to comply with District policies, follow the directions given by the District's lead chaperone, work cooperatively with other staff and volunteers, and model appropriate behaviors for students. Be sure you are familiar with the District Code of Conduct. In order to comply with District policy, during District sponsored events, chaperones:

- May not use, sell, provide, possess, or be under the influence of drugs or alcohol;
- May not use tobacco in the presence of, or within the sight of, students;
- May not possess any weapon;
- May not administer any medications, prescription or nonprescription, to students; and
- Should model appropriate behavior and language.

Extra Activities

Ensure that students do not get involved in any extra activities not pre-approved by school personnel. If a student will not follow your reasonable requests to comply with behavior and safety rules, please notify the lead chaperone or other District staff chaperone promptly.

Supervision

- Students must be supervised at all times while at District-sponsored events.
- Review the use of the buddy system with students under your care.
- Account for all participants regularly and before changing activities.
- Be sure you know when and where to meet the rest of your group at the end of the visit. Chaperones must be readily available 24/7, be mindful of safety concerns, and respond to students' needs.

- Nighttime supervision can present different challenges. Chaperones should not be sleeping in the same rooms with students, but must ensure that students are in their rooms and not engaged in prohibited activities.
- For the protection of both the student and the chaperone, chaperones should not place themselves in situations in which they are alone with a student.

Emergencies

Be sure to know what to do in an emergency (medical emergency, natural emergency, lost child, serious breach of rule, etc.). Know who is first aid trained, where the first aid kit is located, and who has the copies of parental permission slips with emergency phone numbers and medical information.

***Refer to Policies [#121](#) & [#916](#) and AR 121 & AR 121.1**

Free & Reduced Lunch Prices

Because the State and Federal Governments subsidize the school lunch programs, they require free or reduced price lunches be given to those who are eligible. The Food Service Supervisor is the person authorized to determine who is eligible. If in your estimation a child is entitled to free or reduced price lunches, refer the name to the Food Service Office.

The District's Food Service Supervisor will report her recommendation to the family and Cook Manager, and will also establish the length of time that the child is eligible for free or reduced price lunches.

***Refer to Policy [#808](#)**

Guest Speakers & Visitors

Defined – Any individual who is not a current student or current employee. No Guest or visitor will be invited into the school or a classroom without the Principal's permission. Requests must be made five (5) days in advance.

***Refer to Policy [#907](#)**

HIPAA

The Plum Borough School District, in accordance with Federal regulations, must communicate information regarding the Health Insurance Portability and Accountability Act (HIPAA) provisions. Protected Health Information (PHI) is defined as protected health information. PHI could also be called personal health information, private health information, which would detail the health of an individual employee or student. Federal regulations require this information be kept confidential. There may be times through the course of performing your job that you will have to be informed of PHI information relating to a student or other employee. Idle conversation or innocent comments can be misconstrued and protected health information (PHI) could be disclosed inadvertently. Disclosure of this type of information could lead to a formal complaint and legal action being taken against both the District and the individual disclosing that information.

***Refer to Policy [#826](#)**

Health Services

A special time will be set aside for pupil consultation or conference with the nurse on the day or days she is in the building. This will be in the morning prior to the beginning of classes. This will eliminate many unnecessary interruptions of the class during the day. It will also ensure that the nurse sees the pupil before she becomes involved in the other activities. Other visits to the health room will then be limited to emergency illnesses, injuries or medication distribution.

Homebound Instruction

Written Central Office Approval is required prior to all Homebound Instruction.

Pursuant to rules of the State Board of Education, individual instruction to students confined to home or hospital for physical disability, illness or injury, or when such confinement is recommended for psychological or psychiatric reasons.

Eligibility

Application for individual instruction shall certify the nature of the illness or disability, state the probable duration of the confinement and must be approved by the Superintendent or his/her designee. A doctor's statement is also required indicating the need for homebound instruction. The Board will provide individual instruction only for those confinements expected to last at least three (3) weeks and longer than six (6) consecutive calendar weeks. Students requiring long-term homebound instruction services will be required to submit a doctor's confirmation for the need for continuing homebound services every six (6) weeks.

Parents should apply for Homebound Instruction through the Principal or Guidance Counselor. After the application has been approved, five hours of instruction will be provided each week. Based upon the availability of instructors, arrangements will be made to schedule the instruction as soon as possible.

All requests are submitted to the PA Department of Education for approval.

Teacher (Instructor) Responsibilities

After agreeing to serve as a Homebound Teacher for a student, it is the Homebound Teacher's responsibility to contact the regular classroom teacher(s) to obtain assignments, homework evaluation procedures, etc. Should the Homebound Teacher have difficulty reaching the classroom teacher, contact should be made with the appropriate department head or principal.

Immediate contact should be made with the parent or guardian and arrangements for a weekly session should be established.

Home Instruction Report forms, timesheets, and mileage reimbursement forms must be submitted to the Director of Pupil Services on a weekly basis. Included on the Homebound Instruction Report will be a summary of the student's progress, the topics covered, and a recommended grade to date.

Should the student fail to keep appointments or fail to cooperate in scheduling Homebound Instruction, the Homebound Teacher should first talk with the parent/guardian. If the problem is not promptly rectified, the Homebound Teacher should contact the Director of Pupil Services.

Prior to the end of each marking period and prior to the student's return to school, the Homebound Teacher should indicate on the Homebound Instruction Report a letter grade (A, B, C, D, F) for the student's work during Homebound Instruction.

During the last week of May, the Homebound Teacher should contact the classroom teacher(s) to discuss final exam procedures. The classroom teacher will determine the need for a final examination and establish arrangements and "ground rules" if an exam is to be administered.

Secondary school students on Homebound Instruction for medical reasons will be encouraged to return to school to take final exams with their classmates. If the final exam must be administered, and if it must be administered in the home, the Homebound Teacher should be present at all times while the examination is being administered.

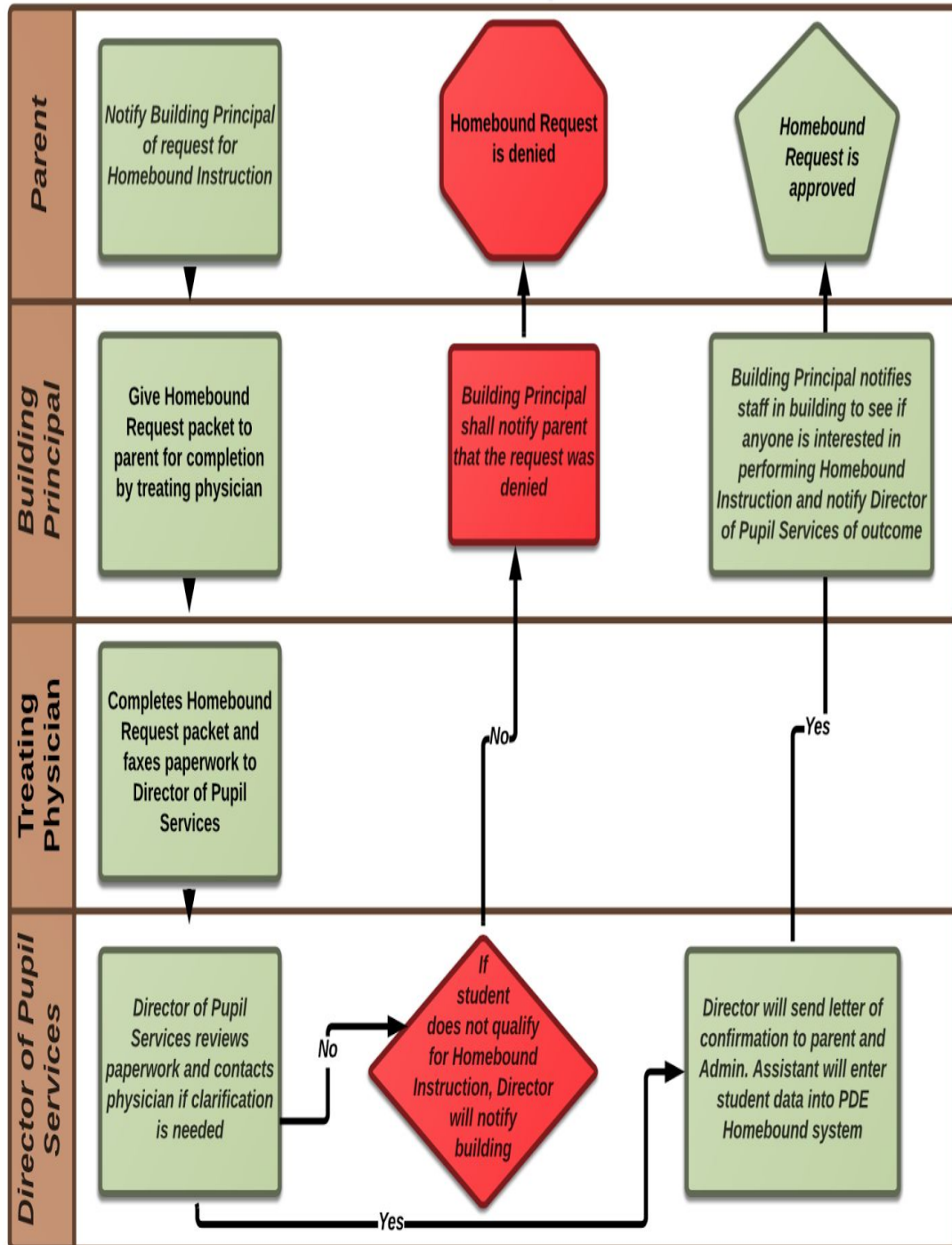
At the conclusion of Homebound Instruction, the Homebound Teacher should collect the student's textbooks and return them to the school.

Copies of the teacher's time sheet and mileage reimbursement forms should be kept by the Homebound Teacher as copies are not kept at the school or district level.

***Refer to Policy [#117](#)**

Plum Borough School District

Homebound Instruction Request Process



Homework Guidelines

The purpose of homework assignments is to provide practice and reinforcement of skills presented by the teacher, broaden areas of interest through enrichment, provide opportunities for parents/guardians to know what their child is studying, and encourage parent/guardian and child interaction.

On the average, students should expect to spend the following time per evening on homework:

<u>Time</u>	<u>Grade Level</u>
0-20 minutes	Kindergarten, Grade 1
15-45 minutes	Grades 2-3
30-90 minutes	Grades 4-6
1-2 hours	Grades 7-12

Types of Homework

The most common types of homework:

- *Practice Assignments* are those given to provide the student an opportunity to continue that which has been presented and practiced in class.
- *Preparation Assignments* are those aimed at preparing the student for the next lesson in that subject.
- *Extension Assignments* are those made to extend a previously learned skill or body of knowledge.
- *Creativity Assignments* are those provided to allow a student to use abstract thinking and creativity to build upon previously learned knowledge

Homework should reinforce classroom learning, basic concepts, and increase learning time; develop study skills, work study habits and responsibility that helps make for an independent learner; provide an opportunity for development of creativity and originality; be a natural and meaningful outgrowth of classroom activity, and flexible in quantity and purpose; enhance home/school communication and provide for increased curriculum understanding and parental awareness of student learning; prepare for classroom instruction when necessary; provide for time to develop an activity outside of school, not possible in school; and

reinforce school learning by further practice, application, and review of important items.

Teacher responsibilities include:

- *Establish and communicate* the course or school philosophy concerning homework.
- *Provide* adequate time to complete assignments.
- *Assess learning and assign value* in a timely manner.
- *Ensure* assignments are meaningful and aligned to approved curricula.
- *Ensure* students have the subject skills necessary for completing the assignment independently.
- *Ascertain* that the student has access to materials and resources required for completion of the assignments.
- *Monitor* the time it takes for students to complete their homework assignments.
- *Work cooperatively* with the other members of the staff to keep the time required for homework within the suggested time guideline.
- *Communicate with* parents if students do not complete assignments satisfactorily.

***Refer to Policy [#130](#)**

Individualized Education Program (IEP)/Gifted (GIEP) Procedures: Invitations

For initial IEPs/GIEPs (students newly identified as disabled or gifted), after the building principal assigns the student to a roster, the special education or gifted support teacher drafts the initial IEP/GIEP after receiving the ER/GWR from the SED.

For most annual IEP/GIEP meetings, the special education/gifted support teacher chooses two to three available dates/times for an IEP/GIEP meeting, and checks with the building principal, any other necessary school personnel, and the parents. An IEP/GIEP Invitation is created by the special education/gifted support teacher. One copy is mailed to the parents with a stamped return envelope. Additional invitations are sent out to school personnel, including the principal and school psychologist, by invitation on Google. Any personnel invited to

the IEP meeting that are outside of the district are mailed copies via regular mail.

If the parent has not returned the Invitation the day before the meeting, a phone call is made to the parents, stating that it is a “confirmation call” for the meeting and telling them to bring the Invitation to the meeting if they have not yet sent it back. IEP meetings must be held, after 3 documented attempts to the parents, within the 30 day timeline. Do not delay the IEP meeting due to parent cancellations.

IEP/GIEP Procedures: Meetings

The special education/gifted support teacher who is the case manager for the student drafts the IEP. A draft copy of the IEP is sent to the parents at least ten days prior to the IEP meeting to ensure that the parents have sufficient time to review the document. When sending a copy to the parents, the special education teacher should ensure that a DRAFT watermark or other obvious notation is made on the document.

At the IEP/GIEP meeting, the special education/gifted support teacher runs the meeting. Parents of special education students should be asked if they received a copy of their Procedural Safeguards. They may be offered an additional copy, but should not be given one automatically. Parents should be asked if they have any questions, and if so, the questions should be directed to the principal or the Supervisor. Parents should sign the “Acknowledgment of Receipt of Procedural Safeguards/Parental Rights.” Parents of gifted students must be given a copy of the Parent Rights at every GIEP meeting. At the conclusion of the meeting, the LEA representative issues the Notice of Recommended Educational Placement (NOREP) or Notice of Recommended Assignment (NORA) to the parent to secure a parent signature. Only after the NOREP is presented, the special education teacher should issue the ACCESS Consent Form. This form needs to be completed only once throughout their education. However, at every IEP meeting after that, the parents must be provided with the parental notice. The teacher should send the original of all applicable paperwork listed on “IEP Paperwork Checklist” to the SED. In addition, the teacher should submit a copy of the final IEP and ER/RR with signatures and the consent form to the administrative assistant so that it can be sent to the AIU3 for

ACCESS billing. The administrative assistant will also include the school psychologist's ACCESS log.

NOREP Procedures

NOREPs are required for:

- initial services to begin
- changes in service
- or when a student exits special education

NOREPs should be issued at annual IEP meetings, even if services have not changed. NORAs are issued for all students in gifted education for initial services, changes in services (including year to year), or exiting students. If a student receives both special education and gifted education, only a NOREP is issued and no NORA is issued.

For students who do not qualify for special education or gifted education, the school psychologist will generate the NOREP or NORA with the ER/GWR. If a student *does qualify*, the special education teacher or gifted education teacher is responsible for generating the NOREP or NORA.

Parents should be offered ten days to review the services outlined in the IEP and NOREP before signing and returning the NOREP. If the parent signs the NOREP at the meeting, the date should be added on the front box of the NOREP. If the parent chooses to take ten days, *the special education teacher issuing the NOREP is responsible* for ensuring that it is returned by the tenth day.

The original NOREP is sent to the SED with all other paperwork.

Independent Educational Evaluation Procedures (IEEs)

Parents have the right to obtain an independent educational evaluation of their child. An independent educational evaluation is an evaluation by a qualified professional who is not an employee of Plum Borough School District.

Parents may request an independent educational evaluation at the school district's expense if they disagree with an educational evaluation completed by the school district. The parent's reason why he or she

objects to the public evaluation may be requested. All requests for an independent educational evaluation shall be submitted in writing to the Director of Special Education via a letter submitted by the parents. The parents are also provided with a current list of independent evaluators.

The Director of Special Education will be responsible for assuring the school district responds to the request within a reasonable time and that there will be no unreasonable delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation. If the hearing officer decides that the district evaluation is appropriate, Plum Borough School District will not have to pay for the independent evaluation.

If parents obtain an independent educational evaluation at their own expense, the results of the evaluation shall be considered by the school district, if it meets the district's criteria, in any decision made with respect to the provision of a free appropriate public education (FAPE) to the child, and may be presented as evidence at a due process hearing regarding the child. If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be paid by Plum Borough School District.

Upon receiving a request for an independent educational evaluation, Plum Borough School District will provide information about where an independent educational evaluation may be obtained, as well as the district's criteria for independent educational evaluations.

Whenever an independent evaluation is conducted at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which Plum Borough School District uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation.

Issuing Textbooks & Other Equipment

All textbooks issued to students should be properly recorded. Records should be kept in duplicate. One copy is to be sent to the office as early as possible in the school year. Please check periodically that books are covered, free of pencils and other materials that cause destruction to the books. Students are to be held accountable for all textbooks issued to them. Mutilated or lost textbooks/equipment will be paid for by the

student. The cost will be determined by the principal. Teachers will be given a beginning and ending inventory.

Keys and Key Fobs

Special care must be taken with keys at all times. *Students are not to be entrusted with any District key or key fob.* Lost keys and key fobs must be reported to the building principal immediately.

Leaving School Property

Any employee that leaves school property must discuss with their supervisor. Teachers must check out and in with their building principal.

Lesson Plans

Building principals will inform their staff as to how lesson plans will be maintained. Daily plans for each course should keep pace with the timeline proposed in the course of study. Teachers having difficulty with keeping the pace set with a particular class should call it to the attention of the Principal. The District Course of Study must be followed. Lesson plans must accurately reflect daily teaching and learning.

***Refer to Policy [#111](#)**

Media/Press

All PBSB employees must obtain Superintendent permission prior to communicating any information *on behalf of the District with members of the media or press*. Teachers must not invite or permit media, press or photographers into our schools or events without prior permission from the Superintendent.

Morning Routine

Students will enter the building as soon as the buses arrive. They should go directly to their lockers/cubbies/rooms, get the necessary books for the morning classes, and report to their homeroom, first period class, or similar. No loitering in the halls, cafeteria, rest rooms, et cetera is permitted. Teachers must be in their assigned areas ready to receive

students. All teachers are responsible for a safe and orderly school routine.

Movies

A building administrator must approve the showing of “Hollywood” movies, films or videos. Be sure that the movie you wish to show possesses a value to the students that a more educational appropriate movie (ie. Documentary) does not convey. Many parents object to their child(ren) viewing certain ratings – PG-13 or R. Parents must be notified, and students who are uncomfortable with a specific film will be given an alternative assignment. “Hollywood” movies have strict copyright legislation; visit www.mpaa.org for information.

Political Activities

School property and School time, paid for by all of the people, may not be used for political activities.

* **Refer to policy [#321](#)**

Non-Discrimination in School & Classroom Practices

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin or handicap/disability. The Board shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, athletics, and extracurricular activities. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations. This policy is available in the Administrative Office.

For information regarding civil rights or grievance procedures, contact the Assistant to the Superintendent, at 900 Elicker Road, Plum, PA 15239 (412-795-0100 x 6370). For information regarding services, activities, and facilities accessible to and usable by physically challenged persons, contact the Special Education and Pupil Services Department at (412-795-0100 x 6368).

***Refer to Policy [#103](#)**

Nurses' Standing Orders

Skin Wounds

For cuts, abrasions, scratches – cleanse the wound with soap and water to remove dirt, and then apply dry dressing as needed. In deciding when a cut needs further medical attention, consider the following: if cut is on the face, suturing is more likely for better cosmetic results, have it checked by a physician; if cut is on the hand, finger, elbow, knee, or any joint area where constant motion could tear it open, stitches are more likely necessary; if wound is gaping, bleeding actively, has fat visible or is greater than 1/2 inch long, it probably requires stitches; if wounds involve a deep puncture or impacted debris, the wound should be checked; or if object is impaled in any area of the body, stabilize the object with a clean dressing until EMS arrives.

Burns

First degree burns – Apply cool water until pain is relieved. Dry area. Apply loose dressing if needed.

Second and third degree burns – Cool all areas first with cool water. Dry area. Apply dry sterile dressing. Elevate extremity. Notify parent to arrange for further medical treatment.

Chemical burns – Acid or Alkaline – Flush skin immediately with copious amounts of running water for 20 – 30 minutes. If pain persists, continue to flush with water. Call poison center and parent.

Eye Injuries

Foreign bodies in the eye may be removed with a cotton applicator soaked in water, or the eye may be irrigated with tepid water for 15-20 minutes. If child continues to complain of pain, sandy or scratchy sensation, notify parent to seek further treatment.

Chemicals in the eye – Irrigate immediately with tepid water for 20-30 minutes. If there is still pain or visual disturbance following this, cover both eyes, call parent to arrange further care.

Penetrating eye injury – Do not attempt to remove impaled object from the eye. Cover both eyes, being careful to secure the impaled object and prevent its movement during transportation to a medical facility.

Asthma Exacerbation

Use beta agonist inhaler as prescribed by private physician. Contact parent and send home if no relief from initial use of inhaler. While waiting for parent arrival, follow asthma action plan as written by prescribing physician, if available. If no action plan is available, and parent has not yet arrived for student, and there is no relief from initial use of inhaler, contact student's own physician for further treatment orders. If unable to reach student's physician, may give Albuterol treatment via nebulizer 20 minutes after MDI given, as per standing respiratory distress orders.

Muscle Strains & Sprains

RICE therapy (Rest - Ice – Compression {Nurses only to apply ACE bandage} – Elevation). Notify parent.

Minor neck muscle injury – Apply ice. Notify parent.

Fracture or Suspected Fracture

Immobilize with a splint. The joint above and below the fracture site must be immobilized before the person is transported to avoid further injury. If splint is unavailable, fashion one with magazines or rolled up newspaper.

Nosebleed

Head forward, pressure to nostril for 8-10 minutes. If clot is present and bleeding continues, have student blow nose and reapply pressure. If bleeding continues, cannot be stopped, and is running down back of throat, call parent and arrange for further treatment.

If a head injury is suspected with a nosebleed, do not attempt to stop the bleeding and seek further medical help immediately.

Bee Stings, Insect Bites and Allergic reactions

Immediately check for known history of allergies and if Epi-Pen, or bee sting kit is prescribed for the student. Any symptom of systemic reaction, ADMINISTER Epi-Pen IMMEDIATELY. Seek immediate medical attention and contact parent.

If any student presents to the nurse's office with a localized or mild systemic allergic reaction, contact parent for permission to administer Benadryl per package directions.

*If student with unknown history of allergy presents with anaphylactic reaction, administer Epi-Pen and/or Benadryl **as per package directions** as indicated. Seek immediate medical attention, and contact parent.*

If stinger is present, scrape off with gloved fingernail.

Wash with soap and water.

Apply ice to control pain.

Headache or Discomfort

Check temperature. Check to see if student has a history of migraine or other related health problems.

If no fever is present, allow student to rest, apply ice pack to head if desired.

Administer medication as ordered by private physician.

Skin Rashes

If itchy, apply Rhuli-gel / Rhuli-cream, or Caladryl cream.

If impetigo, apply Bacitracin prn to wound. Cover with dressing. If area is oozing, contact parent and send student home.

If contagious disease is apparent (scabies, lice, strep scarlatina, etc.) call parent and send student home.

If rash covers a large area of the body, call parent and send student home.

Stomach, Sore Throat or Earache

Check medical history –Emergency Care Card – for pertinent background information.

Check temperature. If student has a fever 99.8 F or above, call parent and send home. If no fever is present, allow parent to make decision as to whether or not the student will remain in school.

Never apply heat for undiagnosed abdominal pain. May use heating pad for menstrual cramps.

With parental permission on the Emergency Care Card, administer, Sore Throat/Cough – throat lozenge as indicated by parent. Elementary students (K-3) must remain in nurse's office while sucking on lozenges.

Stomach Ache - antacid tablet(s) according to package directions as indicated by parent.

Fever

Elementary students: Temperature over 101.5 F, with parental consent, give acetaminophen according to dosage chart, and send student home.

Secondary students: Temperature over 99.8 F, with parental consent, give acetaminophen 650 mg. for students over 100 pounds.

Mouth Injuries

Avulsed tooth – If the tooth is dirty, dip it gently in cup of water. Do not scrub it. If student is old enough, place tooth between cheek and gum. If not, place the tooth in a “Save-A-Tooth” kit. Notify parent that student must go to the dentist immediately.

Fractured tooth – Clean injured area with warm water. Place cold compress to minimize swelling. Notify parent that student must go to the dentist immediately.

Injured tongue or lip – Apply direct pressure to the bleeding area with a clean gauze. Apply cold compress.

Suspected Fractured Jaw – Immobilize the jaw by any means. Apply cold compress. Notify parent and seek immediate medical attention.

Poisoning

Conscious student: Attempt to identify nature and amount of substance consumed. Save vomit for analysis. Call Poison Control Center (412) 681-6669 or 1-800-222-1222. Treat poison as directed by Poison Control Center.

Unconscious student: Do not give Ipecac. Maintain airway, CPR. Seek immediate medical attention.

Head Injuries

Observe for state of consciousness: Unequal pupil size, nausea, and pulse rate.

Suspected skull fracture/brain injury: Do not move the student. Seek medical attention immediately and notify parent.

Scalp laceration: Wash with soap and water. Direct pressure to the area. Apply ice compress. Use dry dressing.

Seizures

Do not restrain student. Clear area and gently guide student to the floor.

Do not force anything between his teeth.

Turn his or her face to the side, and make sure breathing is not obstructed.

Observe details of the event.

Allow student to rest. Notify parent.

Seizures lasting more than 10 minutes require immediate medical attention.

Human Bites

Wash with soap and warm water.

Irrigate with saline solution.

Cover with antibacterial ointment (if not allergic) and a dry dressing

Call parents of victims and perpetrator. Suggest that victim's parents consult PCP to consider oral antibiotics and/or Tetanus Booster.

Nurses Orders for OTC medicine during Field Trips

With parent permission, the following list of medications (or their generic equivalents) may be administered to persons who are on an extended field trip. These medications should be administered following package directions. It is preferable to dose according to the person's weight, rather than age.

- | | |
|-------------------------------|---------------------------------|
| ● For pain or fever | Tylenol or Motrin |
| ● For upset stomach | Tums, Mylanta, Maalox |
| ● For cough | Robitussin DM or Cough Drops |
| ● For sore throat | Throat Lozenges |
| ● For severe nasal congestion | Sudafed |
| ● For small cuts | Topical Antibiotic Ointment |
| ● For itching | Calamine or Rhuli Anti-Itch Gel |
| ● For allergic reaction | Benadryl |
| ● For diarrhea | Imodium |

***Refer to Policy [#209.1](#)**

Opening Exercises

Each student shall be required to salute the flag, recite the Pledge of Allegiance and observe a moment of silence during each day's opening exercises. If a student has conscientious objections, which interfere with full participation in the flag salute or Pledge of Allegiance, said student shall maintain a respectful attitude throughout the ceremony.

Oral Reports

In almost all grades in our school system, students make oral reports or presentations. To safeguard against the possibility that students will deliberately or unknowingly present material or make statements that are offensive to their classmates or any segment of the community, the following procedures will prevail when controversial and/or sensitive topics are being presented. We are speaking of topics concerning race, ethnic groups, religions, etc. All outlines must be approved in advance. The teacher should approve lengthy presentations one week prior to the presentation.

Personnel Files

Orderly operation of the school district requires maintaining a file for the retention of all records relative to an individual's duties and responsibilities as a district. The Board requires that sufficient records be maintained to ensure an employee's qualifications for the job held, compliance with federal and state requirements and local benefit programs, conformance with district policies and rules, and evidence of completed evaluations.

Policies

It is the employee's responsibility to review all District Board policies referenced in this manual. Please refer to the Policies page on the District website or click [HERE](#) to access. All referenced policies are listed in the back of this manual.

Professional Development

Act 48 Hours

Each teacher is responsible to keep his/her certificate(s) current. As part of these requirements you must ensure you have the necessary number of Act 48 hours. The District can only submit Act 48 hours for professional development we design and plan that relate to our professional development plan. Outside hours must be submitted by the organization that provided the training, this include Institutions of Higher Education.

In-Service Days

Teachers on extended leaves less than or equal to 89 days may attend In-Service days. Teachers on absences greater than or equal to 90 days may not attend In-Service days.

Extended Days

If a teacher is absent on an extended day due to maternity leave, sabbatical leave, illness/sick, personal, or special board approval they are not permitted to attend and must make up the session on the designated day. Refer to School Calendar for dates.

Clerical Day and In-Service Day Work Hours

Clerical and In-Service days will last no longer than seven (7) hours and forty-five (45) minutes in duration, and will begin no earlier than 7:30am and conclude no later than 4:00pm. For In-Service days teachers will have a one hour (1) and thirty minute (30) lunch break. Specific times for start, lunch and end will be provided on the session agenda. The building principal will establish clerical times. Teachers will have a one hour (1) and thirty minute (30) lunch break on Clerical day.

Purchasing

The district has a well-defined purchasing routine. No books, equipment, materials or supplies may be purchased without being requisitioned through established channels and on approval forms.

Requisitions approved by the principal will be sent to the Central Administrative Office for review and final approval. If approved in the Central Office, they will be appropriately processed; *no confirming orders or invoicing is permitted*. Any teacher or other employee who purchases material in the school district's name without prior approval may find it necessary to return the items or pay for them. Sales people are permitted to visit teachers, provided clearance is obtained from the principals, but they will not be allowed to interrupt classroom instruction. Do not talk to any sales people who do not have clearance from the office. Teachers requesting and receiving materials from companies for review are responsible for abiding by the conditions for the review or trial policy. Teachers are not to accept "free" materials from companies or sales people without permission from the office.

Right-To-Know Law

As of January 1, 2009, the Commonwealth of Pennsylvania, requires government agencies, including school districts, to comply with the new regulations as set forth by the Right-to-Know Law Act 3 of 2008. The new law fundamentally changes the way people access public records of their government, and the way government processes those requests.

Be aware that emails are considered discoverable documents. Any email that passes through our server or is to and from a School Board Member, Administrator, staff, student, et cetera is subject to Right-To-Know law and considered a public document. Outside sender's email address may be redacted, but the sender's name is not. There are exclusions to the law that include personnel related items, legal matters, student names, et cetera.

More information is available at the PA Office of Open Records http://openrecords.state.pa.us/portal/server.pt/community/open_records/4434.

***Refer to Policy [#801](#)**

Resource Materials

Gifts

It is left to the discretion of the building principal whether gift materials are acceptable. The Board has the authority to accept such gifts and donations made to the district or to any school in the district by resolution duly passed at a public meeting. The Superintendent may accept on behalf of the Board any such gift less than \$50.00 in value.

Grants and Outside Resource Solicitation

All employees must obtain prior approval from the Building Principal and Assistant Superintendent to apply for or solicit outside funds on behalf of the classroom, school or district. This includes, but not limited to: federal, state and private grants; online giving platforms (i.e. *go fund me*, *donors choose*, *fondly*, etc.); and solicitation of money from parents, residents or businesses.

***Refer to Policy [#109](#)**

Sales/Fundraising

Teachers, sponsors, and coaches must seek approval of the building principal on the sale of any merchandise (shirts, candy, videos, etc.) prior to making any arrangements with outside vendors. Students are not to be used to sell from door-to-door for any sales or to solicit in school or in our community. School employees are not to handle funds relating to any outside organization.

School/Classroom Telephones

Phones are to be used expressly for school business. Private use of the phones should be limited to emergencies only. Teachers will be called to the phone immediately for emergency calls; other calls will be returned during a non-teaching period.

Social Media: Use on behalf of the District

Teachers are encouraged to responsibly use social media to showcase their students' talents achievements and communicate with parents and

residents. The following are best practices:

- Keep personal and school information separate
- Use appropriate language
- Be sure students are not on the “Do Not Photo List”
- Follow all District Policies and ARs

Special Education Services & Students with Organizational Distinctions

Multidisciplinary Evaluation/Reevaluation for Special Education & Gifted Procedures

If the request is a *verbal request* for evaluation/reevaluation for *special education from the parent* to any school staff member, the school staff member must notify his or her building principal the day the parent makes a verbal request. The building principal notifies the school psychologist and administrative assistant, through email, immediately to issue the “Permission to Evaluate/Reevaluate - Evaluation/Reevaluation Request Form” (PTE/PTRE-ERF) to the parent (within 10 days of the oral request). When the school psychologist receives the completed ERF from the parent, the school psychologist issues the “Permission to Evaluate/ Reevaluate—Consent Form” (PTE/PTRE-Consent Form) (if appropriate) to parents along with the parent referral packet within ten days of the receipt of the request. The Special Education Department (SED) tracks both the PTE-ERF and PTE-Consent Form for follow up. The SED *notifies the school* (principal, referring teacher, reading specialist if applicable, and any other relevant staff) when the PTE/PTRE Consent Form is *returned*, along with any teacher/staff input forms that will need completed. The forms can be found on Google Drive, under the SED Forms folder. All forms must be printed and paper copies sent to the SED once all are completed. Do not send forms individually.

If the request is a *verbal request* for evaluation for *gifted from the parent* to any school staff member, the school staff member must notify his or her building principal the day the parent makes a verbal request. The school staff member should ask the parent to put their request in writing. If a written request is obtained, the principal should date and initial the request. The building principal should then notify the school

psychologist and administrative assistant, through email, as well as send the written request to the SED. The school psychologist issues the “Permission to Evaluate—Gifted” (PTE -Gifted) (if appropriate) to parents along with the gifted parent referral packet within ten days of the request. The SED tracks the PTE-Gifted Form for follow up. The SED *notifies the school* (principal, referring teacher, reading specialist if applicable, and any other relevant staff) when the PTE -Gifted Consent Form is *returned*, along with any teacher/staff input forms that will need completed. The forms can be found on Google Drive, under the SED Forms folder. All forms must be printed and paper copies sent to the SED once all are completed. Do not send forms individually.

If the request is a *written request* for evaluation/reevaluation for *special education or gifted from the parent*, the principal dates and initials the original request and sends the request to the SED immediately. The building principal should then notify the school psychologist and administrative assistant, through email, as well as send the written request to the SED. The school psychologist reviews the request and if appropriate, issues the “Permission to Evaluate/Reevaluate—Consent Form” or the “Gifted Permission to Evaluate” to parents along with the parent referral packet. The SED *notifies the school* (principal, referring teacher, reading specialist if applicable, and any other relevant staff) when the GPTE Consent Form is *returned*, along with any teacher/staff input forms that will need completed. The forms can be found on Google Drive, under the SED Forms folder. All forms must be printed and paper copies sent to the SED once all are completed. Do not send forms individually.

If the request for evaluation for *special education is initiated by school personnel*, the team or teacher should complete the “Team Referral Form” and submit this to the building principal for approval. The principal will then submit this form to the school psychologist. Meetings and progress monitoring should be ongoing and occurring before this point if the referral is from the school, either through the Response to Instruction and Intervention building core team meetings or through the Student Assistance Program (SAP). The building principal must endorse and be aware of the recommendation. The School Psychologist issues the “Permission to Evaluate/Reevaluate—Consent Form” to parents along with the proper parent input forms. The SED tracks the PTE-Consent Form for follow

up. The SED *notifies the school* (principal, referring teacher, reading specialist if applicable, and any other relevant staff) when the PTE/PTRE Consent Form is *returned*, along with any teacher/staff input forms that will need completed. The forms can be found on Google Drive, under the SED Forms folder. All forms must be printed and paper copies sent to the SED once all are completed. Do not send forms individually.

Second and third copies of the PTE/PTRE/GPTE are sent within ten days of each other if the first or second PTE/PTRE is not received from the parent. The third copy is sent via certified mail after the administrative assistant calls the parent. Ten days after the third attempt, a letter to parents documenting the attempts to secure permission and dates they were sent, along with a statement that because they have not responded, an evaluation cannot be completed, is sent (Sample Letter: No Response to Permission). A copy of the letter and dated PTE/PTREs are sent to the school for the student's file and the original letter and PTE/PTREs are filed in the SED.

- The receipt of the PTE/PTRE Consent Form triggers the following by the SED:
 - The date received is stamped on the box on the form.
 - Timelines are determined for the evaluation and entered onto the MDT Referral List (Google Drive).
 - The PTE/PTRE receipt date is entered into Sapphire.
 - A referral to S/L, OT, PT, hearing and/or vision, if applicable, is sent or faxed to the appropriate personnel or the AIU.

Permission to Evaluate (initial, reevaluation or Gifted) Procedures

The School Psychologist completes the Permission on Sapphire and emails the administrative assistant when it is ready to be mailed. The administrative assistant logs the date each form was mailed on the MDT Referral List. For the PTE/PTRE-ERF (parent has made a verbal request for evaluation or reevaluation), only the form and return envelope are sent. For the "Consent Form" (parent has made request in writing or a school has made the referral), the materials listed below are sent.

For PTE/PTRE for *special education*, the following are sent:

- PTE or PTRE

- NOREP/PWN
- Procedural Safeguards
- Acknowledgement of Receipt of Procedural Safeguards/Parental Rights
- Parent Input Form (for evaluation/reevaluation)
- Parent rating scales (if applicable)
- Stamped return envelope

For GPTE for *gifted*, the following are sent:

- GPTE
- Parent Rights
- Acknowledgement of Receipt of Procedural Safeguards/Parental Rights
- Parent Input Form (for gifted)
- Stamped return envelope

The administrative assistant should follow the following procedures for consents:

- If consent is not received within ten days:
 - send another copy
 - type the *new date* in after the *original date*
- If the second consent is not returned within ten more days:
 - contact the parent to confirm their mailing address and to tell them an additional certified copy will be mailed
 - send a third permission via certified mail (add the third date after the first two dates)
- If the third is not received after another ten days:
 - send “No Response to Permission” letter to parents documenting attempts and dates
 - send a copy of this letter to the school for the student’s file
 - file a copy of the letter with the rest of the paperwork in the SED with the student’s name, date of birth, and “No Response to PTE” on the label

Evaluation/Reevaluation Report Procedures

The school psychologist emails the administrative assistants to notify them when the ER/RR is completed in Sapphire. For non-eligible students only, a non-eligible NOREP form is also completed in Sapphire.

The school psychologist calls the parent to notify them of the conclusion.

- *For eligible special education students:*
 - The administrative assistant mails a copy of the ER/RR and eligible cover letter (Sample Letters: Eligible ER Letter to Parent, Continued Eligibility RR Letter to Parent) to the parents.
 - The administrative assistant would then email the report, as an attachment, to the principal and appropriate teachers.
 - Signatures for the ER/RR will be obtained at the IEP Meeting. The special education teacher will then set up the IEP meeting and invite the required members.
- *For non-eligible students:*
 - The administrative assistant mails a copy of the ER/RR and non-eligible cover letter (Sample Letters: Non-Eligible ER Letter to Parent, Non-Eligible RR Letter to Parent) to parents along with an additional copy of the signature page, the non-eligible/exit NOREP, and a return envelope.
 - The administrative assistant would then email the principal and appropriate teachers with the information.
 - The parents will be asked in the letter to contact the building principal if they wish to set up a meeting to discuss the results. The principal should invite the school psychologist and teacher.

For non-eligible students with no meeting set up: second and third copies of the signature page and NOREP should be sent to parents every ten days, with the third copy sent certified. No response to the third copy within ten days generates a letter (Sample Letter: Non-Eligible ER Letter to Parent, Non-Eligible RR Letter to Parent), which is filed in the special education department along with the remaining copies of paperwork.

Gifted Written Report Procedures

When the GWR is completed, the school psychologist emails the administrative assistant. The school psychologist calls the parent to notify them of the conclusion.

- *For eligible students:*
 - A copy is sent to the parents with the eligibility recommendation letter (Sample Letter: Eligible GWR Letter to Parents)
 - The administrative assistant then emails the report, as an attachment, to the principal and appropriate teachers.
 - The gifted support teacher arranges the GMDE/GIEP meeting and mails the invitation to the parents. The gifted support teacher is responsible for writing the GIEP and generating the NORA. The gifted teacher should also invite required members (principal, school psychologist, and regular education teacher).
- *For non-eligible students:*
 - The corresponding letter is sent with the copy of the report to the parents (Sample Letter: Non-Eligible GWR Letter to Parents) along with the Gifted-Notice of Recommended Assignment (GNORA).
 - The administrative assistant then emails the report as an attachment to the principal.
 - The parents will be asked in the letter to contact the building principal if they wish to set up a meeting to discuss the results. The principal should invite the school psychologist and teacher.

Gifted Screening and Assessment

As per Chapter 16 evaluations, if a parent requests an evaluation for gifted support services, the school district must complete an evaluation. As indicated in the previous evaluation procedures, if a parent makes an oral request, they should be asked to put the request in writing and previously listed procedures occur. The school psychologists will communicate with parents in order to suggest the screening process as a first step. Parents, however, do have the right to override the screening process and move forward with the formal evaluation. If a teacher feels that a student should be referred for a gifted evaluation,

the teacher should contact the gifted support teacher in order to begin the screening process. The gifted support teacher would then contact the parent and obtain permission to begin the informal, screening process for gifted services (Letter: Permission for Informal, Screening Process for Gifted).

As part of this screening process, the gifted support teacher will give the Kaufman Brief Intelligence Test, Second Edition (KBIT-2) for more information on cognitive ability. The classroom teacher should complete the “Chuska Scales” and provide current classroom grades and all curriculum based achievement (STAR, DIBELS). This information should be given as one packet to the school psychologist for review.

Upon completion of the individual evaluation, the school psychologist will work with the Multidisciplinary Evaluation team (MDE) to determine eligibility according to district criteria (“Description of multiple criteria that indicate giftedness, per Chapter 16 Regulations [22 Pa. Code 16.21 e 1-5], cognitive ability, and summary of student evaluation information”). A recommendation is made in the form of a Gifted Written Report (GWR) regarding eligibility or non-eligibility. The school psychologist will call the parents at the conclusion of the GWR. The GWR is mailed home with the NORA. GIEP meetings are scheduled in accordance with IEP/GIEP meeting procedures. For students not recommended as eligible, parents are offered a Gifted Multidisciplinary Evaluation (GMDE) team meeting through the building principal.

As per Chapter 16 regulations, parents may request one gifted evaluation per school year. Parents may also request that an independent evaluation be considered, but may not seek a publicly funded independent evaluation per Chapter 16 regulations.

Reevaluation Procedures

Each school year, all special education teachers will be required to document their caseload for the upcoming school year. The required template will be shared through Google Drive to all special education teachers who will be asked to complete the form, save it to Google Drive, and share it with the Director of Special Education and the School Psychologist. This form will have a space for the following information: student name, grade, disability, level of support, adult support, behavior

plan, related services, assist technology, para minutes, annual IEP date, reevaluation date, and, if applicable, 90 days prior to RR due date, 70 days prior to RR due date, and 60 days prior to RR due date.

In accordance with Individual with Disabilities Education Act (IDEA) and Chapter 14 regulations, reevaluations must be conducted every three years, with the exception of students who fall under the educational disability category of Intellectual Disability, or who are educated within Approved Private Schools. These reevaluations must occur every two years. Other instances of reevaluations include the following:

- To change a student's level of services (such as from itinerant to supplemental)
- To change a student's disability category or remove a disability
- To exit a student from special education services

In accordance with procedures set forth by the Special Education Department, the reevaluation process begins 90 days before the reevaluation is due. At 90 days prior to the RR, the special education teacher collects all existing data, including records, state and local assessment data, grades, DIBELS/STAR scores, observations, and teacher recommendations. Teacher and parent input is gathered through the standard input forms and/or verbally. Attempts to gain parent input through written means or over the telephone are documented within the report. The special education teacher also conducts or has a colleague conduct a classroom observation in the area of disability (if applicable). A draft Reevaluation Report is written using all of this data. When the draft RR is complete, the special education teacher contacts the IEP team, including the parent, to determine if additional data is needed. If more information is needed, additional data should be requested, at least, 70 days prior to the anniversary of the RR. If additional data is needed, the school psychologist is notified to send a Permission to Reevaluate. This allows sufficient time for the school psychologist to review the RR, issue and obtain permission for the reevaluation (which may take 3 attempts), test, and write the remainder of the reevaluation report. The due date is considered to be the original RR due date or 60 days from the date the Permission to Reevaluate is complete, whichever comes first. If the team determines that additional data is not needed, the Reevaluation Report is completed, and an IEP meeting is held or scheduled within 30 days. If

the team proceeds to the IEP, the parent must be in agreement and a “Ten Day Waiver” must be issued and signed by the parent. The waiver form from Sapphire may also be used. If the team proceeds to the IEP, the Invitation should also be changed accordingly and initiated by the parent at the meeting. See “Reevaluation Procedures” flowchart for further information.

Special Education Students *who are new to Plum*

For students from a school district within Pennsylvania:

The SED reviews the special education paperwork and the principal assigns the student to a roster. The SED administrative assistant enters the student into Sapphire.

If necessary, a Permission to Reevaluate is issued by the department to clarify disability, change services, or determine a continued need for services.

The assigned special education teacher holds an IEP meeting for the new student as soon as possible. An IEP cover sheet and signature page are completed at the meeting with any immediate and necessary revisions made. The IEP team reconvenes in 30 days with a new IEP generated if necessary.

For students from a school district within another state:

The SED reviews the paperwork and issues a Permission to Evaluate (not Reevaluate) per Pennsylvania Chapter 14 regulations. The student’s current IEP from the other state is followed until the new evaluation is completed, with the assigned special education teacher holding an IEP meeting for the new student as soon as possible. An IEP cover sheet and signature page are completed at the meeting with any immediate and necessary revisions made. The parent is informed about the initial evaluation requirement and process. A new IEP is generated based on the new evaluation and an IEP meeting is held within 30 days of the issuance of the Evaluation Report.

Outside Placement Students

Students with IEPs who are placed outside the school district are still considered students of their respective buildings. When a student is placed outside the district, the “Agreement Between Plum Borough

School District and Outside Placements” form is sent to the outside school indicating what procedures should take place. The school psychologists will keep quarterly maintenance logs from each outside placement which consists of attendance, discipline, IEP meetings/revisions, and level of support. For special education students, all original copies of special education records are maintained at the SED.

All efforts to involve Plum Borough School District students who are in outside placements should be made on a continuous basis and at IEP meetings. Involvement may include participation in certain courses, sports, clubs, or other school activities.

Functional Behavior Assessment Procedures

All Functional Behavioral Assessments (FBA) should be completed in accordance with the Pennsylvania Department of Education’s Bureau of Special Education procedures and Chapter 14 regulations. The following procedures should be used as guidance for school teams and personnel regarding the process of completing an FBA within the district’s buildings.

FBAs should be completed any time school teams or personnel need to determine if a student’s behavior is impacting his/her learning or that of others, and that the student may need a Positive Behavior Support Plan (PBSP). A PBSP cannot be created without first completing an FBA. An informal FBA (for students who are not receiving special education services) consists of a review of existing data/records, an informal classroom observation, and may include a problem-solving meeting with school staff and parents. A general permission to complete the FBA (LETTER: FBA-INFORMAL PERMISSION) should be signed by parents. The process for informal FBAs will be implemented and tracked through the general education teacher and the school counselor.

A formal FBA (for students who are receiving special education services) may consist of checklists, teacher and parent input or interviews, and should definitely consist of structured classroom observations. The state forms should be utilized. A Permission to Reevaluate for special education must be issued. The FBA and PBSP forms should be completed in Sapphire. However, an RR must be completed and under the additional information section, you may write

“Please see attached FBA and PBSP forms.” The process for formal FBAs are implemented and tracked through the student’s IEP case manager and IEP team.

Related Service Referrals

If a special education student is referred for a related service evaluation, the team or teacher should contact the school psychologist, who will then generate a Permission to Reevaluate. Once parental permission is secured, the AIU referral form is faxed to the AIU along with a copy of the Permission to Reevaluate by the administrative assistant. Also, the building principal and special education teacher are notified via email by the administrative assistant that the PTRE was received. The special education teacher has 60 calendar days to complete the RR that was started (unless a triennial/bi-annual RR is due before the 60th day).

For a regular education student, the team or teacher must contact the Director of Special Education. From there, if the director feels an evaluation is warranted, they will contact the school psychologist to start the process.

Student Assistance Program (SAP)

The Student Assistance Program (SAP) is designed to help students who have problems that interfere with their academic success at school. Students who may have problems with attendance, discipline, family issues, mental health concerns, or drugs and alcohol may be referred to their building’s SAP Team.

Every building in the PBSB has a trained SAP Team consisting of a principal, guidance counselor, and teachers who have been trained to identify and assist in creating an intervention plan by working collectively with the student and his or her family in a positive manner to assist in resolving issues which are impeding learning.

In addition to the Student Assistance Program, the Plum Borough School District works along with Family Services of Western Pennsylvania to offer School-Based Outpatient Therapy for interested students and families. School-Based Outpatient Therapy can provide the following services within the school structure:

- Consultation and education to school personnel, students and parents in their area of expertise such as mental health, substance use and abuse, and assistance with school policy;
- Initial assessment of students who may have a variety of academic, behavioral, and/or personal difficulties which interfere with daily functioning;
- Referral services to appropriate school or community resources (this program does not offer treatment services);
- Crisis intervention services in school;
- Prevention and supportive groups to students and educational materials to parents and teachers.

Student Discipline Overview

The Plum Borough School Board has the authority to make reasonable and necessary rules governing the conduct of students in school as provided by Section 1317 of the School Code of the Commonwealth of Pennsylvania: *“Authority of Teachers, Vice-Principals and Principals over Pupils.”* Every teacher, assistant principal and principal in the public schools shall have the right to exercise the same authority as to the conduct and behavior of pupils attending school, during the time they are in attendance, including the time required in going to and from their home, as the parents, guardians, or persons in parental relation to pupils. “Student Rights and Responsibilities” as adopted by the Board of Education of Pennsylvania is included in this guideline to emphasize the importance the school district places on these regulations.

The philosophy of the Plum Borough School District is based on effective discipline. The art and skill for creating a good and purposeful environment is the responsibility of parents and educators. Only through effective discipline can the child learn, develop, and become capable in all facets of personal relationships. In this way we meet the needs of the child as a total person.

The growth of the child toward these educational goals implies that the child understands that role within a democratic society. The child accepts the responsibility for actions and recognizes that these actions must not violate the freedoms and opportunities of others.

For the total child to evolve, sufficient guidance and direction is needed to assure reasonable success. This guidance comes from parents and educators. It is only through communication and consistency that a child can increase self-direction, necessitating less control. Less external control is effective discipline.

Objectives

Effective discipline...

- develops a maximum of self-direction;
- helps children to know and better accept themselves and others;
- is based on freedom, justice, and equality of opportunity;
- should help children to change their perception of a situation;
- is consistent;
- uses punishment as a deterrent only when necessary;
- develops a sense of responsibility toward the maintenance of personal and school property;
- requires compliance with local and state laws; and
- instills respect for the rights and personal dignity of all students and staff.

Teacher Responsibilities

In order for the misconduct/response structure to be translated into an effective discipline system, each member of the school staff must thoroughly understand the structure and must accept responsibility for making the system work. Teachers who assume that their role is strictly to teach and that student discipline is someone else's job are as much in error as administrators who hold that the good teacher can handle all problems of student discipline without any outside help.

Although every staff member plays a part in the overall system, the structure presented on the chart offers implicit direction as to the individuals who would have some primary responsibility for the disciplinary action of each level.

At Level I, this responsibility falls mainly on the teacher, since misbehavior at this level usually occurs in the classroom or other settings under the teacher's control or supervision. Occasionally, the teacher will have to call on other people, such as the pupil personnel service staff for assistance (school nurse, school psychologist, etc.), but

the responses at this level usually do not require the intervention of the administration.

By their nature, the infractions at *Levels II and III* almost always require that a building administrator be involved in the action. At these levels, misbehavior is serious enough, or occurs often enough to demand special attention from someone other than the teacher. In addition, acts such as truancy or class cutting require the use of responses, which are usually not available to instructional staff. Very often support staff is involved at these levels, as are resource persons from community agencies.

Although the building principal and teacher would be involved with *Level IV* infractions, these are so serious and the discipline response so severe that they would require the direct involvement of the chief school administrator and/or the Board of School Directors. Offenses at this level usually go beyond the capacity of school discipline system and almost always draw upon law enforcement authorities.

Teachers must be familiar with school level and school discipline guidelines

Classroom Management

Students sent to the office because of misbehavior should either have a note explaining the problem, or be followed by another student with a note of explanation. If the teacher wishes to explain the case in person, (s)he should do this as soon as possible. *However, never leave the classroom unattended.* Once a student is sent to the office for discipline, it is in the hands of the principal or assistant principal, and they alone will decide on the punishment. *It is the classroom teacher's responsibility to develop a sound classroom management strategies.*

***Refer to Policies # [218](#), [219](#), [220](#), [221](#), [222](#), [224](#), [225](#), [226](#), [227](#), [233](#), [237](#), [247](#), [248](#), and [249](#)**

***Refer to school specifics in Student Handbook**

Student Expression

Student expressions, either written or oral, may violate the rights of others. Such expressions are those which, libel any specific person or persons; seek to establish the supremacy of a particular religious denomination, sect, or point of view; advocate the use or advertise the

availability of any substance or material, which may reasonably be believed to constitute a direct and substantial danger to the health of the students; are obscene or contain material otherwise deemed to be harmful to impressionable students who may receive them; incite violence, advocate the use of force, or urge the violation of law or school regulations, advertise goods or services for the benefit of profit-making organizations; or solicit funds for non-school organizations or institutions when such solicitations have not been approved by the Board.

Student Immunization Regulations

The Pennsylvania Department of Health Revised immunization regulations require parents of those students enrolled in Grades K-12 to have their children immunized against various communicable diseases.

***Refer to Policy [#203](#)**

Student Transfers

When a student transfers to another school either within or outside the district, the principal should fill out a transfer form. This form, together with the medical and dental form, as well as any other papers, should be put into an envelope and either mailed or sent to the new school.

Remember, all records have to be authorized for release in writing by the parent or legal guardian.

Students with special/high priority medical needs

Students who may have physical problems (diabetic, epileptic, various allergies, etc.) and those who have any special need will be identified as well as the procedures for caring for the students. *Place the list of such students in your classroom in the middle drawer of the teacher's desk.*

Students with Temporary Health Conditions including Traumatic Brain Injury (TBI)

Students with temporary health conditions, such as broken bones, may be evaluated for 504/Chapter 15 eligibility if a parent requests evaluation or if school personnel feel that an evaluation would be appropriate (see flowchart questions above).

Modification of Service Agreement

Modification of the Service Agreement requires notice to parents of the district's intent to modify the agreement, on the 504 "Permission to Evaluate" form (Option 3). Determine whether a reevaluation is needed and complete the Permission to Evaluate form appropriately. Following parent consent, the 504 coordinator, the building principal, teacher(s), and other school personnel shall either complete the reevaluation, if necessary, or execute the modified service agreement in cooperation with the parent, using "Chapter 15/Section 504 Service Agreement" and indicating that this is a modified (not initial) Service Agreement.

If parents wish to modify the Service Agreement, the request shall be made, in writing, to the building principal and shall specify the modifications desired in the current service agreement. Within 10 school days, the building principal and other school personnel shall communicate with the parent to execute a modified Service Agreement.

Termination of Service Agreement

If the school wishes to terminate the Service Agreement, the 504 coordinator issues a 504 "Permission to Evaluate" form to the parent, with Option 2 ("...should no longer be identified as a Section 504/Chapter 15 Protected Handicapped Student") selected. Once a parent consent is received, a reevaluation will be completed and if services are to be terminated, another 504 "Permission to Evaluate" form will be generated for parents to sign that they consent to services being terminated.

If the parent wishes to terminate the service agreement, the request shall be made, in writing, to the building principal and shall specify the reasons for the parent's wish to terminate the agreement. Within 10 school days, the building principal shall communicate with the parent by sending the 504 "Permission to Evaluate" form indicating whether or not the school district agrees with the request.

Compliance, Paperwork, and Responsibility

504 coordinators are responsible for generating and issuing Section 504 paperwork, including 504 "Permissions to Evaluate" for purposes of initial evaluations, reevaluations, modifications, and terminations; and 504 "Service Agreements."

504 coordinators should involve and communicate with their building principals throughout the 504 permission/evaluation/service agreement process. Building principals should attend all 504 meetings.

School psychologists are available for consultation and helping to administer, score, and interpret rating scales, if necessary during a 504 (re)evaluation or development of a service agreement.

The building principal is responsible for ensuring that all general education teachers implement and are compliant with all accommodations and services contained in the Service Agreement.

Confidentiality of Student Information and Records

Plum Borough School District shall provide for the confidentiality of information regarding “protected handicapped pupils” in accordance with the provisions of Chapters 12 and 14 of the Regulations of the State Board of Education and Section 513(a) of the Family Education Rights and Privacy Act of 1974. All copies of the district notices and correspondence, parent correspondence and service agreements related to Chapter 15 shall be maintained in the student’s confidential file.

Examples of Aids, Services and Accommodations

- Special transportation
- Modification of facilities or physical arrangement of classroom
- Modified equipment, instructional materials, or lesson presentation
- Administration of necessary medication
- Adjustments in the student’s schedule
- Accommodations in the regular education program to facilitate the student’s ability to sustain attention
- A behavior management plan
- Physical or occupational therapy
- Dietary accommodations
- Provision of a sign language interpreter for a deaf parent of a hearing child for important school meetings
- Organizational assistance
- Home/school communication
- Modified test taking
- Behavioral/discipline alternatives

Suicide Threats

If any student states or implies, by word or action, that suicide/self injury is being considered, some action must be taken by school personnel. Do not ignore, disregard, or minimize any sign, regardless of the situation, even if thought to be an attention-seeking behavior.

If the student threat is deemed to be immediately life-threatening, the student should not be left alone by school personnel.

School personnel are asked to contact the student's parent/guardian before the student leaves school if the crisis is not deemed to be immediately life-threatening, or is thought to be an attention-seeking or manipulative action. The "Report of Suicide Risk" Form should be completed. Two copies of this form should be sent home, one for the parent to keep and one for the parent to sign and return. The returned signature form should be kept with the original with school personnel signatures and placed in the student's file.

Once a student has made *three* attention-seeking or manipulative threats, the parent must be notified and a conference scheduled with the school personnel the same day of the third threat. In addition to the "Report of Suicide Risk" form, the "Parent Contact Acknowledgement" form should be completed. Retain one copy in the student's file and give one copy to the parent.

If the crisis is deemed to be life-threatening, parents must be notified and a conference scheduled with school personnel the same day. The school counselor should complete the "Report of Suicide Risk" form in conjunction with the building principal and teacher. Two copies of this form should be sent home, one for the parent to keep and one for the parent to sign and return. The returned signature form should be kept with the original with school personnel signatures and placed in a student's file. The team will also fill out the "Parent Contact Acknowledgement" form. Retain one copy in the student's file and give one copy to the parent.

If the suicide threat occurs near the end of the school day and does not appear to warrant emergency attention, school personnel should

document contact, or attempt to contact, the parent immediately or within that evening, with suggestions for appropriate follow-up. If a suicide threat occurs near the end of the school day and *does* appear to warrant emergency attention, school personnel should contact the parent immediately. The student should never be left alone.

***Refer to Policy [#819](#)**

Supplies

Each teacher will submit a requisition request to the building principal for approval.

Take Your Child To Work Day & Supervision/Visit of a Relative

District employees are not permitted to provide care or supervision to family or friends during work hours. This includes bring your child to work day. If an employee is “on the clock” they are not permitted to provide supervision or care to their children, grandchildren, nieces, nephews, neighbors, parents, et cetera. Elderly parents, neighbors, friends, et cetera are not permitted to regularly visit classrooms to serve as volunteers.

Teacher Absence

The Kelly Services will enable contractual employees of the Plum Borough School District to log-in or call, in advance, to inform the school district of their intention to be absent due to sickness.

It is necessary to report your absence to the Kelly Services prior to **6:00 am**, or the evening before. In the event of an emergency or an extenuating circumstance, log-in or call the system no later than:

Senior High - 6:15 am

Junior High - 6:15 am

Elementary - 7:00 am

Teacher Lunch

Each teacher will be given a thirty-minute lunch period. Food or beverages are not to be consumed when you are supervising or teaching

students during the course of the school day. Special accommodations may be made with the building principal.

Technology

The Board supports use of the computers, Internet and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.

The district provides students, staff and other authorized individuals with access to the district's computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means.

For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

Email Use: Guidelines for Staff and Administration

All staff and administration should be aware that e-mail messages may be subject to document requests both under Pennsylvania's Right To Know Law and pursuant to FERPA. The guidelines should be followed by all staff and administrators to ensure professionalism in the District's communications.

1. Maintain professionalism at all times. Do not write anything in an email that you would not want to have read by a parent, lawyer, or judge.
2. A polite and respectful tone is always required, even when writing about contentious issues or situations.
3. If an email contains confidential student information, only those individuals with a legitimate educational interest in that information should be included or CC'd on the message.
4. Refrain from using personal email accounts or text messages to communicate with parents about school district business. Your

school district account or online portals should be used for this purpose.

5. Only send confidential student information to non-district personnel if the appropriate legal release has been signed to allow the non-district personnel access to that information.
6. Use student names instead of initials in the body of email messages, although initials may be used in the subject lines of email messages.
7. Particularly sensitive issues should be addressed to parents and students in person or over the phone, and not through email.
8. Do not assume that because an email has been sent to a parent that the email has been read by the parent. Follow up in person or over the phone on important issues to ensure that the parent has received the message.

***Refer to Policy [#815](#)**

Tobacco

Tobacco use by professional employees in a school building and on any property, buses, vans, and vehicles that are owned, leased, or controlled by the school district is prohibited. Tobacco is also prohibited at all school-sponsored activities that are held off school property. Incidents of possession, use and sale of tobacco by any person on school property shall be reported to the Office of Safe Schools on the required form at least once each year.

Employees violating this policy shall be subject to the following disciplinary action:

- First Offense: Oral reprimand
- Second Offense: Letter in file (upon completion of a smoking cessation program, the letter will be withdrawn).
- Third Offense: Suspension for one (1) working day without pay.
- Fourth Offense: Suspension for five (5) working days without pay.
- Fifth Offense: Discharge

In addition to the foregoing disciplinary action, employees may also be subject to summary prosecution before the District Magistrate.

Effective immediately, the following oral and written notice shall be given to all students, employees, and other persons attending school and school activities. Any policy previously adopted is hereby repealed to the extent that it is inconsistent herewith.

***Refer to Policy [#323](#)**

Unlawful Harassment

We strive to provide a safe and positive learning climate for students in the schools. It is the policy of the 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 employees by all district students and staff members, contracted individuals and vendors, and volunteers in the schools. Students and employees should be aware of the policy and adhere to it. Violations of this policy should be immediately reported to the Building Principal. This policy is available in the Guidance Office or Administrative Office.

***Refer to Policies [#348](#)**

US and Inter-school Mail

Your mail will be placed in the boxes provided in the office or designated area. Teachers must remove the contents daily. Mail to Central Administration must have the recipient's name clearly printed on the envelope. Personal or data sensitive mail (ie. salary placement, FMLA, maternity leave, retirement, etc...) should be hand delivered.

Visitors

All visitors must report to the office to sign the register and obtain an ID badge before visiting in the building for any reason. Before the visitors leave the building, they are to sign the register as to time of departure and return the ID card to the office. Teachers should inform all visitors to report to the office when entering the building. Office personnel will register and record times of arrival and departure.

***Refer to Policy [#907](#)**

Work Hours (2017-2018)

Typical School Day

Elementary Teachers 8:10 am to 3:55 pm

Junior High School Teachers 7:30 am to 3:15 pm

Senior High School Teachers 7:10 am to 2:55 pm

Workshops/Conferences

All out of and some in-district conferences and workshops require building level and central office permission to attend. Submission of request should be made 30 days in advance on the proper form. All overnights require board approval and requests *must* be made at least 45 days in advance.

Policies Referenced In Handbook

[103 Nondiscrimination in School and Classroom Practices](#)

[108 Adoption of Textbooks](#)

[109 Resource Materials](#)

[111 Lesson Plans](#)

[117 Homebound Instruction](#)

[121 Field Trips](#)

[121-AR Chaperones](#)

[121-AR-1 Overnight Trips](#)

[130 Homework](#)

[203 Immunizations and Communicable Diseases](#)

[209.1 First Aid Standing Orders](#)

[212 Reporting Pupil Progress](#)

[216 Student Records](#)

[218 Student Discipline](#)

[218.1 Weapons](#)

[218.2 Terroristic Threats/Acts](#)

[219 Student Hearing Process](#)

[220 Student Expression/Distribution and Posting of Materials](#)

[221 Dress and Grooming](#)

[222 Tobacco Use](#)

[224 Care of School Property](#)

[225 Students and the Police](#)

[226 Searches](#)
[227 Controlled Substances](#)
[233 Suspension and Expulsion](#)
[237 Acceptable Student Use of Personally Owned Devices](#)
[247 Hazing](#)
[248 Unlawful Harassment \(Student\)](#)
[249 Bullying/Cyber-Bullying](#)
[317 Conduct/Disciplinary Procedures](#)
[317.1 Educator Misconduct](#)
[321 Political Activities](#)
[323 Tobacco](#)
[348 Unlawful Harassment \(Employee\)](#)
[801 Public Records](#)
[806 Child Abuse](#)
[808 Food Service](#)
[814 Copyright Material](#)
[815 Acceptable Use of Internet, Computers and Network Resources](#)
[819 Suicide Awareness, Prevention and Response](#)
[824 Maintaining Professional Adults/Student Boundaries](#)
[824-AR Maintaining Professional Boundaries](#)
[826 Health Insurance Portability and Accountability Act \(HIPAA\)](#)
[907 School/Classroom Visitors](#)
[916 Volunteers](#)