



West Shore SCHOOL DISTRICT

INSPIRE • ENGAGE • EMPOWER

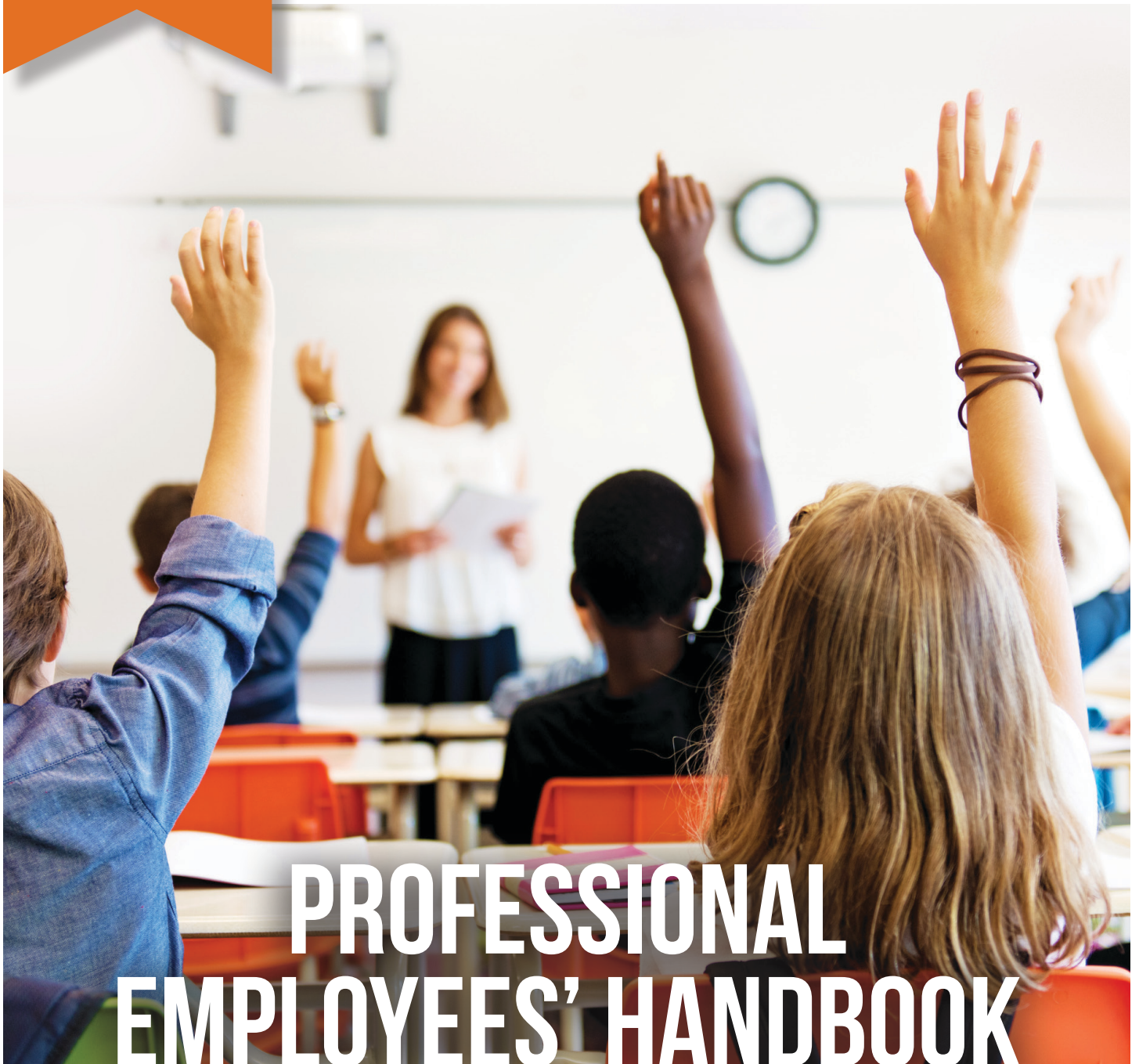


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FOREWORD

The *Professional Employees' Handbook* provides the professional employees of the West Shore School District with a ready reference on District operating procedures. It has been structured to answer most routine questions and/or provide direction in daily circumstances. We suggest the handbook be readily accessible for ease in seeking information.

Most institutions, including schools, find a need for periodic changes and adjustments in policies and procedures. Times and needs change, and adaptations are necessary if we are to operate our schools effectively. Most regulations and policies within the handbook however, have stood the test of time. Therefore, successes of the past have not been discarded.

Revisions in this edition include modifications to wording, additions, or deletions to enhance clarity and/or alignment of information to Board Policies or other documents, as well as school safety considerations.

It is our hope this handbook will assist professionals in achieving the best results in their teaching and facilitate sound decisions within our schools and classrooms. The *Board Policy Manual*, your building's teacher handbook, and the *Professional Employees' Handbook* together provide a comprehensive reference set for the professional.



West Shore School District

MISSION

The West Shore School District is committed to providing this generation with a quality education serving as a foundation for responsible and successful citizenship.

VISION

The vision of the West Shore School District is to continuously cultivate a safe and invitational school climate that welcomes the involvement of students, parents, educators, staff, and the community. Working cooperatively, the school community will nurture lifelong learners who adapt to the diverse and changing global society. The District insists upon a dynamic approach to teaching and learning that fosters continuous improvement.

SHARED VALUES

Members of the West Shore School District community share the following values:

Student Learning

- We believe all children can learn.
- We believe students must become more responsible for their own learning as each year progresses.
- We believe students must develop the adaptive skills to successfully respond to the diverse and changing global society.
- We believe learning must occur in an emotionally secure, physically safe, and academically supportive environment.

Professional Practice

- We believe motivated, adaptable, and well-trained staff are critical for student achievement.
- We believe for our schools to consistently improve we must continuously evaluate our efforts to ensure individual student needs are being met.
- We believe relationships must be cultivated to foster a safe and invitational school climate.
- We believe resources must be provided and managed in a fiscally responsible manner.

Relationships Among Members

- We believe a quality education requires the total involvement of students, parents, educators, staff, and the community.
- We believe positive teacher/student relationships empower students to realize their academic potential.
- We believe education is a lifelong endeavor.
- We believe in the collaboration of ideas, abilities, and resources.

GOALS

1. Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.
2. The District will foster student involvement with community partners and seek active community support for instructional and extracurricular student success.
3. The District will provide students and staff the skills necessary to establish and maintain technological literacy.

**West Shore School District
PROFESSIONAL EMPLOYEES' HANDBOOK**

I. EDUCATIONAL PROGRAMS AND SERVICES

A. ASSESSMENT (refer to Board Policy 127)

Assessment of student knowledge and needs is accomplished by regular classroom testing and by the use of norm-referenced and criterion-referenced standardized testing. Guidelines for teachers include the following:

1. Supervise students closely.
2. Test what has been taught in the classroom.
3. Check and return tests to the students as soon as possible.
4. Schedule a variety of testing applications, including essay, short answer, multiple choice, demonstration, authentic assessments, etc. within the testing process.

A standardized testing program provides information that will help students develop better self-understanding and prepare them to make program and career decisions as they progress through school. Secondary objectives of testing include improving the staff's understanding of students and their personal and instructional needs, and an assessment of instructional program effectiveness. Testing is only one source of such information and results must always be considered in view of what else is known about the individual or the program. West Shore participates in the Keystone, ACCESS, PASA, and PSSA testing program as required by PDE guidelines.

THIRD GRADE

- PSSA & PASA Mathematics and ELA

FOURTH GRADE

- PSSA & PASA Mathematics, ELA, and Science

FIFTH GRADE

- PSSA & PASA Mathematics and ELA

SIXTH GRADE

- PSSA & PASA Mathematics and ELA
- Algebra Keystone Examinations for Eligible Students

SEVENTH GRADE

- PSSA & PASA Mathematics and ELA
- Algebra Keystone Examinations for Eligible Students

EIGHTH GRADE

- PSSA & PASA Mathematics, ELA and Science
- Algebra Keystone Examinations for Eligible Students

NINTH through TWELFTH GRADES

- Optional Testing for a variety of aptitudes and interests
- PSAT and SAT
- Keystone Examinations for Eligible Students in Algebra, Literature, Biology
- PASA

ACCESS K-12

- Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)
- Reports on listening, speaking, reading, and writing English proficiency for English Learners on an annual basis

B. COUNSELING ACTIVITIES

1. *GROUP COUNSELING* - Counselors arrange periodic group sessions with students on informational topics such as course selection, test interpretation, and other timely topics. They also present programs appropriate for specific grade levels in regard to career information. Career planning is specifically conducted with ninth and tenth grade students using a formal career-planning program. Certain developmental group counseling sessions are common to the middle and elementary schools. Group sessions are scheduled to work on building self-esteem, peer relations, and self and social awareness.
2. *INDIVIDUAL AND GROUP COUNSELING* - Counseling is the main thrust of the District's guidance program, whether conducted individually, in small groups, large groups, or support groups. Counseling is based upon the acceptance of each student as a worthwhile individual who possesses a unique set of traits and interests. The counseling relationship developed between the counselor and student attempts to assist the individual student in defining problems and to reaching satisfactory solutions, not only by offering advice, but by helping to focus the student's own resources upon the matter or problem at hand. Guiding a student's program of study and course selection is also a significant part of this process at the middle and high school levels.
3. *INFORMATION RESOURCES AND ORIENTATION* - Counselors serve as a focal point of resources and information for students, parents, and staff members. These same counselors act as a source of information about opportunities and programs available. While they may not have all the answers, they may suggest where the needed information may be found. Counselors will participate at parent orientation nights, Back-to-School programs, and at kindergarten registration.
4. *PARENT INVOLVEMENT* - Counselors are available to arrange and participate in parent conferences, either individually or with other staff members. Counselors are expected to inform parents of potential or developing problems as soon as possible. Parents need to understand, however, that there could be times when sharing all information given to a counselor by a student would be a violation of confidentiality. It is sometimes necessary for counselors to advise and interpret District policy for parents.
5. *SCHEDULING AND POST GRADUATION PLANNING* - Counselors assist students with scheduling. The need for summer school will be discussed with students needing such services. Student course selection will be coordinated by building counselors. High school counselors will be working with students entering higher education, with assistance being offered with the application process and financial aid. Employment assistance will be offered to students seeking jobs immediately after graduation. Counselors may also provide recommendations and information to parents for students being considered for grade retention.
6. *STUDENT RECORDS* - Following District policy and administrative procedures, the counselors serve as the custodian of the student's records at the building level. It is the counselor's responsibility to share appropriate information contained in a student's records with parents if that sharing of information is in the best interest of the child according to the rules and regulations of confidentiality.
7. *RESEARCH AND EVALUATION* - Counselors continue to participate in self-evaluation in order to improve the guidance services being offered to students. An example of self-evaluation would be the participation in the Middle States evaluation process. Counselors also conduct follow-up studies of graduates and dropouts. High school counselors conduct an annual senior survey regarding the students' plans following graduation.

8. *REFERRALS AND CONSULTATION* - There are times during a student's school career when he or she may experience difficulties with the academic, social, and emotional demands of school and life. Quite often specialized services or agencies within the District such as psychological services, career and technical education, or alternative educational programs, need to be brought to the attention of students and parents to help them solve or handle a given problem. Counselors are aware of these additional support sources and may suggest to students how they may receive the assistance these services may provide. In a counselor's attempt to impact the positive progress of a student's education, the counselor often comes into contact with teachers, employers, parents, administrators, and other people of the school community who have significant relationships with the student. As part of the total school and community environment, counselors organize team meetings, serve on committees, jointly plan programs, and provide additional resources to students in many ways.
9. *ASSESSMENT AND TEST INTERPRETATION* - To assist students to learn about themselves and their abilities, the elementary, middle, and high schools conduct comprehensive testing programs. The counselor provides the interpretation of these test results to students and parents in a meaningful way in order that the information can become a part of each student's decision-making process. At the secondary level, career and college planning become an important part of this process.

C. COUNSELING SERVICES (refer to Board Policy 112)

School counseling programs are a major component of the District's commitment in meeting student needs and supporting the instructional process. The skills and knowledge of the counselor are most effective in alerting teachers and administrators to those aspects of a student's development that are most closely associated with the life process. School counseling services are available to all students as a part of their general educational experience and tailored, whenever possible and appropriate, for students with unique needs.

The West Shore School District *Counseling Plan* is aligned with the objectives established by the American School Counselor Association as well as the Career Education & Workforce Standards. The purpose of such a plan is not to limit what may be offered to students, parents, administrators, teachers, or community members, but to form a solid basis for meeting the needs of a diverse group of individuals in a positive, and developmentally appropriate manner.

A multitude of counseling services are available to students throughout the West Shore School District. The following is intended to describe the role guidance services play in the school and the philosophy underlying the program across all grade levels.

D. EDUCATIONAL PROGRAMS: K - 12

1. *ELEMENTARY SCHOOL PROGRAMS (K-6)*

The Pennsylvania Core Academic Standards form the basis for curriculum, along with the District's *Instructional Design*. Generally, classes are grouped heterogeneously. Flexibility is afforded building administrators and teachers to adjust grouping as needed. There will be no "departmentalization" in K-4.

 - a. *READING* - A comprehensive literacy framework that emphasizes structured literacy and integrates all components of reading and language arts is at the core of reading instruction. Comprehensive literacy uses a gradual release of responsibility model and a variety of resources to support instruction. Supplemental and enrichment materials for students are available as needed. Houghton Mifflin Harcourt's (HMH) "Into to Reading" is used in all grades K-6. 95% Group Core is used in grades K-5. Title I reading is available in Title I buildings for students qualifying for assistance.
 - b. *ENGLISH/LANGUAGE ARTS (ELA)* - Language arts emphasize skills in

communication, including grammar, composition, speaking, listening, writing, spelling, handwriting, thinking, and study skills.

1. *Spelling* - Spelling instruction begins in grade one and is integrated with student writing. A variety of instructional approaches to the teaching of spelling support the core curriculum.
 2. *Writing* - Writing is a critical skill in which all students need to become proficient. It begins as a process in kindergarten and continues through sixth grade. Teacher conferences with students form the basis of on-going assessment in writing and assist teachers in developing future instructional goals. Writing across the curriculum assignments and self-selected writing activities are part of the writing program.
- c. *MATHEMATICS* – This (K-6) program is based on the District's *Instructional Design* and aligned to the PA Core and NCTM Standards. The 2024 SAVVAS enVision Program is used in all grades.
- d. *SOCIAL STUDIES* - The elementary social studies program (K-6) has as its foundation in the Pennsylvania Academic Standards for Civics and Government, Economics, Geography, and History. The standards in these four areas are aligned to ensure a continuous progression of knowledge and skills in these disciplines. In order to facilitate the acquisition and application of social studies concepts and skills teachers are adhering to the WSSD Curriculum.
- e. *SCIENCE* - The elementary science program supports and facilitates the integration of concepts throughout all subject areas. The philosophy, as designated by the standards, encourages a spiraling of skills. All K-4 teachers have the opportunity to use Science Fusion, FOSS kits, Engineering by Design and supplemental resources. HMH's "Into Science" is used in Grade 5. HMH's "Science Dimensions" is used in grade 6.
- f. *LIBRARY* - All elementary students have library class each cycle, with time provided for students to borrow library books. Librarians instruct students in kindergarten for one 30-minute class each cycle and students in grade one through four for one 45-minute class each cycle. Librarians at the intermediate level provide multiple levels of curricula support and enrichment.
- g. *ART* - Art teachers instruct students one time per cycle in grades one through four. Students in grades five and six receive art instruction two times per cycle.
- h. *MUSIC* - Music teachers instruct students in kindergarten for one 30-minute class each cycle. Students in grades one, three, and four, receive music instruction once per cycle. Students in grade two receive music instruction twice per cycle. Students in grades five and six receive music instruction two times per cycle.
- Chorus, band and orchestra are offered within the school day to all students in grades five and six. Participation by students is voluntary. With some exceptions, students must provide their own instruments in band and orchestra.
- i. *PHYSICAL EDUCATION* - Elementary physical education classes, under the supervision of a physical education instructor, are offered to all students K-6. Physical education teachers instruct students in kindergarten for one 30-minute class each cycle. Students in grades one, three, and four receive two 45-minute classes each cycle while students in grade two receive one 45-minute class each cycle. Students in grades fifth and sixth receive two classes each cycle.

A learn-to-swim program is operated for students in grades 2 and 4. Students are

provided with learn-to-swim skills at the West Shore Natatorium. Students in grade 6 will participate in a boating program.

2. *MIDDLE SCHOOL PROGRAMS (7-8)*

The following information highlights some of the elements of the middle school program:

- a. *MATHEMATICS* - The continuous progress model permits students to engage in math instruction at a level based upon progress. Options include Math 7, Pre-Algebra, and Algebra I. Additional services are provided during math workshops to build a foundation for success for PSSA tests.
- b. *SIX-DAY CYCLE* - All middle schools employ a six-day cycle for scheduling. Six-day cycles allow more flexibility in scheduling and avoid students missing certain periods on holidays which fall the same day of the week.
- c. *TECHNOLOGY EDUCATION/MUSIC/ART/ HEALTH* - Students in grade 7 will have an exploratory experience in technology education, music, art, and health. The purpose of the program is to expose the students to a variety of topics in each area. In grade 8, students have the opportunity to select which elective areas they want to study.
- d. *LANGUAGE ARTS PROGRAM* - Language arts and reading are taught through an integrated approach in grades 7 and 8. Additional services are provided during ELA workshops to tutor students in this area and to build a foundation for success for PSSA tests. English Language Development is provided by an ELL teacher for those students requiring more intensive assistance.
- e. *ELECTIVES (BAND, ORCHESTRA, CHORUS)* - These classes are courses for which students receive grades. A student may sign up or drop one of these classes at only three times during the school year.
 1. The first week of the first semester.
 2. The first week of the second semester.
 3. During the summer.

Students in band, chorus, or orchestra receive a grade and must remain in the program until the end of the semester before being permitted to drop. Exceptions can be made for students with an IEP based upon an IEP team decision.

- f. *ACADEMIC ADVISORY* - Students are grouped upon individual needs for enrichment and/or remediation of academic skills.
3. *HIGH SCHOOL PROGRAMS* - The senior high school program of study meets and in many areas exceeds the state curriculum requirements. Specific details of programs and requirements are available in the student handbooks on the District website under [Course Offerings & Descriptions](#).
4. *EXCEL VIRTUAL LEARNING ACADEMY* - ExCEL (**Ex**Expanded **C**hoices for **e**-Learners) Virtual Learning Academy is a 1-12 learning option designed to meet the dynamic needs of students who are finding success learning online in a non-traditional setting. ExCEL offers both full-time and blended virtual learning options with flexible pacing and on-site supports to help each student achieve ExCELLence in school and after graduation.

E. *FIELD TRIPS (refer to Board Policy 121)*

A field trip is a valid learning device, a research technique, a gathering of first-hand experience and knowledge, and a collection of primary source material.

Properly planned field trips should result in the following:

- The development of each student's self-discovery of the student's relationship to the immediate society and to the world.
- The fullest use of outside educational offices, businesses, and cultural opportunities for the benefit of each student.
- The opportunity to explore areas of specialization within selected fields.
- The implementation of activities which reflect the changing needs of society.
- The awareness of all human activities which are part of the student's heritage.

1. *CHAPERONES*

Chaperones ensure a positive educational and social experience for students, while maximizing safety and security considerations. The number of chaperones will vary according to the type of trip and availability of transportation space. District employees, parents, guardians, or other interested parties may be included.

Chaperones are expected to:

- Meet all requirements for a volunteer as outlined in District Policy 918 Volunteers.
- Attend an orientation meeting at their building.
- Maintain an effective level of discipline in order to minimize needless risks. Follow the rules of the site. Report any problems to a professional staff member.
- Be at least 18 years of age.
- Abide by the policies of the District, particularly as they pertain to tobacco, drugs, alcohol, weapons, harassment, physical abuse, etc., and any guidelines developed for a particular trip.
- Supervise the students on site as closely as possible. This includes taking one or more frequent head counts of participants.
- Insist that students utilize the buddy system where appropriate (i.e. bathroom visit will be accompanied by an adult or another child).
- Exercise care and use good judgment.
- Be aware of students with special needs.
- Observe confidentiality.
- Provide the building principal with copies of a valid PA Driver's License and current vehicle insurance card if providing transportation in their own or District vehicle.

In an effort to make our field trips successful, we ask that a chaperone familiarize themselves with the following information prior to serving as a chaperone on our field trip:

- Review list of students for whom you will be responsible.
- Review the itinerary.
- Become familiar with specific teacher expectations.
- Understand the educational objectives of the trip.
- Review emergency procedures with the teacher.
- Review Student/Parent Handbook and District Board policies related to field trips.

2. *IMPORTANT REMINDERS:*

- Do not alter groups.
- Do not leave the site.
- Do not leave students unattended.

F. *GIFTED SUPPORT (refer to Board Policy 114)*

An appropriate program of education for each student who is identified as gifted will be developed based on the unique needs of the student. The eligible student will follow the approved curriculum of the district when appropriate.

The process includes the following steps:

1. Development of a Gifted Written Report (GWR) and team meeting held if needed.
2. Determination regarding eligibility for gifted services and the need for specially designed instruction.
3. Development of the Gifted Individualized Educational Program (GIEP).

The need for enrichment, acceleration, or a combination of both is based on the following criteria:

1. The rate of acquisition and retention
2. Achievement levels in reading, writing, and math
3. Cognitive ability

The primary objective of gifted support services is to provide the student opportunities for enrichment, acceleration, or a combination of enrichment and acceleration in the areas of ELA, Math, and Science.

The GIEP team shall determine the appropriate level of enrichment and acceleration to meet the documented needs.

G. *INSTRUCTIONAL MATERIALS AND SERVICES*

West Shore is a member of the Capital Area Intermediate Unit Instructional Materials Service.

1. *AV EQUIPMENT REPAIR*

Requests for repair of AV equipment other than computers and printers must also be made by the teacher to the Technology and Media department secretary.

2. *INSTRUCTIONAL MULTIMEDIA*

The district invests in a wide variety of instructional technology tools to support instruction. During orientation you'll join relevant courses hosted on Schoology. Our instructional technology team has developed a library of instructional technology workshops. These bite-sized, 30 minute - 90-minute sessions focus on a specific instructional technology tool, resource, or concept to help spark your lesson development. -Instructional Technology The Capital Area Intermediate Unit licenses digital multimedia from Discovery Education Streaming that is available to District teachers. Each teacher is assigned a user name and password to log on to the Discovery Education web site. Training sessions on how to use Discovery Education Streaming resources are conducted by the Technology Department. Contact the Technology Department for account information or assistance in using Discovery Education Streaming resources.

3. *DISTRICT DUPLICATION PROCEDURES*

The District will handle most of its duplication needs internally. A "Duplication Work Order Sheet" form for all duplication in excess of ten pages should be completed and signed by the building principal and then sent to the Administration building in care of the Print Shop. All items to be printed shall be typed or otherwise prepared by building personnel on white paper and should be free of staples, tape, or other potential obstructions. Every effort should be made to eliminate unnecessary duplication and reduce requests on colored paper.

The District printing center will not accept materials for duplication that are personal in nature. **(Duplication of copyrighted materials is prohibited.)** When submitting a duplication request, a minimum of three (3) days should be expected for a turn-around time. Staff should not submit requests with the expectation that his or her request will be returned to the building the following day. Newsletters, programs, and other non-instructional or

complex printing requests require a five (5) day work cycle.

Carbonless paper (NCR) requests require five to ten days for completion.

The paper used to reproduce the material requested will be charged to the administrative unit requesting the printing.

H. *LIBRARY SERVICES*

The mission of the West Shore School District library program is to ensure that students become effective users of ideas and information by providing instruction in information literacy skills and access to materials in all formats. The school library program provides leadership, collaboration, and assistance to teachers in the use of instructional and information technologies for learning. The school library program functions as an integral part of the curriculum, focusing on helping students to become life-long learners and full members of the learning community.

The district provides library services in all its schools. Library collections contain books, eBooks, multimedia materials, online databases, and Internet resources. The school libraries are learning centers where the use of multimedia resources is integrated with the teaching and learning program to enrich the total educational experience.

1. *LIBRARY INSTRUCTION*

Instruction in the use of library facilities, technologies, and materials begins in the elementary grades and continues throughout all grades, as needed. Independent and selective use of the most appropriate source of information by the students and the ethical use of that information is the desired goal. Special library instruction and review may be requested by individual teachers for students at any grade level.

2. *DISTRICT ON-LINE LIBRARY CATALOG*

The West Shore School District maintains a District library catalog that is accessible through the Technology and Media Department tab on the District's web site. This catalog contains over 180,000 books, videos, DVDs, eBooks, and other materials that are part of the school library collections in each building.

3. *INTRA-LIBRARY LOAN*

Each library collection is considered to be a part of the total District library collection. All materials may be shared. Requests for an intra-library loan may be made through the building librarian.

4. *ORDERING PROCEDURE*

Librarians place the vast majority of their library material orders during the summer months for the following school year. Some purchasing also occurs during the first few months of the school year. Teachers are encouraged to provide librarians with suggestions for library materials at any time. Librarians will procure those materials as soon as possible.

5. *ACCESS PENNSYLVANIA*

The West Shore School District participates in ACCESS PA. Through this service, all faculty and students have access to the library holdings of over 3,100 public school, academic and special libraries across the Commonwealth. Staff members wishing to use this service should contact their building librarian.

6. *ONLINE DATABASE RESOURCES*

The West Shore School District provides access to on-line databases in the District libraries for faculty and students. Students and teachers may use these databases in the school libraries or at home via the Internet. Teachers should contact their school librarian for access details.

7. *POWER LIBRARY*

The West Shore School District participates in the Power Library Project, which is funded through the Pennsylvania Department of Education. Power Library provides access to eBooks and online databases on a wide variety of subjects. Students and teachers may access Power Library databases through the WSSD network during the school day. Home access to Power Library databases may be obtained through a public library card.

8. *ASK HERE PA*

Pennsylvania's 24/7 virtual reference service is available to any resident of Pennsylvania. Reference questions can be posed to a librarian via online live chat. Librarians from academic and public libraries across the state serve as staff for the Ask Here PA virtual reference service.

9. *COMPLAINTS (refer to Board Policy 109)*

The West Shore School District librarians endorse and support the School Library Bill of Rights as expressed by the American Library Association. In the attempt to provide materials representative of diverse interests and points of view, it is perhaps inevitable that objections to specific materials may arise. The reconsideration of a book or other library material may be requested by a member of the community by the completion of a formal complaint form available from the library Instructional Advisor's office. A complaint and the questioned material will be reviewed by a committee that will report to the Superintendent as indicated in the Board Policy Manual of the West Shore School District.

10. *PROFESSIONAL LIBRARY*

Professional books are available in building libraries rather than in one central collection. Any materials can be secured through intra-library loan. Suggestions of specific titles for purchase may be made through the building librarian.

11. *SELECTION POLICY*

The selection of materials is a cooperative, continuing process involving administrators, teachers, librarians and students, although the major responsibility is vested in the librarian.

I. *SPECIAL EDUCATION (refer to Board Policy 113) in accordance with Chapter 14*

An appropriate program of education for each student with a disability will be developed based on the unique needs of the student and will have opportunities to be included with non-eligible students as appropriate. The eligible student will follow the approved curriculum of the district when appropriate.

The process includes the following steps:

1. Development of an Evaluation Report (ER) and team meeting held if needed.
2. Determination regarding the need for special education services based on the disability category and the need for specially designed instruction.
3. Development of the Individualized Educational Program (IEP).

The placement of a student with a disability is based on the following criteria:

1. The appropriate level of intervention.
2. The appropriate location of the intervention beginning with the neighborhood school.
3. The appropriate grouping of the students.
4. The appropriate need for intervention and specially designed instruction.

The primary objective special education services is to provide the student with strategies and techniques individualized for that student in the least restrictive environment (always considering the neighborhood school first).

The IEP team shall determine the appropriate level of intervention to meet the documented deficit academic and functional needs and consider the ability of the student.

In making this determination, the IEP team shall consider the age of the student, the required services, and the type and intensity of the academic, behavioral and/or functional needs of the student.

Programs provided by the District or outside resources include:

- a. Learning Support
- b. Life Skills Support
- c. Emotional Support
- d. Autistic Support
- e. Speech and Language Support
- f. Multiple Disabilities Support
- g. Blind/Visually Impaired Support
- h. Physical Support
- i. Hearing Impaired Support

1. SECTION 504, Chapter 15

Students who are not eligible to receive special education programs and services may qualify as protected students with disabilities and therefore be protected by other federal and state laws. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) are intended to protect against discrimination based on disability. Specific criteria must be considered when reviewing the need for services. These include:

- a. Is the student of school age?
- b. Has the student been evaluated?
- c. Is the student not eligible as defined by Chapter 14 for special education?
- d. Does the student have a physical or mental disability which substantially limits or prohibits participation in or access to any aspect of the student's school program?

Some examples of physical or mental disabilities may include attention deficit disorder, physical impairments such as arthritis, prosthetic limbs, diabetes, epilepsy, etc.

Section 504/ADA of the Rehabilitation Act of 1973, and its accompanying regulations and amendments require public educational agencies to ensure that these students have equal opportunity to participate in the school program and extra-curricular activities to the maximum extent appropriate to the ability of the handicapped student in question. School districts are required to provide these students with the aids, services, and accommodations that are designed to meet the educational needs of the protected handicapped student as adequately as the needs of the non-handicapped student are met. These aids and accommodations may include, but are not limited to, special transportation, modified equipment, environment adjustments, or the administration of needed medication.

2. SERVICE AGREEMENT

A service agreement will be developed for each student who meets the above stated criteria. The service agreement is a written agreement executed by the parent of a student and the designated school official indicating the specific accommodations and services required by the student. The service agreement must be reviewed annually and updated as needed.

J. STUDENT SERVICES

In general, referrals for students with unique needs that will involve community agencies are submitted to the building principal and from there to the Student Services Department. Social work, school counseling and health services are available on a regular basis for students in every building. Teachers are also encouraged to avail themselves of the services of the District's specialists. Student Services' administrators are responsible for school safety, student attendance, state reporting of student membership and attendance, among other responsibilities.

II. TEACHER INFORMATION ITEMS

A. *ACADEMIC STANDARDS (refer to Board Policy 102)*

This policy frames the educational mission of the West Shore School District and has been written to parallel the *Comprehensive Plan*, Academic Standards and PA Core Standards as required by PDE. Specifically, the policy addresses the goals of the West Shore School District, which includes:

- Providing a curriculum to enable student proficiency in academic and vocational areas
- Providing effective training with the professional staff responsible for implementing quality educational services
- Providing quality facilities
- Providing ongoing assessment systems to evaluate mastery of outcomes
- Encouraging innovation
- Supporting early childhood programs
- Developing life-long learners
- Developing productive community members

The policy defines the educational goals of the West Shore School District relative to key instructional areas necessary to function effectively in today's society.

Teachers are to focus on PA Core Standards, PA Academic Standards, Assessment Anchors, and eligible content. Daily lesson plans are to incorporate Standards, Assessment Anchors, and eligible content for their respective content areas and/or grade levels with an emphasis best practices in their respective role. Teachers should reference the *Educators' Performance Plan* booklet while developing unit/lesson plans.

B. *ASBESTOS*

In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA), in the 1988-89 school year the West Shore School District performed inspections of each of our school buildings for asbestos-containing building materials. The inspection findings and the asbestos management plans have been on file in each school's administrative office since that time.

The EPA requires the District to perform re-inspections of the asbestos materials every three years by accredited asbestos inspectors. Besides routine inspections on a regular basis, the District's Supervisor of Buildings and Grounds also performs six (6) month surveillance of the asbestos materials.

A substantial amount of asbestos has been removed from the buildings. Any remaining asbestos materials in the schools are in good condition and the District will continue to manage them in place, as recommended by our asbestos consultant. All buildings constructed after 1988 do not contain any asbestos.

Results of the re-inspections are in the management plan on file in the school's administrative office. They may be viewed during office hours.

SAFETY DATA SHEETS (SDS)

Per the Worker and Community Right-to-Know Act, the Safety Data Sheets (SDS) for each building are maintained in the school offices. Employees may review this information as necessary. Questions may be directed to the Supervisor of Building and Grounds.

C. *ATTENDANCE RECORDS OF STUDENTS*

Enrollment in the District is completed through a central registration process. All students new to the District or changing residence require a change of building register at the District's Administration Center.

Student attendance records will be kept by the school attendance personnel in cooperation with the classroom teachers. Procedures for keeping records will be developed by each building principal.

Parents are requested to telephone the building office each morning to report their child's absence. Upon returning to school following an absence, a student shall supply an original note, signed by a parent or guardian, which includes the dates of the absence and the reason for the absence. The attendance laws and District policy require "written excuses" to be provided within three (3) days of the student's absence. To avoid unnecessary complications, students should bring the excuse to school immediately following an absence. Students absent more than ten percent (10%) of the total days school is in session are likely to be required to present a doctor's note. After six (6) unlawful absences, parents will be cited for violation of compulsory attendance laws.

After six (6) or more consecutive school days' absence, the school administrator may request that the parent/guardian/student provide a written and signed physician's, physician assistants, or nurse practitioner's certification of absence. An electronic signature or other authorized facsimile signature directly from the physician's, physician assistants, or nurse practitioner's office is acceptable. Such certification must indicate that the student was seen by the physician, physician assistant, or nurse practitioner, date of the visit, the condition for which the student was treated and when the student was cleared to return to school. At the discretion of the building administration, an excuse from a physician, physician assistant, or nurse practitioner, including a psychiatrist under circumstances, may also be required for every absence after a student exceeds ten (10) school days of absence during a school year. In this circumstance, the excuse must be an original indicating the child was seen by the physician, physician assistant, or nurse practitioner. Failure to present such certification or excuse may result in the day(s) of absence being declared as unlawful. After three (3) unlawful absences, parents will be cited for violation of compulsory attendance laws.

1. *ENROLLMENT, CONFERENCING, EDUCATIONAL INFORMATION AND DECISIONS*

School law does not speak directly to the following points concerning child custody in shared custody matters. The driving force behind the District's procedures is to keep the School District from becoming involved in a family's domestic disputes. The administrators and teachers of this District need to keep a good working relationship with both parents of a child within our School District. That working relationship must be maintained in order that a quality education may continue to be offered to a student, and then supported by the parent of that student.

2. *ENROLLMENT - REGISTRATION*

If a judge awards parents shared physical custody of a child (50/50 custody), the parents of the child must determine which parent's address will be used as the legal residence of the child. A child, for practical purposes, may hold only one residence for the purpose of determining school district attendance or attendance area within a given school district. For West Shore School District enrollment purposes, the determination of residence will constitute fifty-one (51) percent of the physical custody, and that parent will be considered the custodial parent.

If parents are unable to determine which parent will hold fifty-one (51) percent of the physical custody to determine school attendance, the District will use the student's last address, before shared custody was ordered, as the residence. A student may not use an address outside of the West Shore School District's attendance area as the primary residence and attend, or continue to attend, school within the West Shore School District.

3. *EDUCATIONAL DECISIONS*

The West Shore School District will work with both parents in an attempt to establish the best educational opportunities for a child. However, because of the size of the School District, the number of single parent homes, and the precedent that would be established, the West Shore School District will routinely release school correspondence only to the primary resident parent of the child. If a parent has shared educational decision-making authority, it will be the responsibility of the primary resident parent to share school information with the non-custodial parent.

The District will share (US mail or email) any school information or provide copies of information to the non-custodial parent upon specific written request. If student information is provided electronically, to the greatest extent possible, it should be provided to parents. Upon written request, information will be mailed to the non-custodial parent. All school information will be shared with the non-custodial parent unless a specific court order prohibits providing the non-custodial parent with the information. No specific student information will be provided to a non-custodial parent over the telephone. If a non-custodial parent comes to the school and verbally requests copies of school information concerning their child, the information requested will be copied, up to four (4) pages without cost, and given to the parent. Additional copies of information requested will be given to the parent at a cost of twenty-five cents (\$.25) per page. Photo identification may be required to confirm identity as a natural parent.

In the event there needs to be an educational decision made for a child, and the parents cannot agree on a decision, the District will proceed educationally and honor the decision of the District resident, or the primary custodial parent. The District will proceed in that direction until a court order would direct otherwise.

4. *RELEASING CHILDREN TO PARENTS*

Children will be released to either parent unless the child's release is restricted by a court order. If the parent registering a child provides a written statement, as part of the child's permanent record, that the child should not be released to the non-custodial parent, but does not have a court order, attempts to contact the parent registering the child will be made before the child is released.

5. *CONFERENCING*

The District's staff members (teachers and administrators) should never be placed in a position in which they are in the middle of a domestic argument. The District's staff members should do everything possible to avoid becoming involved in an argument between the natural parents of a child. To improve communication during a conference, the District's practice will be to conduct one parent/teacher conference for a child when the child has parents living in separate homes. Parents will be required to put differences aside for the benefit of their child. A third party (counselor, nurse, or administrator) may be present for any meeting in which parents appear to have a difficult time relating to each other. The only exception to this practice would be if a parent possesses a court order restricting contact with the other parent.

D. *AUTOMATIC EXTERNAL DEFIBRILLATORS*

In partnership with the West Shore Foundation, the District has placed one or more Automatic External Defibrillators (AEDs) in each school. The AEDs provide emergency assistance in the case of unexpected cardiovascular distress and are located in positions readily accessible during potential crisis events. If you see someone in physical distress, please do not hesitate to contact emergency medical services, building administration, and use the AED if it is medically needed. A list of AED locations throughout the District is included as an appendix.

E. *BACKGROUND CLEARANCES AND RENEWALS*

Background clearances are required by Act 151 and by Act 114 of 2006, as amended, for all prospective employees of public schools, private schools and contractors' employees who will work in direct contact with children. They are also required for student teacher candidates. The three clearances (FBI, State Police, and Child Abuse) are to be provided by the applicant and reviewed by the District prior to the applicant working in a position in which he/she will have direct contact with children.

Current employees are required to renew all background clearances, Act 34, 151, and 114, as required by state law. Renewal of such clearances is a requirement of continued employment. For more information on required clearances, visit the employment page of the District website.

F. CERTIFICATION REGULATIONS

1. GENERAL POLICIES

Pennsylvania Level I (provisional) certificates are valid for actual years of professional service as an educator, not calendar years. This may include some long-term substitute assignments.

2. LEVEL II CERTIFICATION - ACCEPTABLE CREDITS

- A minimum of 24 credits earned after the conferral of the initial baccalaureate degree is required. A minimum of six of these 24 credits must be in the content area of the Level I certificate or in a course or courses designed to improve professional practice.
- Graduate or undergraduate credits earned at a regionally accredited or state-approved baccalaureate or graduate degree-granting institution. Note: Community college courses that are accepted for transfer credit through the [Pennsylvania Transfer and Articulation Center \(PA TRAC\) Opens In A New Window](#) are acceptable for Level II if they meet the other credit requirements.
- Pennsylvania Department of Education (PDE)-approved credits (not Act 48 hours) offered by intermediate units.
- A Principal's Induction Program that is offered or approved by PDE.
- Credits in the fields of medicine, law, theology, or real estate are acceptable if the educator can present evidence of relevance to certification area and assignment.

3. LEVEL II - UNACCEPTABLE CREDITS

- Continuing Education Units (CEU) – non-credit measures of continuing education awarded by various organizations, professional societies, and some colleges or universities. Note: Act 48 hours are considered CEUs.
- In-service education course credits awarded by providers other than Pennsylvania intermediate units or approved by authorities other than PDE's Bureau of School Leadership and Teacher Quality.

4. LEVEL II - CREDITABLE SERVICE

- To receive credit toward the Level II certification requirement, an educator must:
 - Serve in an assignment for which they hold a Level I certificate or a Chapter 49.85(d) exception;
 - Serve at least 50 percent of the employing entity's schedule;
 - Serve for a minimum of 70 days in a semester or for a minimum of 70 days in a single assignment across both semesters; and
 - Complete satisfactory service.

Note: A tenured educator is only required to be evaluated once per year. A non-tenured educator is required to be evaluated twice per year.
- Satisfactory and unsatisfactory service will be counted toward the full-service period of certificate validity (refer to [CSPG No. 3 – Validity of a Pennsylvania Certificate](#)).

5. LEVEL II - NON-CREDITABLE SERVICE

- Emergency permits (all types, even if serving 70 days or more);
- Intern certificates (Instructional or Career and Technical);
- Temporary teaching permits; and
- Temporary provisional certificates (Act 136).
- Non-creditable service also includes service completed in the following placements:
 - Contracted employment that cannot be verified by the chief school administrator of an approved public or private school entity;
 - Accrued outside the mandated school-year (summer school);
 - As a teacher of adult classes of persons over 21 years of age (in non-Bureau of Corrections facilities);
 - In non-professional or paraprofessional positions; and
 - Outside the Commonwealth of Pennsylvania.

6. *MANDATORY SERVICE*

Mandatory service counts toward the Level II certification service requirement and is charged against the period of validity of the Level I certificate. This includes service in following entities:

- Public schools;
- Intermediate units;
- Career and technical schools;
- Approved private schools for special education (APS);
- Special program jointures;
- Pre-K Counts programs (effective 2008-2009 school year);
- Scranton State School for the Deaf & Hard of Hearing Children;
- State correctional facilities when providing inmate education and training to school age inmates;
- Juvenile correctional facilities or county jails (when employed by a public-school entity);
- Local education agency (LEA) alternative education programs including after school program alternative education programs where the students receive credit for coursework;
- A charter school as a principal, assistant principal, or vice principal; and
- A charter school in any special education certificate area: speech-language, visually impaired, hearing impaired, general special education, supervisory.
- A charter school in related services positions as defined by IDEA, which includes the position of school psychologist, school nurse, school counselor, school social worker and education specialist speech and language pathologist.

7. *INSTRUCTIONAL CERTIFICATES*

a. *Policies*

All instructional certificates will simultaneously convert to Instructional II certificates or simultaneously lapse if the validity period has expired.

b. *Educational Requirements*

Educators holding an Instructional I certificate must provide evidence of 24 post-baccalaureate semester hour credits, six of which must be associated with the area(s) of certification and/or designed to improve the professional practice of teaching.

c. *Service Requirements*

Three years of satisfactory teaching on any Instructional I certificate. Service may be combined from different subject areas.

d. *Other Requirements*

- To receive a Level II certificate, an educator also must complete a PDE-approved induction program and submit verification of satisfactory service.
- The holder of a Level I certificate that was issued after September 2001 must achieve satisfactory results on the Level II assessment (e.g., PDE 427) to obtain a Level II certificate. The assessment should be retained by the LEA in the appropriate local file.

8. *EDUCATIONAL SPECIALIST CERTIFICATES*

a. *Policies*

- Educational Specialist areas of certification do not simultaneously convert to Educational Specialist II certificates or simultaneously lapse.
- An educator who holds both Elementary K-6 and Secondary 7-12 School Counselor certificates will have both certificates converted simultaneously when the educator presents eligibility for at least one of the certificates. Service to convert both certificates can be three years in elementary counseling, three years in secondary counseling, or a combination of service in both grade levels.

b. Educational Requirements

Educators holding an Educational Specialist I certificate must provide evidence of 24 post-baccalaureate semester hour credits.

c. Service Requirements

Three years of satisfactory service on the Educational Specialist I certificate being converted. Refer to [Calculating Creditable Service](#).

d. Other Requirements

- The educator also must complete a PDE-approved induction program and submit verification of satisfactory service.
- The holder of a Level I certificate that was issued after September 2001 must achieve satisfactory results on a Level II assessment to obtain a Level II certificate. The assessment should be retained by the LEA in the appropriate local file.

9. PROGRAM SPECIALIST CERTIFICATES

a. Policies

- Program Specialist certificate holders usually possess an Instructional certificate in order to be eligible for a Program Specialist certificate.
- The holder must maintain the prerequisite Instructional certificate in valid status in order to continue service on the Program Specialist certificate.
- Service on a Program Specialist certificate creditable toward meeting the experience requirements for Level II certification for the prerequisite Level I certificate and counts toward the period of validity of the prerequisite Level I certificate.
- Once an educator has completed three years of combined satisfactory service on the Instructional certificate and/or Program Specialist certificate, and has satisfied all educational requirements for Level II certification, the educator may convert the prerequisite Instructional Level I certificate to an Instructional Level II certificate.
- Program Specialist certificates issued to applicants who possess an equivalent English as Second Language certificate from another state, but do not possess a Pennsylvania Instructional certificate, have no conversion requirements.

Please note: All certification applications (Level II, instructional add-ons, etc.) must be submitted via TIMS. Teachers should consult the PDE website for further information or contact the Human Resources Office at ACE for assistance.

G. CONFLICT OF INTEREST (refer to Board Policy 827)

All employees shall avoid using positions of employment or any confidential information received through employment with the district for the private financial gain (as defined in policy) for themselves, members of immediate families or a business with which they or a member of immediate families are associated. For more specifics on this policy, please refer directly to the [Board Policy Manual](#).

H. CROWDFUNDING (refer to Board Policy 702.1)

Board Policy 702.1 provides a framework for District staff members interested in using sites such as GoFundMe, Kickstarter, etc. to obtain donations from an online community rather than from traditional District-sanctioned means. Any online crowdfunding campaign that collects donations from parents, community members, or businesses will need to have administrative approval. If requesting technology or donations to purchase technology, documentation from the technology department confirming support must be obtained. Please review Board Policy 702.1 and complete the appropriate form(s) prior to beginning your campaign.

I. *DISCRIMINATION/TITLE IX HARASSMENT (refer to Board Policies 103 and 104)*

Any behaviors by a professional, whether physical, written or verbal, that establish or contribute to a working environment that is counterproductive to the mission and goals of West Shore School District will not be tolerated. This protection is in addition to those identified within the Board Policies on Discrimination and Title IX Harassment.

J. *DISCRIMINATION/TITLE IX SEXUAL HARRASSMENT AFFECTING STAFF (refer to Board Policy 104)*

The West Shore School District does not discriminate against any person in any of its business or educational activities, including but not limited to any employment practice, student related matter, or contracting activity.

The District will provide to all persons equal access to all categories of employment in this District, regardless of race, age, color, creed, religion, sex, gender, gender identity, sexual orientation, ancestry, genetic information, marital status, pregnancy, national origin, handicap/disability, or differently-abled status, in accordance with state and federal laws governing educational and vocational programs and, in its recruitment, and employment practices. 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.

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

The Board encourages employees and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building administrator. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

The District has established Title IX personnel to promptly respond to concerns and reports of sexual harassment and assault. All investigations into reports of sexual harassment and assault will be impartial, free of bias and conflicts, and will not prejudge the facts for either side. The District strives to maintain an environment where all students, staff, and greater community feel safe.

For more information, please contact the District's Compliance Officer and Title IX Coordinator: Evangeline Unti, Director of Human Resources, 507 Fishing Creek Road, Lewisberry, PA 17339, euntii@wssd.k12.pa.us, telephone (717) 938-9577.

The Board prohibits retaliation by the District or any other person against any person for:

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

The District, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against anyone for actions described above. Individuals are encouraged to contact the Title IX Coordinator immediately if they believe retaliation has occurred. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.

K. DISTRICT DUPLICATION PROCEDURES

The District will handle most of its duplication needs internally. A "Duplication Work Order Sheet" form for all duplication in excess of ten pages should be completed and signed by the building principal and then sent to the Administration building in care of the Print Shop. All items to be printed shall be typed or otherwise prepared by building personnel on white paper and should be free of staples, tape, or other potential obstructions. Every effort should be made to eliminate unnecessary duplication and reduce requests on colored paper.

The District printing center will not accept materials for duplication that are personal in nature. **(Duplication of copyrighted materials is prohibited.)** When submitting a duplication request, a minimum of three (3) days should be expected for a turn-around time. Staff should not submit requests with the expectation that his or her request will be returned to the building the following day. Newsletters, programs, and other non-instructional or complex printing requests require a five (5) day work cycle.

Carbonless paper (NCR) requests require five to ten days for completion.

The paper used to reproduce the material requested will be charged to the administrative unit requesting the printing.

L. DRILLS

- All drills shall be unannounced to staff, students, and visitors in regards to the exact day and time they will occur. Drills should be varied as to date and time.
- When a drill is to take place, they will be broadcast in the following manner:
- Begin with stating three times, "this is a drill."
- Announce the drill being conducted. "Run, Hide, Fight", severe weather, etc. or, in the case of the required monthly fire drill, activate the alarm so the pull stations can be tested per current directive.
- End the broadcast with "this is a drill" three times. EXAMPLE: "This is a drill, this is a drill, this is a drill. Begin the Hide drill. This is a drill, this is a drill, this is a drill. Begin drill."
- At the conclusion of the drill, announce that the drill has been completed.

M. DRUG AND SUBSTANCE ABUSE (refer to Board Policy 351)

The Board recognizes the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community. Board Policy 351 addresses this matter, by defining procedures, establishing authority, and stating the following:

Any employee convicted of delivery of or possession of a controlled substance with the intent to deliver shall be terminated from employment with the District.

N. ELECTRONIC COMMUNICATIONS (refer to Board Policy 815)

Board Policy 815 – Individuals are hereby made aware that any violation of the Acceptable Use of Computing Resources and the internet policy could result in disciplinary action.

Third Party Equipment – The use of non-district purchased computing and/or electronic resources including but not limited to printers, computers, and hand-held devices in conjunction with District resources is prohibited without consent of the Technology and Media Services Department. All requests should be initiated through the building principal.

Posting Electronic-Based Information

- The public posting of a picture where a student is identifiable is prohibited unless written consent of the parent or guardian is obtained for each occurrence.

- The posting of student created work is prohibited unless the written consent of the parent or student is obtained for each occurrence.
- Descriptions of events or accounts involving students and/or employees should be positive in tone and not debasing in any way.

Electronic Mail and/or Messaging Policy

- The District is not responsible for unsolicited electronic communications.
- Electronic communication accounts (e-mail) are provided for professional use.
- E-mail is not recognized as a secure form of communication. It is impossible to verify the recipient or restrict dissemination of electronic communications. Therefore, only information of a non-subjective and non-personal nature should be communicated to individuals via electronic means.
- The District reserves the right to monitor and archive all electronic communications.

Personal Cellular Phone Use Guidelines

Given the pervasive use of cell phones in our society, it is necessary for employers to establish practices and procedures for personal cell phone use in the workplace. Personal business should be conducted outside the workday; however, emergency situations may warrant a readily accessible cellular telephone.

The following guidelines shall be followed for the use of personal cell phones during the workday:

- Employees may possess personal cellular telephones on school district property. They may not be used in the presence of students during normal working hours under normal conditions.
- Sounding devices must be turned off at all times. Incoming or outgoing calls must be limited to emergency issues only.
- Unless there is an emergency situation, all outgoing calls shall be conducted during scheduled break or lunch times and out of the line of sight and hearing range of students.
- A cellular phone may be used for communication purposes during emergencies or other situations in which a child's or staff member's safety may be compromised.
- If an employee successfully contacts an emergency services provider during a crisis situation, the employee should not hang up the telephone at the end of the call. The employee should stay on the telephone line and keep the line open in order to provide additional information.
- It is permissible for a District employee to use another person's cellular telephone in the event of a school emergency.
- Use of a cell phone while operating machinery or driving a District vehicle is strictly prohibited.
- The District is not responsible for personal property.
- A violation of the Cellular Phone use Guidelines is subject to disciplinary action.

O. *EMERGENCY EVACUATION*

A comprehensive District plan for emergency evacuation is on file in the office of the building principal and is part of the District and building Emergency Operations Plan.

Principals review building level evacuation procedures annually with staff during opening of school orientation. Emergency plans exist for severe weather, fire, bomb threat, intruder, hazardous spills, and Three Mile Island.

P. *EMPLOYEE ACCESS CENTER (EAC)*

Biweekly payroll information is accessible via the District's online Employee Access Center (EAC). The EAC enables employees to view personalized demographic, attendance, and payroll information through a centralized online location.

Employees who have recently moved or would like to change the phone number used for automated calls should log into the Employee Access Center (EAC) to make the necessary changes to the demographic information they have on file with the District. A link to the EAC may be found on the District web site (under the staff button). To access the EAC, employees use employee number

as User ID, and if they have never logged into the EAC before, the last four digits of social security number as password. Once in the EAC, employees may change password.

Employees who make a change to address in the EAC should also complete the Residency Certification Form on the Tax Information page. A link to the Tax Information page where the form may be found is conveniently located on the demographic page to expedite that process for employees. (See the yellow highlighted information at the top of the page.)

Q. ENERGY CONSERVATION POLICY

The efficient management of energy consumption is important to every employee of the West Shore School District. It is the responsibility of each staff member and student to assist in the operation of energy consuming systems (heat, light, etc.) of District buildings and District vehicles in the manner in which they are designed to operate. The following procedures and expectations have been established as directions for energy management in the West Shore School District:

1. Room lights should be turned "Off" when the area is to be vacant for a period of ten (10) minutes or more. For periods of less than ten (10) minutes it is best, for overall efficiency, to leave the lights "On."
2. The use of portable electric heaters is prohibited, unless prior administrative approval has been granted. The building administrator shall verify that a Work Request has been submitted to the maintenance department to correct the heating deficiency and shall carefully consider factors such as need, safety, alternatives, etc.
3. Administrators shall strive to schedule activities with energy efficiency in mind. Examples:
 - a. Schedule classes to fit room size.
 - b. Schedule night activities in a given locale of the building.
4. The standard thermostat temperature setting for heating and cooling controls shall be 70- and 75-degrees F, respectively. Further:
 - a. Thermostats shall not be induced by any manual influence to call for heat or cooling.
 - b. Thermostats, as well as other climate controls and HVAC components, shall be adjusted only by maintenance personnel (except daylight custodians when specifically instructed to do so by maintenance personnel).
 - c. To maintain proper IAQ, the HVAC component's designed air flow must be maintained. HVAC units may only be adjusted by maintenance or custodial staff and shall not be obstructed by books, furniture, or instructional furniture.
5. Staff members shall be responsible to manage the use of climate controls in the rooms, offices, etc., under their control. Employees should immediately report climate control problems to the daylight custodian. The latter shall investigate the problem and either repair within allowable parameters or report the problem to maintenance.

The daylight custodian shall report the problem to the maintenance department based on PDE requirements and District standards.

6. When the outside temperature is below 45 degrees F, unless the room temperature exceeds 75 degrees, all windows should be kept closed. If windows must be opened, the condition should be immediately reported to the building administrator.
7. All users of District buildings shall make a conscious effort to close outside doors immediately after entry.
8. Users of District vehicles shall operate these vehicles within fuel-efficient ranges and legal and safe speed limits.

R. *EVACUATION DRILLS*

Building principals must hold fire drills once per month. The times and dates of all drills are not to be disseminated to staff or students. Fire drills shall be run as an evacuation drill. When the drills are conducted in this manner, it will ensure that all evacuation drills are run with commonality and are applicable to Fire, Run, Hide, Fight, and all other situations where students and staff need to evacuate the building. All other drills will be conducted in accordance with established drill protocol. A record of these drills is to be kept in the principal's office and communicated to the Coordinator of Safety and Student Attendance by the end of each month. The record is to include at a minimum, the time and date of the drill, the number of students in attendance on that day, and the time used to evacuate.

1. Upon leaving a room for a drill, students shall move as directed and leave the building by the safest exit. Exits leading into an enclosed courtyard should not be used for an evacuation drill.
2. The procedure to be followed in case of evacuation must be explained to all classes at a minimum at the beginning of each school year and once every month after that.
3. Students are to leave the building quietly, in an orderly manner, while observing what is in their path of travel and as expeditiously as possible without running.
4. The building must be cleared entirely of all students and personnel. The principal or their designee is to make a sweep of the building to ensure no students are in instructional and non-instructional areas.
5. Teachers must check their rooms before leaving to ensure that all students have left the assigned area. School law requires that teachers take their classroom roster with them when leaving for an evacuation drill.
6. Teachers must remain with their groups, check attendance as soon as they reach their assigned assembly point, and report any missing children or staff to the building administrator, or designee.
7. As persons leave the building, they are to assemble at least 300 feet away from the building so as not to block the exits or impede the potential movement of emergency equipment and/or personnel. Doors are to be closed after all persons have evacuated rooms and buildings.
8. At a given administrative signal, personnel will reenter the building.
9. Principals must vary the times of their evacuation drills throughout the school year.
10. During fire drills, notify local fire departments of initiating and ending times.

S. *FAMILY AND MEDICAL LEAVE (Refer to Board Policy 335)*

Family and Medical Leave (FMLA) shall be granted to those employees who have worked at least 1,250 hours during the twelve (12) month period preceding the commencement of the leave period. Eligible employees may qualify for a total of up to twelve (12) calendar weeks of unpaid FMLA per year for the following:

1. Birth of the employee's child.
2. Placement of a child with the employee for adoption or foster care.
3. When the employee is needed to care for a child, spouse, or parent with a serious health condition.
4. When the employee is unable to perform the functions of his or her position because of a serious health condition.
5. Because of any qualifying exigency (as the Secretary of Labor shall, by regulation, determine) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

Family and Medical Leave will be made in accordance with the current *Collective Bargaining*

Agreement between the School Board and the Association. Requests for such leave shall be made in writing to the Director of Human Resources, per the guidelines and requirements of the *Collective Bargaining Agreement*.

T. *FREEDOM OF SPEECH IN NONSCHOOL SETTINGS (refer to Board Policy 320)*

The Board acknowledges the right of District employees as citizens in a democratic society to speak out on issues of public concern. When those issues are related to the School District and its programs, however, the employee's freedom must be balanced against the interests of the District.

The following guidelines are established to help all individuals avoid situations which might be embarrassing or be the cause for potential conflict, particularly in situations where the employee is not engaged in the performance of assigned duties. In such cases, the employee shall:

- Refrain from comments that would interfere with the maintenance of student discipline and/or disclose confidential information.
- Refrain from making public statements about the District known to be false or made without regard for truth or accuracy.
- Refrain from making threats against co-workers, supervisors, or District officials.
- Recognize that their comments may generally be viewed as representative of the District.

Violations of these guidelines may result in disciplinary action.

U. *GAMES OF CHANCE (refer to Board Policies 229, 707, and 915)*

Games of chance as defined by the Commonwealth of Pennsylvania may be permitted on school property provided all regulations and stipulations set forth by the state, the local municipality and the school district are met prior to any game of chance being operated. Requests to operate small games of chance must be submitted to the Director of Business Affairs at least five days prior to the scheduled event.

V. *HANDLING STUDENT MONEY (refer to Board Policy 618)*

Monies collected from students shall not remain in the building overnight. Arrangements must be made with the building principal for deposit of these funds.

W. *HAZING (refer to Board Policy 247)*

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the District and are prohibited at all times. No student, parent/guardian, coach, sponsor, advisor, volunteer or District employee shall engage in, condone, or ignore any form of hazing. Students, parents/guardians, coaches, sponsors, advisors, volunteers, and District employees shall be alert to incidents of hazing and shall immediately report such conduct to the building principal.

X. *INCOMING PHONE CALLS*

1. Employees are to strive to limit calls at work, via work or cell phone, to critical or emergency matters.
2. Critical calls (such as from a family member, a childcare provider, a physician, etc.) will be noted on a "message note" and placed in the employee's mailbox as soon as convenient for the person taking the call.
3. Calls within an emergency context will be conveyed to the appropriate party personally or via the public address system, depending on the perceived confidentiality as soon as possible.

Y. INTEGRATED PEST MANAGEMENT

West Shore School District (WSSD) has adopted an Integrated Pest Management (IPM) program for managing insects, rodents, and weeds. Our foremost goal is to protect students and keep them safe from pesticide exposure. The term “pesticide” includes insecticides, herbicides, pesticides, or fungicides. Only after trying non-chemical and the least toxic means to control a pest problem will pesticide use be deemed necessary.

The regulations require at least a seventy-two (72) hour notice before each planned treatment. In the case of an emergency pesticide application, support employees will be notified directly by the principal or maintenance staff prior to applications.

The law requires that pesticides may not be applied within a school building or grounds where students are expected to be present for normal academic instruction or organized activities within seven (7) hours following the application or longer if the pesticide label recommends a longer re-entry time. Should an incident require emergency treatment, great care is taken to ensure that students will not be exposed to any pesticide treatment. Exemptions to these notifications include disinfectants and anti-microbial products; self-containerized baits placed in areas not accessible to students, gel-type baits placed in cracks, crevices or voids; and swimming pool maintenance chemicals. If you have any questions about the District’s IPM policy, contact the Supervisor of Buildings and Grounds at the administration office.

Z. LEAVE/RETURN FORM

Employees leaving the building during the day shall personally complete the first five (5) columns at the time of departure. The employee shall fill in the last column at the time of return. Upon returning, the employee must check their mailbox for messages.

(Sample Form)

West Shore School District LEAVE/RETURN FORM						
School:			Year:	Page:		
DATE	EMPLOYEE NAME	SPECIFIC DESTINATION	TIME OUT	EXPECTED RETURN TIME	ACTUAL RETURN TIME	INITIALS

AA. LEAVE WITHOUT PAY

The *Collective Bargaining Agreement* between the West Shore Education Association and the Board defines the work year for professional employees. Specifically, the agreement defines the number of days an employee must work. These working days are defined in the annual school calendar adopted by the School Board. An employee's willingness to forfeit salary for any of these calendar days does not free the employee from this contractual agreement.

The same *Collective Bargaining Agreement* contains a number of leave provisions. Should an employee find it absolutely necessary to request leave in addition to that granted in the Agreement (for example, leave without pay), that employee shall communicate that request to their immediate supervisor. This request must include the reasons for and the date or dates of the requested absence. If the immediate supervisor is willing to do without the services of the employee on that date or

dates, he/she shall create the necessary absence for the employee in Absence Management noting the reason for the absence. If the immediate supervisor is not willing to permit the employee's absence on the date or dates in question, said employee shall be notified, and the matter shall be closed.

The Superintendent or their designee shall judge each request for leave without pay forwarded to the employee on its individual merits. Since any absence of the regular teacher breaks the continuity of educational services, the effects of the absence on the students, as well as the interests of the employee, must be considered. Leaves for social, recreational, or business, etc., purposes are not likely to be approved.

BB. *LIABILITY COVERAGE*

Several types of liability insurance are written for West Shore School District: General Liability and Auto Liability. Each has a distinct purpose:

GENERAL LIABILITY

Covers bodily injury and/or property damage to third parties caused by insured's (persons insured) under the policy, or for which insureds are responsible. Persons insured under the policy include employees and volunteers of the District. Under this section of liability insurance, incidental medical malpractice coverage is provided for any insured, other than medical professionals who engage in a medically-related activity, such as administering medication to a student or performing CPR; nurses and student services assistants are also covered under this.

Employees of the District should be aware of the fact that the District is not responsible for personal articles brought onto school property, or to school activities held on/off school property, whether or not the articles are used as part of a school activity. **Employees who accept custody of personal articles of others do so at their own personal risk and should understand that acceptance does not confer any responsibility or liability on the District.**

AUTO LIABILITY

The District's Business Auto policy covers any auto owned or used by the District to conduct its various operations. This policy includes vehicles owned by the District and scheduled on the policy, and vehicles leased, hired, or borrowed by the District. The policy covers bodily injury and/or property damage caused to third parties by insureds under the policy, or for which insureds are responsible.

Insured under the policy include employees and volunteers. The District's auto liability policy has been specifically upgraded via amendment by the carrier to extend the District's auto liability to teachers, coaches, etc., who use their personal autos to conduct school business related directly to their job responsibilities.

CC. *NOTIFICATION OF PERCEIVED UNSAFE CONDITION*

(Sample Form)

West Shore School District

NOTIFICATION OF PERCEIVED UNSAFE CONDITION

Employee Name

Building

Location of Perceived Unsafe Condition

Description of Perceived Problem

Employee Signature

Date Submitted

Administrator Signature

Date Submitted

Original: Administrator

Copy: Employee

DD. *OPENING EXERCISES (Refer to Board Policy 807)*

Each student is asked to participate in the salute to the flag and recite the Pledge of Allegiance during daily opening exercises. If a student has conscientious objections that interfere with full participation in these opening exercises, said student will notify the teacher and must maintain a respectful attitude throughout the ceremony. While the teacher may ask the students if they are willing to stand quietly, the students are not required to do so and may sit quietly. The names of students who refuse to participate are to be referred to the administration for review.

EE. *PAYROLL DEDUCTION OPTIONS*

The West Shore School District offers a number of voluntary options for payroll deductions. These options are briefly defined below for your information.

1. *PROFESSIONAL DUES*

The membership dues for W.S.E.A. may be made through payroll deduction, beginning with the first pay in November and continuing for 14 consecutive pays in nearly equal amounts as reasonably convenient. For more information, teachers may consult their building representatives.

2. *TAX SHELTERED ANNUITY*

All employees are eligible to participate in a tax-sheltered annuity through payroll deduction. A program may begin at any time, but only one change may be made within a calendar year. Authorization forms to begin a TSA program are due in the Business Office by the 15th of the month, with deductions beginning the first pay of the following month. The District has contracted with a third-party administrator, PenServ Plan Services, to track and analyze our tax-sheltered annuity programs per IRS regulations. For more information about a Tax -Sheltered Annuity Program, the following companies. Please see Appendix D for the Online Enrollment Guide.

3. *VOLUNTARY LIFE INSURANCE AND HEALTH SAVINGS ACCOUNTS*

In addition to the life insurance provided by the District, eligible employees have the option to purchase additional life insurance (please see Appendix E) for themselves and their dependents. Staff members may also contribute to health savings accounts (if eligible through one's health insurance). For more information, contact the Insurance Bookkeeper in the Business Office.

4. *UNITED WAY*

Staff members who are interested in using payroll deductions to support the United Way may do so by completing the paperwork as part of the District's Annual Campaign

**FF. PERFORMANCE EVALUATION OF PROFESSIONAL EMPLOYEES /
TEMPORARY PROFESSIONAL EMPLOYEES (refer to Board Policy 412)**

The West Shore School District is committed to maintaining a positive atmosphere for the supervision and evaluation of employee performance. The *Educators' Performance Plan* (EPP) recognizes that an evaluation plan must meet certain legal requirements while emphasizing professional employee growth to improve instruction and student learning. In this spirit, the West Shore School District *Educators' Performance Plan* is designed to accomplish the following purposes:

1. To define current best practices in delivery of instruction.
2. To ensure the observation and evaluation process clearly links effective instruction to the Pennsylvania Core Standards and available national standards.
3. To inform professional employees of the West Shore School District's performance expectations.
4. To foster professional growth of the employee's performance.
5. To provide benchmarks for professional employee self-evaluation and growth.
6. To provide data that will assist the District to:
 - a. Satisfy the tenure and certification rating requirements of the Pennsylvania Department of Education and the Pennsylvania School Code.
 - b. Plan and implement professional growth and staff development programs.
 - c. Evaluate employees for additional job responsibilities and assignment changes.
7. To comply with PDE provisions.
8. To provide a variety of tools that accommodates the assessment of instruction in a variety of contexts and through a variety of methods.

GG. PERSONNEL FILES (refer to Board Policy 324)

Any person currently employed, laid off with reemployment rights, or on leave of absence shall be permitted to inspect their personnel file before/after their regular work hours. Each employee shall be granted not more than one (1) inspection each calendar year unless the employee demonstrates to the Director of Human Resources that he/she has reasonable cause within the meaning of Act 286 of 1978. An employee must request permission to inspect their file in writing to the Director of Human Resources by completing the appropriate form in the Human Resources office.

HH. PLANNING TIME GUIDELINE

Periods of time have been scheduled for each teacher to use for instructional planning purposes. The following guidelines are recommended planning time activities for teachers:

1. Developing lesson plans
2. Grading papers
3. Classroom preparation
4. Textbook review
5. Department/team planning
6. Conferences/communications
7. Preparation of materials
8. Test making
9. Professional interaction
10. Report preparation
11. Bulletin board preparation
12. Curriculum/instructional review
13. Classroom research
14. Data analysis
15. Other instructional activities approved by the building principal

II. PROCEDURES FOR GRADUATE COURSE/CREDIT REIMBURSEMENT

1. All graduate courses must have prior approval by the principal and the Human

Resources Office. The Pre-Approval for Graduate Course/Credits form is employed for this purpose; forms are available in all District buildings.

- a. Submit completed "Pre-Approval" form to the principal prior to enrolling in the course; after approval two copies will be returned to the building for the employee' and one copy for the building personnel file and also serves as pre-approval for credit reimbursement as defined in the *Collective Bargaining Agreement*. At the time of "Pre-Approval" submittal, the requester shall attach to the form a description of the course as taken from the college brochure.
 - b. When requesting reimbursement, the following must be submitted within six (6) months of course completion:
 - Reimbursement form (available in school office)
 - Grade report or transcript
 - Proof of payment
2. Official transcripts will be required at the time of:
- a. Initial employment.
 - b. Request for salary adjustment.
 - c. Application for permanent certification. For the permanent certification, the transcript would go to PDE not to the District.

Initial placement on the appropriate salary schedule is determined at the time of employment, supported by official transcripts from accredited institutions acceptable for Pennsylvania teacher certification.

Procedures to request a salary adjustment based upon the established levels of graduate study:

- a. An employee must request in writing to the Human Resources Office the desired salary adjustment.
- b. Requests for salary adjustments must be supported by official (unopened) transcripts, bearing the seal of the institution, and the signature of the registrar. If requesting electronic transcripts, send them to HR.
- c. Graduate credits must be earned at a fully accredited institution and be acceptable for Pennsylvania certification.
- d. Even though approved in-service credits may be used for certification and for the Master's Equivalency certificate, they may not be used in lieu of graduate credits for salary adjustment purposes.
- e. A Master's Equivalency certificate entitles the holder to be placed on the Master's scale. **Note:** The Equivalency requires PDE approval. The equivalency must be approved by PDE prior to seeking a salary adjustment from the District.
- f. Regarding time frame of salary adjustments:
 1. For credits earned, in the 2017-2018 school year and all subsequent years, for which satisfactory evidence of completion has been received in the Human Resources Office no later than the close of business on the second Thursday in September the salary increase applicable shall be made prospectively beginning with the first payroll in October.
 2. For credits, which satisfactory evidence of completion has been received in the Human Resources Office no later than the close of business on the second Thursday in February the salary increase applicable shall be made prospectively beginning with the first payroll in March.
- g. Effective September 1, 2022, Learner's Edge (p. 20 of CBA)

JJ. PROFESSIONAL LEAVE

1. INTRODUCTION

School principals and directors' budget for professional leave opportunities for their staff. The Assistant Superintendent will oversee expenditures of the professional leave budget. The Assistant Superintendent will recommend requests for approval of professional leave to the Superintendent or designee.

2. PURPOSE

Professional leave is available to staff members of the West Shore School District to attend professional meetings and other activities that enhance their professional knowledge and skills and, through their work and reports, the educational program of the District. Act 48 credit will be awarded, per the District's *Professional Development Plan*, and per PDE guidelines. The number of accredited hours will be noted in the Professional Learning Frontline Module.

3. REQUESTS FOR PROFESSIONAL LEAVE

Requests for professional leave will be initiated with the building principal or program supervisor on a request form located in Frontline.

4. APPROVAL OF PROFESSIONAL LEAVE REQUESTS

- a. The principal or administrator will approve or disapprove requests for professional leave based upon budgetary and other considerations noted in the section of "Eligibility and Limitations on Professional Leave". Requests disapproved by the building principal are not to be forwarded to the Superintendent or designee.
- b. All requests will be submitted to the Superintendent or designee for approval or disapproval 15 days prior to the regular School Board meeting for approval by the Board.

5. REIMBURSEMENT FOR EXPENSES

- a. Members of the bargaining unit who have been granted professional leave will be reimbursed for their expenses as provided in the current *Collective Bargaining Agreement* between the West Shore School District and the West Shore Education Association. Other employees granted professional leave will be reimbursed as provided by District policy.

Reimbursable expenses must be identified on the request form at the time of approval. Employees that do not identify reimbursable expenses on their original request form will not receive reimbursement.

- b. Reimbursement will be requested on the Voucher and Log for Reimbursement Request form and, after being approved by the immediate supervisor, will be submitted through the Superintendent or designee to the Business Office for payment. The voucher must be accompanied by receipts for all expenditures as well as a copy of the approved PARF.
- c. Reimbursement will not be paid for participation in activities or courses that provide graduate credit usable for certification or additional steps on the professional employee salary schedule. Graduate credit payment is reimbursed per the provisions of Section 9.10 of the *Collective Bargaining Agreement* and does not follow professional leave guidelines.

- d. Professional leave may be approved with or without payment of expenses.
- e. The principal will keep a record of expenditures for professional leave and check the record periodically as not to exceed the budget.
- f. Requests for prepayment for professional leave must be requested on Form No. WSSD B-300 and submitted with the application request for professional leave. These forms are to be submitted to the Superintendent or designee. Prepayment requests will be processed for payment within ten (10) days following the approval of the professional leave by the Board of School Directors.
- g. Requests for reimbursement must be made prior to June 15 for any leave granted during the preceding school term.

6. *ELIGIBILITY AND LIMITATIONS FOR PROFESSIONAL LEAVE*

Approval for requested professional leave will be based upon:

- a. Value of the activity to the school and the professional development of the individual staff member.
- b. Probable impact upon instruction, learning, and student performance.
- c. Impact of leave as it relates to the *Instructional Design* cycle and District Comprehensive Plan.
- d. Maintenance of active membership by the individual requesting the leave in the organization sponsoring the activity and proper certification in the area concerned.
- e. Availability of budgeted funds.
- f. Number and timeliness of similar requests by other persons.
- g. Act 48 credit is awarded based upon the relevance of the leave to the individual's teaching assignment and the goals as set forth in the District's *Professional Development Plan*.
- h. Availability of similar workshops via the District's summer academy program.

7. *ATHLETIC CONFERENCES AND CLINICS*

- a. Professional leave for coaches to attend clinics will be treated on a "request basis" and with administrative pre-approval will be reimbursed the same as other professional leaves under the current *Collective Bargaining Agreement*. Such leave must also have the approval of the principal, the central office administrator overseeing athletic funds, and the Athletic Director.
- b. A sum may be budgeted annually by the athletic department of each high school and may be used, if needed, to reimburse coaches for expenses incurred while attending athletic clinics. Determination of who may attend clinics will be the responsibility of the building principal, the athletic director(s), and the Director of Secondary Education.
- c. In no case will a coach be absent from their teaching duties for more than three (3) school days while attending a clinic. In order to ensure equity, the number

of coaches attending any one clinic/conference may be limited, as well as the frequency of attendance at such events, i.e., annually, biannually, or less frequently.

8. *WEST SHORE EDUCATION ASSOCIATION*

Leave for Association activities will be made in accordance with the current *Collective Bargaining Agreement* between the School Board and the Association. Requests for such leave will be signed by the Association president and school principal and forwarded to the Superintendent or designee for approval. When making such requests, association members must indicate on the Professional Absence Request Form (PARF) the reason and location of the activity, i.e., workshop, conference, etc.

Per Section 4.b. of Professional Leave Requirements, leaves are to be requested at least 15 days prior to the regular School Board meeting for approval by the Board.

KK. *PUBLIC, NEWS, AND SOCIAL MEDIA RELATIONS (refer to Board Policies 320, 901, 902 and 908)*

Employees of the District must be sensitive to communication with the public, news, and on social media.

Personal communications by staff are not to utilize District stationery, letterhead, logos, email, social media accounts, etc. Employees are reminded not to disclose confidential information and at no time should an employee claim to be speaking or issuing opinions on behalf of the District, except with prior consent from the appropriate administrators.

Employees must contact the Director of Communications, and their principal/supervisor, if they are asked by a reporter to speak about District events or initiatives in which they will be identified as a staff member of the District. This should occur prior to any on or off camera interviews, statements, and photographs.

Additionally, Employees must obtain prior approval from the Director of Communications before distributing a press release or arranging a visit by a member of the media to participate in school activities/special functions. If a reporter is attending an event as a parent, this is not needed, only in instances where they are representing the media.

Employees are reminded that they are personally responsible for the content they publish online. "Content" includes personal comments, links, photographs, audio or video, and posts created by other users that they choose to share or re-post. Employees are asked to carefully consider the public forum on which they are participating and act in a way that properly represents their professional reputation and the District. In other words, an employee's online behavior should reflect the same standards of honesty, respect, and consideration applied offline.

Lastly, employees are to respect the privacy and rights of both colleagues and students. Confidential student or personnel information should not be posted online. Such actions may violate Board policy or provisions of the Family Educational Rights and Privacy Act.

LL. *RECYCLING (refer to Board Policy 809)*

The Board, in compliance with Act 101 of 1988 of the Pennsylvania legislature, has established a recycling program that requires all employees to practice source separation of recyclable materials. This means that staff and students are responsible to recycle the following items:

1. General office paper, newspapers, and magazines, which includes all forms of paper used in the District, except food wrappers, carbon paper, paper towels, and construction paper.
2. Corrugated paper (cardboard) free of food residue.
3. Empty glass containers made of clear, green, or brown glass.

4. Aluminum, except aluminum foil.
5. Bi-metal and ferrous metal containers and products.
6. Empty plastic containers made from HDPE and PET plastics.
7. Leaf wastes, to include leaves, garden residue, shrubbery, tree trimming, and similar materials that may be composted at a District site.

Each employee and student in the District is required by this policy to participate fully in the District's recycling program in order to provide a better environment for future generations.

MM. REGISTRATION AND WITHDRAWAL OF STUDENTS

Student enrollment in the District is completed through a central registration process at the Administration Center. All initial student registration information is entered into PowerSchool, a student data software package, by the registration secretary. Building attendance secretaries activate new student files and complete the database with additional information.

Withdrawal of students takes place at the individual school buildings so any obligations can be addressed and electronic devices as well as textbooks are returned... Transfers within the District are completed at the Administration Center. All changes of address without a school change should be completed at the A.C.E. building. A change in custody will also take place at the Administration Center.

NN. RELATIONS WITH PARENTS (refer to Board Policy 908)

The student's education is a joint responsibility of the parents/guardians and the District personnel. For all practical purposes, students are still under parental authority during school hours, but the Board, through its designated administrators and teachers, act *in loco parentis* or in place of the parents/guardians. Parent and school cooperation is encouraged through conferences, open houses, meetings, and other school-related events. Teachers are encouraged to call, text or email parents/guardians, as needed, to address concerns with their child's performance in their class. Parents/guardians are requested to be supportive of District policies, District regulations, and school functions, as teachers indicate the importance of policies, regulations, and functions.

OO. RELIGIOUS EXEMPTIONS FROM INSTRUCTION (refer to Board Policy 105.3)

Parents have the right to have their children excused from specific instruction, which conflicts with their religious beliefs. The process for application is explained in this policy. Please note the following with regard to a student who is approved by the principal for an exemption from particular lessons or assignments:

Exemption from particular lessons, materials, activities, or assessments for religious grounds shall not favorably or adversely affect the excused student's grade in that particular course. At the option of the District, whenever a student is excused from a particular instructional lesson, material, activity, or assessment for religious grounds, the District may, but shall not be obligated to, assign alternative instructional lessons, materials, activities, or assessments, and the student may be graded or assessed upon the alternative option.

PP. REPORTING OF CRIMINAL CHARGES/CONVICTIONS

All employees are required to report any criminal charges or convictions to their direct supervisor upon their return to work or within 72 hours, whichever comes first. Failure to do so may result in disciplinary action up to and including termination of employment.

Additionally, Act 24 of 2011 requires all school employees to provide written notice, via the PDE 6004 form, within 72 hours of any arrest or conviction of offenses outlined in Section 111(e) and (f.1.) of the Pennsylvania Public School Code. A copy of the PDE-6004 form may be found on the District website, in the staff section, under "Forms-Business Office and HR." The list of reportable

offenses is noted below. Failure to report such offenses may result in disciplinary action up to and including termination of employment.

LIST OF REPORTABLE OFFENSES

A reportable offense enumerated under 24 P.S. §1-111(e) consists of any of the following:

(1) An offense under one or more of the following provisions of Title 18 of the Pennsylvania Consolidated Statutes:

- Chapter 25 (relating to criminal homicide)
- Section 2702 (relating to aggravated assault)
- Section 2709.1 (relating to stalking)
- Section 2901 (relating to kidnapping)
- Section 2902 (relating to unlawful restraint)
- Section 2910 (relating to luring a child into a motor vehicle or structure)
- Section 3121 (relating to rape)
- Section 3122.1 (relating to statutory sexual assault)
- Section 3123 (relating to involuntary deviate sexual intercourse)
- Section 3124.1 (relating to sexual assault)
- Section 3124.2 (relating to institutional sexual assault)
- Section 3125 (relating to aggravated indecent assault)
- Section 3126 (relating to indecent assault)
- Section 3127 (relating to indecent exposure)
- Section 3129 (relating to sexual intercourse with animal)
- Section 4302 (relating to incest)
- Section 4303 (relating to concealing death of child)

(2) An offense designated as a felony under the act of April 14, 1972 (P.L. 233, No. 64), known as “The Controlled Substance, Drug, Device and Cosmetic Act.”

(3) An offense SIMILAR IN NATURE to those crimes listed above in clauses (1) and (2) under the laws or former laws of:

- the United States; or
- one of its territories or possessions; or
- another state; or
- the District of Columbia; or

- the Commonwealth of Puerto Rico; or
- a foreign nation; or
- under a former law of this Commonwealth.

A reportable offense enumerated under 24 P.S. §1-111(f.1) consists of any of the following:

(1) An offense graded as a felony offense of the first, second or third degree, other than one of the offenses enumerated under 24 P.S. §1-111(e), if less than (10) ten years has elapsed from the date of expiration of the sentence for the offense.

(2) An offense graded as a misdemeanor of the first degree, other than one of the offenses enumerated under 24 P.S. §1-111(e), if less than (5) five years has elapsed from the date of expiration of the sentence for the offense.

(3) An offense under 75 Pa.C.S. § 3802(a), (b), (c) or (d) (relating to driving under influence of alcohol or controlled substance) graded as a misdemeanor of the first degree under 75 Pa.C.S. § 3803 (relating to grading), if the person has been previously convicted of such an offense and less than (3) three years has elapsed from the date of expiration of the sentence for the most recent offense.

- Section 4304 (relating to endangering welfare of children)
- Section 4305 (relating to dealing in infant children)
- A felony offense under section 5902(b) (relating to prostitution and related offenses)
- Section 5903(c) or (d) (relating to obscene and other sexual materials and performances)
- Section 6301(a)(1) (relating to corruption of minors)
- Section 6312 (relating to sexual abuse of children)
- Section 6318 (relating to unlawful contact with minor)
- Section 6319 (relating to solicitation of minors to traffic drugs)
- Section 6320 (relating to sexual exploitation of children)

QQ. *RESEARCH STUDIES*

Research studies or surveys conducted by school district personnel that involve students, students' records, or staff members, must be approved in advance by the Superintendent or designee. The distribution of survey questionnaires, etc., as part of a teacher's graduate program will, in most cases, be approved. Individuals seeking to conduct research involving student or staff surveys will be required to submit a written outline of their proposal to the Superintendent or designee for approval.

RR. *REVERSE EVACUATION DRILL*

Building principals must hold one reverse evacuation drill during the school year. The time and date of this drill is not to be disseminated to the staff or students. A record of this drill is to be kept in the principal's office as well as submitted to the Coordinator of Safety and Student Attendance. Each building principal is to set up guidelines in the building Emergency Operation Plan for students, teachers, and visitors to follow during a reverse evacuation drill. Specific procedures for ensuring the safety of students will be outlined by each principal.

SS. RIGHT TO KNOW (RTK) REQUESTS

If a West Shore School District staff member receives a written RTK request, Board Policy 801 directs the staff member to immediately forward the request to the District open-records officer. Only the District's open-records officer should date stamp the RTK request.

TT. ROLES AND RESPONSIBILITIES OF ADMINISTRATORS

BUILDING LEVEL ADMINISTRATIVE JOB GOALS

PRINCIPAL

To provide leadership, supervisory, and administrative skills in promoting the educational program for the staff and the educational development of each student.

ASSISTANT PRINCIPAL

To assist the principal in promoting the educational development of each student as efficiently, economically, and as expeditiously as possible, as well as the overall administration of the school.

HIGH SCHOOL ATHLETIC DIRECTOR

To oversee all athletic and student activities for the respective high school, including PIAA-sponsored sports, intramural activities, and all other extra-curricular activities.

DISTRICT LEVEL ADMINISTRATIVE JOB GOALS

SUPERINTENDENT OF SCHOOLS

To inspire, lead, guide, and direct every member of the administrative, instructional, and supportive services team in setting and achieving the highest standards of excellence so that each individual student enrolled in the District may be provided with a complete, valuable, meaningful and personally rewarding education.

Further, to oversee and administer the use of all District facilities, property, and funds with a maximum of efficiency, a minimum of waste, and an ever-present, overriding awareness of and concern for their impact upon each individual student's education.

ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION

To plan, coordinate, and supervise curriculum and instruction in such a way as to enhance the efficiency of the District and maximize the educational opportunities and benefits available to each individual child. To plan and provide effective professional development for staff and to oversee the evaluation system for professional staff.

DIRECTOR OF BUSINESS AFFAIRS AND BOARD TREASURER

To administer the business affairs of the District in such a manner as to provide the best possible educational services with available financial resources.

DIRECTOR OF ELEMENTARY EDUCATION

To provide direction and support for the elementary instructional program via oversight of curriculum, assistance in identifying and implementing staff development, recruitment of elementary professional personnel, etc. To supervise the elementary principals and the principal of online learning.

DIRECTOR OF HUMAN RESOURCES

To plan, coordinate, and supervise the operation of the personnel department, including the recruitment, interviewing, and recommendation of professional and support personnel.

DIRECTOR OF FEDERAL PROGRAMS AND BOARD SECRETARY

To plan, coordinate, and supervise the management of Federal Funds, Food Services, the Future Ready Comprehensive Plan, Board policies, and Open Records requests in such a way as to enhance

the efficiency of the District and maximize the educational opportunities and benefits available to each individual child. To apply for and monitor all state grants, including Federal Programs.

DIRECTOR OF OPERATIONS AND PLANNING

To plan, coordinate, and support the management of District resources, including the design and implementation of the District Feasibility Study and the management of District contracted services, and to serve as an advisor to the Board and District in regards to fiscal health and future growth.

DIRECTOR OF SECONDARY EDUCATION

To provide direction and support for the secondary instructional program via oversight of curriculum, assistance in identifying and implementing staff development, recruitment of secondary professional personnel, etc. To assist the principals in monitoring the District athletic program and student activities. To supervise the secondary principals.

DIRECTOR OF SPECIAL EDUCATION

To provide sound educational programs for the District's exceptional students through direct supervision of the District's special education programs in the schools.

DIRECTOR OF STUDENT SERVICES

To coordinate and supervise the student services programs of the District in a manner that ensures students receive appropriate testing, health, and other special services. To coordinate District safety and security efforts to ensure a safe learning environment. To oversee standardized and state mandated testing, as well as child accounting functions.

DIRECTOR OF COMMUNICATIONS

To provide support and leadership for all media relations, community relations, and crisis communications. To serve as a spokesperson for the District and provide assistance promoting positive public relations and to enhance community engagement efforts.

DIRECTOR OF INSTRUCTIONAL TECHNOLOGY

To provide direction and support in instructional technology, the use of resources and assessment applications, and provide opportunities for students, teachers, administrators, and support staff to develop and apply skills, which enhance the use of technology.

DIRECTOR OF SAFETY & STUDENT ATTENDANCE

To handle enrollment and attendance issues including the responsibilities of Home and School Visitor. To coordinate District safety and security efforts to ensure a safe learning environment.

ASSITANT DIRECTOR OF SPECIAL EDUCATION

To assist the Director of Student Services in removing barriers and providing supports to ensure all students with Individual Educational Plans (IEPs) are included in educational opportunities to the greatest extent possible so they may live meaningful, purposeful, and impactful lives.

ASSISTANT DIRECTOR OF STUDENT SERVICES

To assist the Director of Student Services in removing barriers and providing supports to ensure all students, regardless of their academic, social, emotional, economic, mental health, and/or physical challenges, are included in educational opportunities to the greatest extent possible so they may live meaningful, purposeful, and impactful lives.

DIRECTOR OF TECHNOLOGY AND MEDIA SERVICES

To provide and plan for technology resources that create opportunities for students and teachers to develop and apply skills, which enhance teaching and learning through the use of technology. To provide the infrastructure that allows administrators, teachers, support staff, and the public to effectively communicate and access electronic files and information.

DIRECTOR OF BUILDINGS AND GROUNDS

To maintain the physical school plant and school grounds of all District property in a condition of safety, neatness, cleanliness, aesthetic attractiveness, and operating excellence so that full

educational use of facilities is possible.

SUPERVISOR OF TRANSPORTATION

To assist in providing safe and efficient transportation services. To maintain personnel safety and licensure standards and to design routes and schedules required to provide transportation services supporting the educational, vocational, sport, and extra-curricular programs of the District.

UU. *RUN, HIDE, FIGHT DRILLS*

Building principals must hold Run, Hide, Fight drills every other month during the school year. The times and dates of the drills are not to be disseminated to the staff or students. The emphasis for these drills is the “Hide” part of the drill. The “Run” portion will be practiced monthly during the Fire/Evacuation drills. Building principals will notify the local police department at the beginning and at the end of each drill with an offer to participate. A record of these drills is to be kept in the principal’s office as well as submitted to the Coordinator of Safety & Student Attendance.

Each building principal is to set up guidelines in the building Emergency Operation Plan for students, teachers, and visitors to follow during a Run, Hide, Fight drill. Specific procedures for ensuring the safety of students will be outlined by each principal.

1. Procedures will be explained to all staff and students at a minimum at the beginning of each school year and every other month during the drill after that.
2. Students, teachers, and visitors will move quickly to appropriate areas of the classroom.
3. Teachers are to remain with assigned students.

VV. *SABBATICAL LEAVE*

All requests for sabbatical leave shall be considered based upon provisions of the Pennsylvania Public School Code of 1949, as amended, and the *Collective Bargaining Agreement*, Article III, Leaves of Absence, Section 3.01. Such requests may be made to the Director of Human Resources.

WW. *SAFETY AND SECURITY AT THE BUILDING*

1. BUILDING KEYS / ACCESS CARDS

Staff are issued building keys or given access through “swipe cards” at the discretion of the building administration. Building administration shall be notified immediately if a building key, room key, or access card is lost or misplaced. Staff may be responsible for the cost of rekeying locks.

2. PICTURE IDENTIFICATION

All staff members are required to wear and openly display an authorized and approved West Shore School District picture identification card during the time they are present in any of the School District’s schools and buildings. A picture identification card must be worn and openly displayed around the employee’s neck using a District approved breakaway chain or lanyard unless the employee’s job assignment prohibits a neck lanyard for reasons of safety. District employees unable to wear neck lanyards for safety reasons will be issued pre-approved clip style identification cards that must be worn above the waist. Clip style picture identification cards may not be worn without prior administrative approval.

Wearing and displaying a District approved identification card during contracted hours is considered a condition of employment. Employees are eligible to receive a new picture identification card each school year if requested. Individuals wearing outdated picture identification cards that do not portray a current likeness of the individual may be requested by the building principal to obtain a card containing a current picture.

For security purposes, identification cards are required to be worn by teachers attending meetings or working in the Administration Center, or wherever students may be located, between the hours of 8:00 AM and 5:00 PM.

Replacement or new cards are available at the Administration Center. Employees must present old or damaged cards in order to receive a replacement card. New or replacement cards are available by appointment.

Chains and lanyards will be replaced if they are broken or in need of replacement as judged by the building principal. Lost picture identification cards will be replaced for a nominal fee of \$5.00. That fee is the District's cost to replace an identification card including its chain or lanyard.

Any individual in the schools not wearing a visitor's pass will be treated by students, staff members and administrators as an "intruder," with students instructed by teachers and administrators to take whatever steps are necessary to avoid that individual. Students will immediately report any individual not wearing a name tag to his or her teacher or building administrator.

Itinerant teachers may not be known to all students in a given building. Therefore, it is critical itinerant staff members are vigilant in wearing their name tags.

In the event of a catastrophic incident in the schools, name tags will assist emergency staff members in properly handling delicate family situations.

3. *TELEPHONE SECURITY*

The telephones within the schools of the West Shore School District have the capability of caller identification (ID) and customer operated tracing. Threatening or harassing calls will be reported to the telephone companies and the local police department. Threatening or harassing telephone calls will be prosecuted in the courts by the School District's administration to the fullest extent of the law.

In the event that a teacher answers a telephone call in school that is obscene or threatening in nature, the teacher should not hang up the telephone. Keep the telephone off the hook and place a sign on the receiver stating, DO NOT HANG UP THIS TELEPHONE. The telephone should remain off the hook until the police direct the teacher to hang up the telephone.

4. *USE OF CELLULAR TELEPHONES*

Teachers may possess cellular telephones on the District's school campuses, but they may not use cellular telephones in class, or on duty, under normal classroom conditions, when students are present. A cellular telephone may be used for communication purposes during emergencies or other situations in which a child's or staff member's safety may be compromised.

If a teacher successfully contacts an emergency services provider during a crisis situation, the teacher should not hang up the telephone at the end of the call. Stay on the telephone and keep the line open in order to provide additional information when requested.

Students are not permitted to use cell phones or other communication devices during instructional periods except when approved by the building principal or if the use is part of instruction. The guidelines for situational use of cell phones by students are outlined in Board Policy 237 – Electronic and Personal Communication Devices (approved June 16, 2011).

Teachers should not permit students to use cellular telephones during school emergencies. Student use of cellular telephones during school emergencies has

created needless public and parent panic, been used to provide false or incorrect information to emergency authorities, provided information to school intruders and has contributed to clogging cellular transmissions. The maturity, responsibility, and purpose of the individual using the cellular telephone during a school emergency situation are critical. It is permissible for a teacher to use a student's cellular telephone in the event of a school emergency.

Cellular telephones may only be carried by students during the school day with prior approval of the building administration as covered in Board Policy 237.

5. *CRISIS E-MAIL ADDRESS*

Since all professional staff members and office personnel in the District have an airport capable laptop computer or access to a desktop computer, the administration has created a special email address that will enable staff members to contact someone outside of their immediate building in the event of an emergency situation. That address is crisis@wssd.k12.pa.us. Teachers and office personnel are advised to add this address to their e-mail address book. During a normal school day, any email sent to this address will be received simultaneously at the computer stations of multiple District employees who have direct access to the District's Crisis Team command center.

During a declared emergency, District administration will have the sole responsibility of monitoring e-mail received at this address. As information is received, messages will be acknowledged and relayed to members of the District's crisis command team. Please use this address solely to convey information that could possibly be used by emergency personnel to resolve the existing problem. Staff members assigned to monitor this address will only respond to issues directly impacting the crisis.

Although many staff members have cellular telephones, cellular telephone lines and towers are clogged during most emergencies in the greater Harrisburg area making outside contact extremely difficult. This crisis e-mail address is simply one more tool teachers and staff members may use during an emergency to help keep their students and themselves safe. Using this email address will keep staff members in constant contact with the world beyond their immediate buildings.

Please do not share this address with anyone other than another staff member. This information is not intended for student use.

6. *ELECTRONIC SURVEILLANCE*

Professional staff members are reminded video and audio recorders may be in use in the District's schools. Electronic surveillance devices are being used within the schools at all times in an attempt to protect our students and staff. Surveillance tapes will be freely shared with police officials. Internet traffic is also monitored by the School District's administration. Individuals found tampering with surveillance equipment will be prosecuted to the fullest extent of the law.

Placards tell emergency personnel on the outside of the building the general physical location of the teacher and students that are in a room, the safety status of the room's occupants, the safest place for emergency personnel to attempt a window rescue and the general location of the classroom door in relation to the teacher and students.

7. *PARKING*

Employees must park in appropriate and designated parking areas. Any vehicle parked in a restricted area will be considered a threat to the safety of the District's students and staff. Vehicles parked in a fire zone or other restricted area will be towed at the owner's expense without notice. Vehicles parked in a fire zone will also be ticketed by the local police.

8. *BUILDING SECURITY*

For security purposes, all entrances to West Shore school buildings are secured immediately after school begins. Only the main entrance of a building may be made available for public access during the school day. The main entrance of a building is controlled by electronic means. Visual inspection and proof of identity shall be required of an individual before access is granted.

Employees are reminded that video and audio recorders are used in the District's schools. Electronic surveillance devices are being used within the schools at all times in an attempt to protect our students and staff. Individuals found tampering with surveillance equipment will be prosecuted to the fullest extent of the law.

Individuals exhibiting disorderly conduct, or refusing to follow School District rules, while on school property, are subject to arrest.

9. *SCHOOL VISITORS*

The Board welcomes and encourages visits to the District's schools by parents, family members, adult residents of the community, and interested educators. To ensure order in the District's schools, it is necessary to establish guidelines governing school visits.

Persons desiring to visit a District school are requested to make advanced arrangements with the school office of the building they wish to visit.

Upon arriving on the grounds of a school campus, visitors must report immediately to the school office to register or to conduct their business. The presence of non-authorized visitors on a school's campus may be reported to the police.

Visitors must park in appropriate and designated parking areas. Any vehicle parked in a restricted area will be considered a threat to the safety of the District's students and staff. Vehicles parked in a fire zone or other restricted area will be towed at the owner's expense without notice. Vehicles parked in a fire zone will also be ticketed by the local police.

The West Shore School District has installed a visitor management software program at each of its buildings. The name of this program is School Gate Guardian. Effective with the 2017-2018 school year, all visitors must present a valid driver's license or other state-issued identification upon entering a school or the administration center. Failure to produce ID will result in denial of entry into that particular school. There is also a protocol in place for those who might not have a state-issued ID.

The School Gate Guardian System will be used during the normal operating hours of school, which will be Monday through Friday from 7:30 am until 3:30 pm. Our administrative staff may modify these times as necessary. The ID being presented for entry will be scanned and checked against a sexual offender database as well as the District database of non-approved visitors. All staff members will be trained on how to appropriately react in the event of a positive match or an unauthorized pick-up attempt.

Visitors who have the all clear will receive a printed ID badge that includes their photo and name. The badge is self-expiring, meaning within 12 hours of receipt a red stop sign will bleed through to the front so the badge cannot be reused. All visitors are required to wear this badge the entire time they are conducting their visit. When a visitor to one of our buildings is done conducting their authorized business, they will return to the office and check out with the building staff.

The District's employees are required to ask visitors for their passes if the pass is not being openly displayed. Students are also expecting to see visitors wearing approved passes. No visitor should be offended by a staff member's request to see a visitor's

pass. A staff member's request to see a visitor's pass is part of the School District security procedures.

Any individual in a school not wearing a visitor's pass will be treated by students and staff members as an "intruder," with students instructed by teachers and administrators to take whatever steps are necessary to avoid that individual. Students will immediately report any individual not wearing a name tag to his or her teacher or building administrator.

Because of school security concerns and the declaration of high-risk situations, there may be times when the District's school buildings will not be open to visitors. Patience and understanding is requested during these times. For security purposes, a reason may not be given to a potential building visitor for being denied access. The public is requested to keep in mind, the District's school buildings would not be closed to visitors without just cause.

No visitor may confer with a student, or meet privately with a student during school hours without the prior approval of the building administration.

Should an emergency occur during a school day requiring an adult to request a student be called to the school office for a meeting, for the well-being of the student, an administrator must be present during the meeting.

For security purposes, all entrances to West Shore school buildings are secured after school begins. Only the main entrance of a building may be made available for public access during the school day. The main entrance of a building may be controlled by electronic means. Visual inspection and proof of identity shall be required of an individual before access is granted.

Visitors are reminded that video and audio recorders are used in the District's schools. Electronic surveillance devices are being used within the schools at all times in an attempt to protect our students and staff. Individuals found tampering with surveillance equipment will be prosecuted to the fullest extent of the law.

Individuals exhibiting disorderly conduct, or refusing to follow School District rules, while on school property, are subject to arrest. Arrest on District property will result in a loss of future visiting privileges.

XX. SEVERE WEATHER DRILLS

Building principals must hold one severe weather drill per year, preferably in the spring. This shall typically be coordinated across the District in cooperation with a county or statewide exercise. A record of this drill is to be kept in the principal's office.

Each building principal is to set up guidelines for students and teachers to follow in the event of a severe weather emergency. In consideration of these guidelines, principals will move students and staff away from windows and upper floors to inside corridors on the ground floor. The cafeteria and auditorium will also be avoided in order to prevent mass casualty... Specific procedures for doing this will be outlined by each building principal.

1. Procedures will be explained to all classes and students.
2. Students and teachers will move quickly and quietly to assigned areas.
3. Teachers must remain with their groups. Teachers not involved with children at any particular time must lend assistance as assigned by the principal.

YY. STUDENT RECORDS (refer to Board Policy 216)

Federal and state law directs the collection and use of student records. Every staff member who

prepares, collects, and uses information about students must read and understand Board Policy 216.

NOTIFICATION

Parents and students are to be made aware of the location of all student records, the means of access and the contact person annually.

1. *TO PARENTS:* The District will post in its website information for parents regarding their right to access to student records, where they may see a full copy of the District Student Records Policy, and who the contact person would be for each building. Building principals would be asked to include a similar notice, at least once a year, in the newsletters they publish. .
2. *TO STUDENTS:* Student handbooks will contain a statement to the effect that students may review Category A information without parent permission, but must have such permission in writing to see Category B and C data, unless they qualify as an eligible student.
3. *CONTACT PERSONS:* The following list of individuals will serve as the contact persons for parents and students wishing access to student records:

CEDAR CLIFF HIGH SCHOOL

1301 Carlisle Road

Camp Hill, PA 17011-6199

Phone: 717-737-8654

Counselors: Jessica Alexander-Gray, Jennifer Crager, Stacy Thorpe,
& Patrick Tierney

West Shore Academy: Meghan Cummings

Principal: Kevin Fillgrove

RED LAND HIGH SCHOOL

560 Fishing Creek Road

Lewisberry, PA 17339-9510

Phone: 717-938-6561

Counselors: Virginia Bramley, Jennifer Marczyk, Thomas Moore, & Aaron Walter

Principal: Melissa Herbert

ALLEN MIDDLE SCHOOL

4225 Gettysburg Road

Camp Hill, PA 17011-6630

Phone: 717-901-9552

Counselor: Amy Mitchell

Acting Principal: Patricia Harrington

CROSSROADS MIDDLE SCHOOL

535 Fishing Creek Road

Lewisberry, PA 17339-9515

Phone: 717-932-1295

Counselors: Stacey Ehrig, & Bryan Stovall

Principal: Tracy Dominick

NEW CUMBERLAND MIDDLE SCHOOL

331 Eighth Street

New Cumberland, PA 17070-1399

Phone: 717-774-0162

Counselor: Jourdan Harris & Melissa Wabrick

Principal: Jennifer Post

FAIRVIEW INTERMEDIATE SCHOOL
480 Lewisberry Road
New Cumberland, PA 17070-2309
Phone: 717-774-2970
Counselor: Michel Harris & Nicholas Obliciecki
Principal: Brian Granger

OLD TRAIL INTERMEDIATE SCHOOL
600 Beinhower Road
Etters, PA 17319
Phone: 223-234-9750
Counselor: Jennifer McElrath & Jourdan Harris
Principal: Michel Trevino

FISHING CREEK ELEMENTARY SCHOOL
510 Fishing Creek Road
Lewisberry, PA 17339-9518
Phone: 717-938-6565
Counselor: Rachel Bricker
Principal: Matthew Wensel

HIGHLAND ELEMENTARY SCHOOL
1325 Carlisle Road
Camp Hill, PA 17011-6198
Phone: 717-901-9860
Counselor: Kristin Myers
Principal: Meghan Sheraw

HILLSIDE ELEMENTARY SCHOOL
516 Seventh Street
New Cumberland, PA 17070-1598
Phone: 717-774-1321
Counselor: Melissa Corbin
Principal: Julie Dougherty

NEWBERRY ELEMENTARY SCHOOL
2055 Old Trail Road
Etters, PA 17319-9677
Phone: 717-938-2111
Counselor: Jessica Ferree
Principal: Travis Peck

RED MILL ELEMENTARY SCHOOL
700 Red Mill Road
Etters, PA 17319-9677
Phone: 717-938-3778
Counselor: Stephanie Shughart
Principal: Ryan Deveney

ROSSMOYNE ELEMENTARY SCHOOL
1225 Rossmoyne Road
Mechanicsburg, PA 17055-4838
Phone: 223-225-9729
Counselor: Mia Berfield
Principal: Christopher Stine

WASHINGTON HEIGHTS ELEMENTARY SCHOOL
531 Walnut Street

Lemoyne, PA 17043-1591
Phone: 717-761-8040
Counselor: James Connell
Principal: Christopher Konieczny

EXCEL VIRTUAL LEARNING ACADEMY
Assistant Principal: Danita Rizzardo

In case of students being considered for placement in a special education program, certain information may be on file in the Department of Student Services. Access to this information can be requested at the following location:

Kristen Peters
DIRECTOR OF SPECIAL EDUCATION
Administration Center for Education
507 Fishing Creek Road
P.O. Box 803
New Cumberland, PA 17070-0803
717-938-9577

Inquiries concerning the Student Records Policy or Student Records Plan should be directed to:

Nick Butt
DIRECTOR OF STUDENT SERVICES
Administration Center for Education
507 Fishing Creek Road
P.O. Box 803
New Cumberland, PA 17070-0803
717-938-9577

CUMULATIVE FOLDER MAINTENANCE

It is particularly important that building administrators, secretaries, and counselors be aware of these procedures and make a concerted effort to organize the files in a standard manner. This is especially critical when a student moves from one building to another so that staff can quickly locate desired information.

These procedures should be implemented immediately and retained for reference until review.

1. *OUTSIDE FOLDER*

Formal name on label or tag - LAST, FIRST, MIDDLE (no nicknames).
There should be no other information on the label or tag.
Name should be typed - not printed or handwritten.

2. *INSIDE FOLDER*

(Under label or tag) - Student's pictures should be sealed on folder - left to right - grade 1 through 8. This is the inside right on an open folder.

Staff Access Form should be stapled to the inside left of an open folder.

Psychological - If one has been completed for the student, the staff access form should be stamped across the top - *PSYCHOLOGICAL ON FILE*. When the folder is transferred, grade 5 to 6, or 8 to 9, the psychological information should be removed from the office file and forwarded to the receiving school.

3. **INFORMATION CONTAINED INSIDE FOLDER**
 - a. *Student Information Card* - This should be the first item contained in the file. It is most important that current identification information should be recorded on this card, including: Parent(s) name(s), address, phone numbers (both home and work).
 - b. *Achievement Test Reports* - These should be grouped together. When forwarding records from elementary to middle or middle to high school, they should be purged. The labels contained on the student information card will provide adequate data.
 - c. *PSSA Scores* - DO NOT purge when forwarding to higher-level school.
 - d. *Discipline letters* - Group letters or memos related to discipline.
 - e. *Other letters or reports* that may have value in the placement of the student in the receiving school. This includes Chapter 1 and PSSA forms and should not be purged.
4. **STUDENT REGISTRATION PAPERWORK**

Will accompany the cumulative folders from school to school.
5. **TRANSFER OF RECORDS WITHIN THE DISTRICT**

Cumulative records must be kept intact. Write the student number in the upper right corner of the front flap. Include the psychological report (if necessary).
6. **STUDENT RECORDS POLICY**

Secretaries must have a copy of the District's student records policy for their reference. This policy is published in *The Professional Employees' Handbook*. As a mandatory policy established by federal and state laws, this policy supersedes any other direction concerning the collection, maintenance, and release of student data. Additional information regarding the management of student records can be found in the *Student Records Plan*.

ZZ. SUBMITTING MILEAGE AND EXPENSE VOUCHERS

Reimbursement requests will be submitted to the employee's immediate supervisor for approval by the end of each month. The supervisors will forward all vouchers so they are received in the Business Office no later than the tenth day of each month.

AAA. TOBACCO/NICOTINE (refer to Board Policy 323 and 707)

The Board recognizes the safety hazards and the harmful health effects (to the user and non-user) associated with the use of tobacco/nicotine products. Board Policy 323 states, "The Board prohibits the use of tobacco, nicotine, and nicotine delivery products, including the product marketed as Juul and other e-cigarettes, by District employees and contracted personnel at any time in a school building and on any property, buses, vans, and vehicles that are owned, leased, or controlled by the School District. The Board also prohibits use of tobacco, nicotine, and nicotine delivery products, including the product marketed as Juul and other e-cigarettes, by District employees at any time while responsible for the supervision of students during school-sponsored activities that are held off school property. This policy does not prohibit possession of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, by District employees and contracted personnel of legal age. The Board deems it to be a violation of this policy for any District employee or contracted personnel to furnish a tobacco or vaping product, including the product marketed as Juul or any other e-cigarette, to a student or anyone under the age of twenty-one (21). For purposes of this policy, **furnish** shall include, but not be limited to, the purchasing for, selling to, or giving of tobacco products to a person."

BBB. USE OF COMPUTING AND NETWORKED INFORMATION RESOURCES (refer to Board Policy 815)

Individuals are hereby made aware that any violation of the guidelines included in this policy, or other improper use of computer resources or networks could be considered a violation of policy and result in disciplinary action. A copy of the policy is available in the principal's office for review.

CCC. USE OF COPYRIGHTED MATERIALS

The District abides by U.S. Copyright law as outlined in Board Policy 814. The ready availability of digital materials makes it essential that teachers practice the ethical and lawful use of copyrighted materials. Educators and students have permission to use copyrighted materials within the limitations set forth in the Fair Use Guidelines. Special note should be made with regard to the viewing of commercially available digital multimedia under the fair use provisions of the law. Use of these materials must meet the following guidelines:

1. Digital multimedia can only be used by a teacher for instructional purposes in a classroom or similar place devoted to instruction.
2. Digital multimedia must be shown **only** in conjunction with the regular instructional activity of the class and cannot be shown for entertainment or recreation of any part of the audience.
3. Teachers are responsible for making sure that students follow Fair Use Guidelines when incorporating copyrighted materials, either digital or print, into student projects.
4. Copyrighted instructional materials that are shared with students via the internet must be password protected so those materials are only accessible to the intended students.

Use of commercial digital multimedia for the purpose of rewarding student behavior or in lieu of instruction is prohibited by the Fair Use Guidelines. Educators may, however, purchase a public performance license to show movies to groups of students for non-curricular purposes with administrative approval.

Questions regarding this policy can be directed to the building librarian or the Library Instructional Advisor.

DDD. VOLUNTEERS

Although West Shore School District welcomes and encourages parent/guardian volunteers in its schools and classrooms, precautions must be undertaken by District administrators to keep students and staff members safe. Therefore, the building principal shall have the right to exclude any person as a volunteer if the principal, in his or her judgment, believes the participation of that person as a volunteer will not serve the best interests of the students, the school, or the District. For the safety of District students and staff members, any adult wishing to volunteer is required to complete the Volunteer Application Process before being approved to do so.

A **volunteer** is defined as any individual who performs a service for the District without compensation or other consideration and who otherwise meets the requirements of these guidelines. A volunteer must be at least eighteen (18) years of age. Holding the position of a volunteer is not a right, but is a privilege and may be revoked at any time for any reason at the discretion of the administration.

A **visitor** is defined as a person who has incidental contact with a student or students in the school setting with no expectation that the individual will be alone with the student. Examples of a visitor being in a building would be for holiday activities, assemblies, lunch with a child, award and fundraisers. A parent/guardian who accompanies a child on a one-day field trip will be considered a visitor. A visitor is not required to complete the Volunteer Application process.

Parents and volunteers chaperoning overnight trips such as those taken by athletic teams, school bands, and overnight world language trips will be required to complete a Vital Statistic Information and Clearance Certificate form and obtain Act 34 and Act 151 clearance certificates.

As specified in the Child Protective Services Act of 2014, any prospective or returning volunteer must provide the District with:

- The first time registering as a volunteer and annually thereafter, a volunteer will be asked to provide a signed Volunteer Affirmation form. Signature on this form affirms that the volunteer is in compliance with state volunteer regulations AND has read and understands the District's Guidelines for Volunteers, which includes important information regarding the volunteer's responsibility as a Mandated Reporter of suspected child abuse and the procedures for reporting any such suspicion. This form is available below and is to be provided to District staff with all other clearances and required paperwork. Current School District employees wishing to volunteer must complete and submit this form.
- An original **Act 34 Criminal History Records Check**; and an **Act 151 Child Abuse History Clearance** (Pennsylvania Department of Education version) obtained at the prospective volunteer's expense that has been obtained on or after July 1, 2015. An original Act 34 PA Criminal History Record Check is not required annually if a volunteer's service to the school or the District is continuous (at least one occasion of volunteering annually).
- Prospective volunteers who have not lived in Pennsylvania continuously for the past ten (10) years at the time of application must provide an **Act 114 FBI Criminal History Clearance** obtained at the prospective volunteer's expense. Those prospective volunteers who have lived in Pennsylvania continuously for the past ten (10) years at the time of request must sign a disclaimer affirming that there are no charges in other states that would prohibit selection as a volunteer.
- Provide the building principal with evidence of a tuberculosis test that is less than ninety (90) days old at the time of submission. This test may be administered, by appointment, at a cost of \$20.00, by any of the District's Certified School Nurses. An individual must be documented as being free from tuberculosis before serving as a volunteer. A tuberculosis test is not required annually if a volunteer's service to the school or the District is continuous (at least one occasion of volunteering annually).
- **Clearances must be renewed every sixty (60) months.** The District reserves the right to require additional information as part of the volunteer application process. Persons who have been arrested, indicted, or convicted of an offense or offenses specified under 24 P.S. §§ 1-111 (e) or (f.1) ("Reportable Offenses(s)") will be excluded from serving as a volunteer.

Any volunteer, who in the course of his or her interaction with a student or students, observes or is the recipient of information that raises a suspicion of child abuse, must, at a minimum report his or her concern or that information to the classroom teacher of the student or an administrator immediately.

EEE. *WAGES, HOURS, AND WORKING CONDITIONS*

Work hours and several additional conditions for teaching employees in the bargaining unit are defined in the *Collective Bargaining Agreement* between the West Shore School District and the West Shore Education Association. Faculty meetings, student activity schedules, Back-to-School Nights, etc. are also addressed.

FFF. *WEST SHORE SCHOOL DISTRICT PUBLICATION REGULATIONS*

The creation, manufacture, or dissemination of any booklet, pamphlet, magazine, periodical, or other publication in or on the premises of West Shore School District is prohibited without prior approval by the administration. A copy of the proposed publication or a copy of the format of the proposed publication shall be submitted to the Director of Communications.

GGG. *WEST SHORE SCHOOL DISTRICT RETIREMENT POLICY (refer to Board Policy 349)*

The policy for retirement of professional employees shall comply with applicable federal and/or state law and applicable *Collective Bargaining Agreement*.

III. STUDENT INFORMATION

A. *BUS CONDUCT (refer to Board Policies 810 and 810.1)*

Student behavior on school buses is monitored by video and audio recording equipment. The use of video and audio recording equipment supports efforts to maintain discipline and to ensure the safety and security of all students, staff, contractors and others being transported on district-owned, operated, or contracted school buses or school vehicles. The main premise of video/audio equipment is to provide additional aid to the bus driver and school district officials in monitoring the conduct of student riders. Audio/video recordings may be used as evidence in student discipline hearings and may be turned over to law enforcement officials when appropriate.

B. *BUS EVACUATION DRILL*

Building principals must hold two bus evacuation drills during the school year. A record of this drill is to be kept in the principal's office as well as submitted to the Coordinator of Child Accounting and Safety.

Each building principal is to set up guidelines in the building Emergency Operation Plan for students, teachers, and visitors to follow during a bus evacuation drill. Specific procedures for ensuring the safety of students will be outlined by each principal.

C. *CARE OF TEXTBOOKS AND PROPERTY*

All textbooks are the property of the West Shore School District. Damaged, destroyed, and lost books must be paid for by the student as follows:

1. Within one to five years: 100%
2. After five years: 50%

A list of current textbook prices is compiled in October each year to include annual price increases in the publishing industry. This current price list is available through the office staff in each school.

Teachers are to keep a record of which texts are issued to each student. At the end of the semester or school year, teachers are to ensure that students return the book(s) they were issued. Periodically throughout the school year, teachers are to spot check to make sure students are in possession of the textbooks they were issued.

Teachers are not to keep extra copies of textbooks in their classrooms, other storage areas, or at home. Extra copies of textbooks are to be returned to the building principal for storage in a central building location.

Teachers can do a great deal in helping students develop the proper attitude towards the use of school books and other school property. Teachers must be on the alert and constantly see that students use texts, equipment, and supplies in the proper manner. Scratched or marred furniture, writing on walls or desks, and torn window shades in a room must be reported to the office. Students must be responsible for damage to books, furniture, supplies, and other equipment. Teaching is made more effective through the proper and adequate use of instructional supplies and equipment.

Teachers will assist the building principals in preparing and maintaining accurate inventories of books, equipment, and supplies.

Teacher editions of textbooks and ancillary teaching materials that accompany textbooks are the property of the West Shore School District. As such, teachers may be requested to return teacher editions and ancillary materials in their possession for courses they are not currently teaching.

D. *CORPORAL PUNISHMENT (refer to Board Policy 218)*

Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is prohibited. Teachers and school authorities may use

reasonable force under the following circumstances: to quell a disturbance, to obtain possession of weapons or other dangerous objects, for the purpose of self-defense, and for the protection of persons or property.

It is expected that other disciplinary techniques and consequences be utilized to modify student behavior.

E. *DETENTION REGULATIONS (refer to Board Policy 218 and Building Handbooks)*

Students may be assigned detention for disciplinary reasons provided at least one day's notice has been given to the parent(s). Teachers assigning detention to be served with the teacher will advise the building administration of those assigned to serve detention and the reason(s) for the assignment. Under no circumstances are students serving detention to be left unsupervised. Students are responsible for arranging their own transportation to or from detention.

F. *DRUGS AND ALCOHOL (refer to Board Policy 227)*

This policy and its associated guidelines are an effort to respond effectively to the potential and current use and abuse of alcohol and drugs by members of the school population. The District will use curriculum and school activities, administrative and faculty effort and disciplinary procedures to prevent, and intervene in the abuse of controlled substances by students.

The District will inform students about the potential physical and psychological dangers of the improper use of alcohol, controlled substances, inhalants, medications, stimulants, and depressants. Units of instruction to this effect shall be incorporated into required courses for students at every appropriate grade level. Values clarification experiences concerning the use and sale or delivery of alcohol, controlled substances, inhalants, medications, stimulants, and depressants will be made available to students as they develop relative values. Students will also be given the opportunity to participate in Student Assistance Team and related activities.

The Board is committed to ridding the School District and each of its buildings and campuses of controlled substances. For purposes of this policy, controlled substances will mean:

- 1.All dangerous controlled substances prohibited by law within the meaning of the Controlled Substance, Drug, Device and Cosmetic Act
- 2.All look-alike drugs
- 3.All alcoholic beverages
- 4.Anabolic steroids
- 5.Any drug paraphernalia
- 6.All legal or illegal hemp products
- 7.Volatile solvents or inhalants to include glue and aerosol propellants
- 8.Any prescription, patent drug, or caffeine except those for which permission for use in school has been granted pursuant to Board Policy.

Look-alike drugs include any non-controlled substance that in its overall finished dosage appearance is substantially similar in size, shape, color, marking, or packaging to any controlled substance. *Drug paraphernalia* includes equipment, apparatus, and/or gear generally associated with the use/abuse of alcohol, narcotic drugs, and mood-altering chemicals. Examples may include items such as "pot pipes," cigarette rolling papers, roach clips, weighing scales, and any other device used to measure, deliver, or facilitate the use, sale or distribution of a controlled substance.

The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances as defined above during school hours, on school property including buildings, grounds and buses, and at any school sponsored event. A student will be deemed to be *under the influence* if there is reasonable suspicion that there has been recent use of a controlled substance.

Students found to be in violation of the aforesaid rules and regulations with respect to controlled substances will be immediately suspended by the administration for a period not to exceed ten (10)

school days. Thereafter, if recommended by the administration, the Board will hold a hearing and discipline may be imposed up to and including expulsion.

Staff members observing or otherwise becoming aware of student behavior relating to the above stated prohibited activity will report said behavior to the Administration immediately. If a staff member believes a student may have illegal contraband in their possession, a reasonable effort will be made by the staff member to obtain the contraband from the student. Administrators will report persons suspected of involvement with alcohol or controlled substances, or students who are adjudged to be under the influence as defined by the policy, to the appropriate law enforcement officials immediately.

Staff members will cooperate with law enforcement officials in the detection and prosecution of all violators. No school counselor, school nurse, school psychologist, attendance supervisor, student assistance team member, or administrator who, while in the course of their professional duties, has acquired information from a student in confidence while that student is seeking drug or alcohol help or assistance, will be required by the Board of School Directors to disclose that information in any proceedings against the student.

Staff members suspecting a student of drug or alcohol use or abuse shall refer the suspected student to the Student Assistance Team for assessment and possible intervention. The assessment for possible intervention will be conducted by the Student Assistance Team in a manner consistent with Pennsylvania State Student Assistance guidelines.

Students refusing intervention, or who fail to follow the rules and regulations established by the Student Assistance Program, will be referred to the Board for a formal hearing with a recommendation from the administration that the student be expelled for their original drug or alcohol infraction.

G. *MAKEUP OF WORK AFTER SUSPENSION (refer to Board Policy 233)*

Students who have been suspended for disciplinary reasons must make up missed exams and other missed work, and shall be permitted to complete assignments according to the following guidelines:

1. The initiative for making up work must be taken by the student. The faculty assumes no responsibility to inform students of the work missed, the procedures for making it up, etc.
2. All work must be made up within a reasonable length of time. Barring unusual circumstances, all work must be completed within the same length of time as the suspension. For example, a student returning from a three-day suspension has three (3) days to make up the work.
3. Students must consult with staff and schedule all make-up work at a time convenient to staff.
4. Work that is properly made up will be marked, given equitable credit, and entered into the student's records. No credit will be given if the student fails to make up the work.
5. Whenever possible, students in West Shore Restore (in-school suspension) shall be required to take exams at the same time as their class. Such students shall also be required to keep up their daily class work.

H. *SEARCHES (refer to Board Policy 226)*

The Board acknowledges the need to respect the rights of students to be free from unreasonable searches and seizures while fulfilling the District's interest in protecting and preserving the health, safety and welfare of the school population, enforcing rules of conduct, and maintaining an appropriate atmosphere conducive to learning. School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, without a warrant, when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and

welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched. Searches may include the use of hand-held security devices such as wands or other similar devices.

I. *STUDENT BEHAVIOR/DISCIPLINE (refer to Board Policy 218, et al.)*

Teaching and learning cannot occur unless students conduct themselves in a manner consistent with the rules of the school and the District. It is the job of all employees to discipline those students who lack self-control or who misbehave. Such misbehavior must be addressed wherever and whenever it is observed.

Students should be encouraged and taught to assume responsibility for their own behavior. They must know what behavior is expected of them. Rules must be clearly stated and disseminated in written form to students and parents. It is strongly suggested that classroom teachers place classroom rules and expectations on a handout for students to take home the first day of school and display these rules in their classroom. Staff members are required to take immediate corrective action when observing students acting irresponsibly. (Disruptive behavior is in violation of acceptable standards per Board Policy.)

Board Policy 218 Student Discipline is considered to be the Student Code of Conduct.

1. ROLE OF ADMINISTRATION IN MAINTAINING ACCEPTABLE STUDENT BEHAVIOR

- a. Assign staff to supervisory duties, as needed.
- b. Be available to assist staff with student behavior problems.
- c. Give prompt attention to student behavior problems referred by staff.
- d. Inform the referring staff member in a timely manner of administrative action taken.
- e. Utilize all available resources and services, including help from outside agencies, to the resolution of student behavior problems.
- f. Keep thorough and accurate records of student behavior offenses.
- g. As written in Board Policy, refer students involved in the use of alcohol, controlled substance, weapons, etc., or chronic behavioral problems for Board action.

2. ROLE OF TEACHER IN MAINTAINING ACCEPTABLE STUDENT BEHAVIOR (refer to Board Policy 340)

- a. Be in your classroom/assigned area at the expected times. Be visible in the hallways between classes.
- b. Know the rules of the building and District; enforce them consistently. Post rules and clearly communicate them to students.
- c. Establish realistic, attainable rules for the classroom and enforce them consistently. Problems that arise in the classroom are primarily the teacher's responsibility to resolve.
- d. Contact parents in a timely manner concerning student misbehavior.
- e. Keep records of infractions by students.

- f. Refer student offenders not responding to corrective measures (i.e., parent contact, behavior management techniques, etc.) to the administration. Be certain students report to the office by notifying the office at the time a student is sent. A complete written report must be made to the administration which communicates corrective measures already tried at the classroom level at the time of office referral or shortly thereafter. Reports should be complete and free of opinion.
- g. Discuss student referrals in a timely fashion with the administration.
- h. Practice positive and assertive approaches to controlling student behavior:
 - Show genuine interest in every student.
 - Praise in public; censure in private.
 - Be consistent. Students are quick to notice inconsistencies.
 - Never punish in anger or "to get even." Never humiliate a student.
 - Don't punish an entire group for the misbehavior of one or a few students.
 - Never assign homework or in-class work as a form of punishment.
 - Keep potential problem students interested and focused.
 - Do not create situations that encourage students to lie, to challenge your authority, or to test your intentions.
 - Never place a student or students in charge when you must leave the classroom. Do not require students to inform on each other, but stress the importance of student civic responsibility when the need arises.
 - Get off to a good start each school year. Insist upon order and attention to the job at hand from the first day. Establish classroom rules at this time. It is strongly recommended that classroom teachers post classroom rules and expectations and send them home with students on the first day of school.
 - Never lose your temper. As difficult as it may be at times, maintain poise and self-control.
 - Refrain from using sarcasm or intimidation as a form of controlling student behavior, or as humor in the school setting.

3. *DUE PROCESS*

Students have rights as well as responsibilities. Staff members should be aware of student rights while requiring students to fulfill their responsibilities.

Under current State Board of Education regulations, students may be suspended by the administration for periods of up to ten (10) school days. Special education students (including students who are thought to be disabled) may be suspended for no more than fifteen (15) school days in one school year. A student who has been diagnosed with an Intellectual Disability may not be suspended unless recommended by the IEP team and consent is given by the parent/guardian. Both groups of students may only be suspended for more than three (3) school days after the following steps are followed:

- a. Notification of the reasons for suspension has been given in writing to the parent and the student.
- b. The informal hearing must be offered to the parents and student and held within the initial three (3) days of suspension to meet the due process guidelines.
- c. Sufficient notice is given of the time and place of the hearing.
- d. The student has a right to cross-examine any witness. The student has a right to speak and produce witnesses on his own behalf.
- e. Students may be excluded from school for periods longer than ten (10) days only by the Board of School Directors after a formal hearing is held unless stipulated in a Hearing Waiver agreed to by the District, parent and student.

The State Board of Education requires that a formal hearing meet the above requirements for informal hearings plus:

- a. The student has the right to be represented by counsel.
- b. The student has the right to know the names of witnesses and examine copies of their statements.
- c. The student has the right to demand that any such witnesses appear in person.
- d. A record must be kept of the hearing and the student is entitled to a copy of the record of the hearing at their own expense.
- e. The student has the right to a timely hearing. If a formal hearing is not held within the ten (10) days of a suspension, the student returns to school until the hearing is held before the Board or a committee thereof.

Due process requirements are not stated here to give any staff member the impression that it is so difficult to deal with student offenses that student misbehavior should be accepted. Rather, these requirements are presented to assist staff members who do observe student offenses of a serious nature to note all relevant details so that students committing such offenses are dealt with appropriately.

At the discretion of the Administration, a student and their parents/guardians may be given the option to accept the consequences of a policy violation through a Waiver of Hearing Rights.

J. *STUDENT DRESS AND GROOMING (refer to Board Policy 221)*

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance except, when their choices disrupt the educational program of the schools or constitute a health or safety hazard.

The Board has the authority to impose limitations on students' dress in school. While the following list is not intended to be exhaustive, student dress shall not be protected if it:

- Promotes the violation of and/or violates federal, state, or local laws, Board policy or District rules or procedures.
- Is libelous defamatory, obscene, lewd, vulgar, or profane.
- Advocates the use, or advertises the availability, of any substance or material the possession of which may be illegal or which may constitute a direct and substantial danger to the health of students, such as tobacco/nicotine, alcohol or illegal drugs.
- Incites violence, advocates use of force, or threatens serious harm to the school or school community.
- Is likely to or does materially or substantially interfere with the educational process, such as school activities, schoolwork, discipline, safety, and order on school property or at school functions.
- Interferes with, or advocates for interference with, the rights of any individual, or the safe and orderly operation of the schools and their programs.

Students are encouraged to take pride in their physical appearance and to select clothing appropriate to the weather and season.

K. *STUDENT OBLIGATIONS*

Students and their parents are responsible for lost instructional materials, equipment, and damaged school property, library books, and/or payments of snack/lunch monies. Parents must be notified in

writing, through Blackboard Connect or PowerSchool of this with the obligation listed. Ideally, this notification should occur as soon as the debt has been incurred. Parents are to be notified, minimally, at the end of each marking period for outstanding student debts and obligations due to lost instructional materials, equipment, damaged school property, library books, and/or payments of snack/lunch monies. Report cards may not be withheld for failure to pay obligations, although the District may seek other means of retribution.

L. *STUDENT PHYSICAL ACTIVITY AND NUTRITION (Refer to Board Policy 246)*

The District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement. Associated with the policy is a set of standards that provides more detail on a la carte items, school vending, fundraising, snacks, and food items brought from home for school parties. Questions regarding these guidelines should be directed to the building principal or the Director of Federal Programs.

IV. STUDENT SERVICES

A. *ACCIDENTS TO STUDENTS*

1. Any injury to a student in school should be reported in writing on Form B-880 to the principal or their designee by the teacher in charge of the activity. This report must be completed and turned in the same day that the accident occurs, regardless of the seriousness of the injury.
2. Because the District is an agency of the state, it is generally considered immune to liability for accidents or injuries. The District is not responsible for the negligence of its employees. Individuals employed by the District may be held personally liable for their own negligence that results in injuries to a student.
3. The student's welfare is the most important consideration. Teachers should exercise every precaution to prevent accidents.

B. *ADMINISTERING MEDICATION TO STUDENTS (refer to Board Policy 210)*

All personnel of the West Shore School District, other than Health Services staff, are prohibited from administering medication to students. Although the District strongly recommends that medication be administered in the home, it realizes that the health of some children requires that they receive medication while at school. Parents, whenever possible, are asked to arrange medication time intervals to avoid school hours. For example, antibiotics needing to be given three (3) times/day can be given outside the school day. Parents are permitted to come to school to administer medication to their children. When parents cannot come to school and children are too young to assume responsibility for taking medication, the administration and staff will cooperate in the dispensing of medication to students as follows: Written parental consent for the administration of medication to a student is required:

1. *PRESCRIPTION DRUGS*

- a. Must be accompanied by a primary care provider's order.
- b. Delivered in original, labeled container to the school by an adult. Students are not to carry and deliver their medication to school.

2. *NON-PRESCRIPTION MEDICATION*

- a. Will not be given more than three (3) consecutive school days.
- b. Must be accompanied by a signed note from a parent.
- c. Delivered in original, labeled container to the school by an adult. Students are not to carry and deliver their medication to school.

The signed, written statement authorizing the action includes:

1. The student's name
2. The date
3. The prescribing doctor's name
4. The name of the medication
5. The dosage and the time interval

If the health of the child is substantially impaired when the medication is forgotten or administered early or late, parents should keep the child at home or be personally responsible for administering the medication at the prescribed times.

Any medication (prescription or non-prescription) to be given during school hours must be delivered directly to the school nurse, health care assistant, school secretary, or the principal by the parent/guardian, or another responsible adult. It must be delivered in the original, labeled container. Medications may not be sent to the school on the person or property of the elementary or middle school student with directions to school personnel.

The medications policy grants nurses and school employee's permission to assist students with taking over-the-counter medication for three (3) consecutive school days. This option is provided as long as the medication is accompanied by a note from the parent giving precise directions for dispensing the medication, and the medication comes to school in its original container. Students may be permitted to carry and self-administer emergency medications with the written approval of the student's primary care provider, parent, and the certified school nurse.

A record of the administration of medication shall be kept by health services staff and include the following information:

1. The administration of any medication including the name of the student
2. The date and time of the administration
3. The dosage of the medication given.

The administering of medication by school employees is limited to oral medications except in cases where parents or doctor, through special orders, have authorized specific forms of medication delivery or emergency injections to be administered by a registered nurse or trained individual. The school's role in the administration of this policy is one of cooperation with the parent, the primary care provider, and the student. The final responsibility for the administration of medication taken at school remains with the student or parent(s).

The Board prohibits students from using, possessing, distributing, selling, or otherwise furnishing medical marijuana, or any paraphernalia or device associated with medical marijuana, during school hours, at any time while on school property, at any school-sponsored activity, and while traveling to and from school and to and from school-sponsored activities. Students may, however, be under the influence of medical marijuana while on school property, at any school-sponsored activity, and - so long as the student is not operating a motor vehicle - while traveling to and from school and to and from school-sponsored activities, so long as they abide by this policy.

C. *CHILD ABUSE (refer to Board Policy 806)*

State law requires all professional staff members to report any suspected child abuse or neglect. Suspected abuse is defined as reason to believe abuse or neglect has occurred. Staff members are granted immunity from prosecution for reporting suspected abuse to appropriate legal authorities. Teachers must report suspected abuse following the procedures outlined below.

1. *REPORTING OF SUSPECTED CHILD ABUSE*

No District employee has the discretion to determine whether or not child abuse has occurred or if a report should be made. All suspected instances must be reported. If child abuse is suspected and/or student discloses abuse, it must immediately be reported to Childline. There are two methods for reporting. The steps for each are outlined below:

- a. Verbal Reporting Via Call to Childline:
- Obtain blank copies of CY-47 and WSSD Child Abuse Reporting Cover Sheet, which can be obtained from a school nurse, counselor or by following the links on the Professional & Support Staff web page.
 - Complete CY-47 in its entirety, taking special care when completing the section describing the injuries and documenting where marks are observed.
 - Call Childline at 800-932-0313 and make a report. Ensure that all blanks in the “submitted via telephone” section of the WSSD Child Abuse Reporting Cover Sheet are completely filled in based on the telephone call.
 - Fax CY-47 to the county where suspected abuse occurred.
 - York County C&Y Fax: 717-771-9884
 - Cumberland County C&Y Fax: 717-240-6433
 - If the suspected abuse occurred in another county, ask Childline representative for that county’s fax number. Give the completed CY-47, WSSD Child Abuse Reporting Cover Sheet, and any notes related to the report to the building principal.
 - Building principal signs the WSSD Child Abuse Reporting Cover Sheet and forwards electronic copies of the following documents to the Coordinator of Safety and Student Attendance Child Accounting via email: Completed CY-47 (along with any attachments/narratives) and signed WSSD Child Abuse Reporting Cover Sheet. The original of all documents is given to the nurse for filing in the student’s health record.
- b. Electronic Reporting Via Child Welfare Portal
- Log onto <https://www.compass.state.pa.us/cwis/public/home>. Prior to submitting an online report, the person making the report must set up an account. Once the account is set up and the user is logged in, directions for “Create Abuse Referral” should be followed.
 - The Childline Report of Suspected Abuse and Neglect template should be completed and submitted. A copy of the completed template should be printed.
 - Submission of referral generates a confirmation email that should be printed
 - Obtain a blank copy of WSSD Child Abuse Reporting Cover Sheet from a school nurse, counselor or by following the links on the Professional & Support Staff web page. The blanks in the “submitted electronically” section of the form should be completed.
 - The completed Childline Report of Suspected Abuse and Neglect template, WSSD Child Abuse Reporting Cover Sheet, and confirmation email should all be submitted to the building principal.
 - The building principal signs the WSSD Child Abuse Reporting Cover Sheet and forwards electronic copies of all three documents to the Coordinator of Safety and Student Attendance and the Child Accounting Clerk. The originals of all documents are given to the nurse for filing in the student’s health record.
 - Principals are to inform their staff member of the procedures for reporting child abuse at the first faculty meeting each year and throughout the year as necessary.

D. CONCUSSION PROTOCOL

A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move rapidly back and forth. This sudden movement can cause the brain to bounce around or twist in the skull, stretching and damaging the brain cells and creating chemical changes in the brain. (CDC, 2015).

The West Shore School District understands that concussions are a serious health concern. The

school's priority is to work collaboratively with the student while they recover from their concussion. The foundation of the school accommodations will be based on the student's health care provider's health and academic recommendations.

The Certified School Nurse or principal's designee will make all necessary teachers, administrators and counselors aware of the diagnosis and any accommodations that are requested from the primary care provider. Teachers will be made aware that they must offer/implement accommodations as requested from the student's primary care provider.

1. Teachers must make nurse aware if a student is refusing accommodations.
2. The teacher will then communicate the student's refusal of accommodations to the parent.
3. The teacher will carbon copy any parent communication (cc email or report any communication via phone conversation) to the nurse and principal.

A meeting with the Certified School Nurse, teachers, administrator and the student's guidance counselor will be set up as soon as possible/practical. The parents and student will also be invited. This meeting will be held for the sole purpose of making sure all affected staff are aware of the accommodations as well as answer any questions the staff may have.

E. *EMERGENCY SCHOOL CLOSINGS, DELAYED OPENINGS, AND EARLY DISMISSALS (refer to Board Policy 804)*

In the event it is necessary to close District schools for any emergency weather reason such as heavy snow or other conditions that might make roads impassable or unsafe, the following procedures will be in effect. At the earliest possible hour, an announcement will be made on the District's Emergency Weather Message Service and by as many radio and TV stations as will be willing to carry the information. Annually, the Superintendent or designee will develop and distribute a list of media outlets to be contacted in the event of emergency conditions.

Administrators will make a decision and inform radio and television stations by 5:30 a.m. in most cases. Staff will be officially notified of school closings, delayed openings, and early dismissals by public address system or other appropriate available means, to include Blackboard Connect. The website will also carry school closings and early dismissal information.

Details regarding school closings, delayed openings, and early dismissals are enumerated below:

1. *SCHOOL CLOSINGS:* When weather conditions occurring during the night make roads impassable or unsafe for travel, schools will be closed for the day. Any decisions made will apply to all schools in the District. Even though roads may become hazardous during the early evening hours, decisions will usually be delayed until conditions are assessed in the morning. If a substantial snowfall occurs, school closing may be announced the previous evening.
2. *DELAYED OPENINGS:* When roads are unsafe in early morning, but the cessation of precipitation or a warming trend can be anticipated, a two-hour delay in the start of school will be announced. Staff should continue to listen to the radio or television after receiving the announcement of a delayed opening since schools may be closed if conditions worsen.
3. *EARLY DISMISSAL:* When bad weather makes roads hazardous after the school day has gotten underway, schools may be dismissed early. Such decisions will be transmitted to each school in the District from the Administrative Center for Education via telephone. Under this plan, secondary students will be the first to be transported home. Radio and television stations will be informed of early school dismissals so parents can plan accordingly. In most cases, early dismissals will begin after the last lunch period at the secondary level.

F. *EXCUSAL OF STUDENTS DURING SCHOOL DAY*

During the time that school is in session, students will not be permitted to leave the school building except under the following circumstances:

1. Upon presentation of a valid excuse from the parents or guardians indicating the reason for excuse, or
2. When parents have been contacted directly (by phone or in person by an office staff member). If a student becomes ill, the parents should be contacted and arrangements made to have the student taken home.
3. High school students approved for open campus and/or Pathway Internships.

In some cases, parents or guardians do not want certain relatives, friends, or the non-custodial parent to communicate with or pick up a child at school. The business of the District is to educate children and not to preside over domestic disputes. It is the parent's responsibility to see that custody and visitation orders are obeyed.

If a parent informs the building principal that a child is not to leave the building in the custody of the other parent, the principal cannot prevent the other parent from taking the child unless the District is in possession of a court order stating that the student cannot be released to the non-custodial parent. The principal may inform the custodial parent, if possible, of the arrival of a non-custodial parent at school. If the parent desires the principal to provide this information, a written request should remain on file.

It is the responsibility of the custodial parent to instruct their children on a proper response if approached by a non-custodial parent.

G. *FIRST AID PROCEDURES*

Additional information can be obtained from “Emergency Guidelines for Schools” located in the blue emergency bag in the nurse’s office.

Use disposable gloves any time body fluids are involved in care.

1. *ALLERGIES – SEVERE*

A severe allergic reaction (anaphylaxis) can be caused by insect stings, foods, and medications.

Signs of severe allergic reaction are uneasiness, agitation, flushing of skin, rapid pulse, paresthesias, palpitations, pruritus (or itching), throbbing in ears, coughing, sneezing, and difficulty breathing. This may move on to symptoms of shock – pallor, cool moist skin, tachycardia, thready or absent peripheral pulses, reduced blood pressure, and hyperventilation. An epinephrine auto-injector is to be used in the emergency treatment of apparent severe respiratory or acute anaphylactic reactions.

Students with known severe allergies may be carrying their emergency medications or may have them placed with the nurse. These students will have specific orders for administering their emergency medications.

Other students and staff experiencing symptoms of anaphylaxis can be treated using the following procedure and the Epi-pens available in each building. These medications are stored in the blue emergency bag stored in the health office of each building. The location of emergency medications bag is listed on the yellow “Building Medical Emergencies” form posted on every health office refrigerator.

Use Epi-Pen (0.3 mg epinephrine auto-injector) for:

- Middle and high school students and staff
- Students who weigh more than 66 lbs.

Use Epi-Pen (.15 mg epinephrine auto-injector known as “Epi-Pen Jr”) for:

- Elementary and preschool students
- Students who weigh less than 66 lbs.

DO NOT DELAY EPI-PEN ADMINISTRATION TO WEIGH STUDENT.

1. Remove safety cap.
2. Place tip on thigh at right angle to leg. Clothing may be left in place.
3. Press hard into thigh until auto-injector mechanism functions and hold in place for ten seconds. The Epi-Pen unit should then be removed and discarded (in sharps container). Massage the injection area for ten seconds.

Note: Epi-Pen should always be administered to the outer aspect, or lateral thigh area.

911 SHOULD BE CALLED WHENEVER AN EPI-PEN IS GIVEN AND THE STUDENT SHOULD BE TRANSPORTED TO A HOSPITAL!

Do not give any Epi-Pen to a child under 2 years of age – CALL 911.

2. ASTHMA

Asthma is characterized by inflammation of the air passages resulting in the temporary narrowing of the airways that transport air from the nose and mouth to the lungs.

Common triggers for episodes are: allergens such as dust mites, pollen, animal dander, irritants (such as perfumes, smoke, paint fumes), cold air, viral infections, and exercise.

Symptoms of asthma include: wheezing, coughing, tight feeling in chest, and shortness of breath. Symptoms can occur together or separately.

If a student is having breathing difficulties:

- Call for building nurse or escort student to the nurse if symptoms are mild.
- Assist student to rest in a seated position.
- Assist students to use their rescue inhaler (if available).
- Observe student for signs of worsening conditions.
- Notify parent and refer for medical evaluation.

Call 911 if you see ANY ONE of the following emergency signs:

- Child continues to cough, wheeze, or have difficulty breathing despite use of inhaler and/or Epi-Pen.
- Child has trouble walking or talking.
- Child is hunched over struggling to breathe.
- Child’s lips or fingernails are gray or blue.

3. BITES

- a. Insect Bites - Remove stinger, if present, with a scraping motion of the nail. Apply cold, wet compress or ice bag to swollen part. "Sting Kill" ampules or pads, meat tenderizer, or sodium bicarbonate compresses may also be used. Use Epi-Pen/Epi-Pen Jr. as indicated in the “Allergies – Severe” section.
- b. Animal Bites - Wash with clean water and soap for five (5) minutes. Apply an antiseptic, sterile dressing, and contact parent. Report all bites to the school nurse.

4. BLEEDING

Caregiver should put on gloves. Apply dressing. Press firmly and elevate to stop bleeding. Bandage. Secure medical care.

- a. Nosebleeds - In sitting position, with head tilted slightly forward (avoid swallowing blood), apply direct pressure from side of nose toward septum -- steady, firm, and prolonged for five (5) minutes.
- b. Severe Bleeding – Use the Stop the Bleed training to include:

- Direct Pressure
- Pack wound with gauze
- Apply a tourniquet for uncontrolled bleeding that does not stop with other measures

5. BURNS

- Small Area - (0.5 - 4 cm square) when possible, immerse body part in cold water for several minutes. Apply ice bag or cold wet packs to the trunk or face. Do not break blisters.
- Extensive Area - Keep victim in flat position. Apply cold, wet compresses. Keep victim warm. Secure medical help.
- Chemical Burn – Brush off any powder. Wash with warm water from faucet or shower for at least ten minutes. Secure medical help.

- CARDIAC CONDITIONS** (includes murmurs) - Any student displaying difficulty in breathing, a bluish color to lips or face, chest pain, extreme or sudden pallor, profuse perspiration, nausea, or vomiting should be escorted to the nurse at once.

7. CARDIAC AND/OR RESPIRATORY ARREST

Call 911. Begin cardiopulmonary resuscitation. Obtain automated external defibrillator (if available) and use as directed. Seek medical care.

8. CHOKING

If the victim is apparently choking, unable to speak, and has loss of color, apply abdominal thrusts (Heimlich Method). C.P.R. may need to be instituted. Seek medical care.

9. CONTUSIONS (Bruises)

Rest injured part. Apply cold compresses or ice bag for 1/2 hour.

10. CUTS, SCRATCHES, ABRASIONS

Gently cleanse with soap and water. Apply dressing/bandage. Secure medical help if repair appears necessary.

11. DIABETES

A student with diabetes is usually well-informed as to their condition. Snacks are carried and kept in the health room. Please permit the student to eat as needed, i.e., snack in class and/or excused to the health room. Below is some general information concerning two important diabetic conditions. Any diabetic complaining of illness should be ESCORTED to the nurse's office. DO NOT SEND ALONE.

a. Diabetic Acidosis

- Cause: too much food intake, too little insulin
- Onset: gradual
- Physical appearance: extremely ill, skin dry and flushed, intense thirst, dry mouth, may vomit, frequent abdominal pain, exaggerated air hunger (gulping), breath has a "sweet odor".

b. Insulin Shock/Hypoglycemia

- Cause: too little food, too much insulin
- Onset: sudden
- Physical appearance: weak, skin moist and pale, mouth drooling, occasional hunger, respirations normal or shallow, "shaky", may show some confusion.
- *REMEMBER: Even a "regulated" diabetic can react due to system changes due to

- activity, illness, stress, etc. If the treatment of a diabetic is in doubt, feed sugary food or drink.

12. DYSMENORRHEA (Menstrual cramps)

Rest in health room with heating pad or hot water bottle on abdomen for one class period. Refer home if unable to return to class.

13. EARACHE

Put dry cotton in the ear. If pain persists, urge medical care.

14. EYES

Wash with an abundance of tap or distilled water or eyewash. If foreign body is visible, attempt removal with a moist cotton swab. If unable to remove foreign body or other injury is present, cover eye with patch and refer for medical care. If chemicals have splashed in the eye, wash with plain water for 15 minutes.

15. FAINTING OR DIZZINESS

Keep in flat position. Elevate legs, if possible. Loosen clothing around neck. Turn head to side. Keep victim warm. Give nothing to swallow.

16. FEVER

Elevation of 100 degrees or more, refer home for care.

17. FRACTURES

If a possible fracture is suspected, apply immobilization and secure medical help.

18. HEAD INJURIES

Apply ice bag or cold compresses. Keep quiet for 1/2 hour and observe pulse and respiratory rate. Watch for adverse symptoms: Contact school nurse and/or seek medical care.

- Headache
- Loss of consciousness
- Unable to arouse child from sleep
- Vomiting
- Inability to move a limb
- Oozing of blood or watery fluid from nose or ears
- Persistent dizziness
- Unequal pupils or disturbed vision
- Pale color that does not improve
- Notify parent of all head injuries and advise parent to observe the child for unusual symptoms.

19. HEADACHES

Rest with cold compress on forehead. If headache persists, refer home for care.

20. HYPOGLYCEMIA

Symptoms: sweating, numbness, chilliness, hunger, trembling, headache, dizziness, weakness, apprehensiveness, and fainting. Attacks tend to occur a couple of hours after meals, following strenuous exercise, or following stress situations. If any symptoms occur, the student should be escorted to the health room.

21. INSECT STINGS

- Remove stinger by scraping along skin. Do not squeeze stinger with tweezers.
- Cool compresses, no ice.
- May use Sting-Kill pads or a paste of meat tenderizer to reduce pain and swelling.
- Observe student for at least 20 minutes.
- Notify parent.

- A local reaction is one that is limited to the site of the sting and not involving more than two adjacent joint areas.
- A systemic reaction is manifested by rapid extensive swelling, difficulty breathing with wheezing, dizziness, and shock. This constitutes a medical emergency.
 - Give Epi-Pen/Epi-Pen Jr. as needed.
 - Be sure there is an adequate airway/breathing.
 - Call the office immediately for help and inform them emergency medication is needed.
 - Call 911, then parent, and obtain emergency care.

22. LICE

Refer to the nurse or school office when a suspicion exists.

23. MEDICATIONS

Specific medications are not a part of any first aid program and shall not be administered to students by nurses or any other school personnel without a specific, written parent direction, or doctor's order.

24. OPIOID OVERDOSE

As a means of enhancing the health and safety of its students, staff and visitors, the District has available in its buildings doses of an opioid antagonist specifically Naloxone, for emergency use to assist a student, staff member or other individual believed or suspected to be experiencing an opioid overdose. Naloxone is a medication that can reverse an overdose caused by an opioid drug. As a narcotic antagonist, Naloxone displaces opiates from receptor sites in the brain and reverses respiratory depression that usually is the cause of overdose deaths.

The Certified School Nurse (CSN) assigned to each building is the licensed health care professional who will supervise building-level administration of Naloxone. In consultation with the CSN, District and building administration shall identify appropriate employees who will be trained in the use of Naloxone. Training shall include recognizing opioid-related overdoses, administering Naloxone, and properly seeking medical attention. The CSN assigned to each building is the licensed health care professional who will supervise building-level management and administration of Naloxone.

In case of a suspected opioid overdose by a student, employee, volunteer, or visitor, the CSN, Assistant School Nurse (ASN) or Health Room Nurse (HRN) or other properly trained employee shall follow the procedures and protocols outlined in the approved Naloxone training and the instructions in the Naloxone kit. In addition, the following steps shall be taken:

- a. Immediately call 911 for EMS to be dispatched.
- b. Conduct a medical assessment of the patient, checking for signs of opioid overdose.
- c. This assessment should take into account statements from witnesses or family members regarding drug use.
- d. Administer initial rescue breathing (or CPR if needed) as instructed in training.
- e. Prepare and administer Naloxone as instructed in training.
- f. Continue rescue breathing (or CPR if needed) as instructed in training.
- g. Give a second dose of Naloxone in four (4) minutes if no response or minimal breathing or responsiveness as instructed in training.
- h. Place in recovery position as instructed in training.
- i. Stay with the individual until emergency medical help arrives and ensure the patient is being transported to a local emergency room.
- j. Cooperate with EMS personnel responding to the incident
- k. Notify the building administration so as to alert the building crisis response team.

The building crisis response team should be prepared to manage the patient upon withdrawal, as there may be a physical reaction.

25. NAUSEA OR VOMITING OR STOMACH ACHE

Have student rest. If unable to return to class, refer home for care.

26. POISON IVY

Apply cold, wet compresses.

27. SEIZURES

If any student in your class has what appears to be a grand mal (tonic-clonic) seizure, a loss of consciousness and violent muscle contractions, follow the procedure below:

- a. Do not leave the student.
- b. Protect the head to prevent injury.
- c. Turn the head to the side so the airway is clear.
- d. Do not restrict body movements.
- e. Try to prevent arm and leg injury by removing surrounding furniture.
- f. Send someone for the nurse.
- g. Don't panic--a person doesn't die from seizures.
- h. Don't force anything into the mouth. Turning the head to the side should keep the airway open. Petit mal seizures need no assistance. They may be difficult to detect. The student may suddenly appear to not pay (absence) attention, and in several seconds again be in contact.
- i. Note time seizure begins and ends.

28. SORE THROAT

Gargle with 1/3 teaspoon of table salt or baking soda in a glass of warm water. If body temperature is elevated, refer home for care.

29. SPLINTERS

Wash with clean water and soap. Apply antibiotic ointment and bandage. Refer home for splinter removal.

30. SPRAINS

Elevation of injured part. Apply ice bag or cold compresses. Ace bandage for support. Refer for medical care if marked pain and swelling is present.

31. TOOTHACHE

Pressure to cheek with palm of hand. Refer home for dental care.

H. FOOD SERVICES PROGRAMS

The Food Services Program is operated as a partnership between West Shore School District and Sodexo Quality of Life Services, a contracted food services management company. Three Sodexo on-site administrative and support staff manage all facets of the District's Food Services Program under the direct supervision and oversight management of the Director of Federal Programs. All other food service workers are District employees.

The Food Services Program promotes balanced choices with an emphasis on good nutrition and nutrition education as mandated in the Student Physical Activity and Nutrition Policy.

The building principal schedules students for lunch in a manner that allows for efficient and orderly lunch lines with ample time for students to eat. A Point of Sale electronic program operates in all District schools. This program allows parents to prepay lunches and records what students purchase. Lunch tickets are not used. Students may still purchase lunch with cash, but are required to deposit these monies into their account prior to the first lunch period. Breakfast is available daily.

For convenience, staff members may set up accounts and utilize the prepay system. School staff are expected to maintain balances above zero and make payments in full by the end of the week. They may

not use student accounts for their own meals. Staff members who carry negative balances will receive notification of such from the food services department and be asked to satisfy their financial obligation. Information on Point of Sale can be obtained from the food services office.

If employees are interested in using the automatic payment system, the same one parents use to put money on their students' accounts, they may do so. Employees will need to register and create an account at <https://linqconnect.com/>.

I. BREAKFAST PROGRAM

Every school in the District operates a breakfast program prior to the start of the student day. Monthly breakfast menus are distributed indicating the breakfast entrée for each day. The breakfast program is part of the National School Breakfast Program. The Point of Sale prepay system can be used to purchase breakfast.

I. FUNDRAISING (refer to Board Policy 229)

Prior to the initiation of a project, any proposal for fundraising or collection of goods (ex. food or toy drives), by school-sponsored organizations (ex. Student Council), must receive prior written approval by building administration. Fundraising guidelines are found on the District's website.

J. HEALTH SERVICES (Refer to Board Policies 209 and 210)

Certified school nurses promote the optimum health of students and facilitate the students' abilities to achieve their individualized educational goals. The certified school nurses facilitate and monitor student responses to their educational, medical, and family environments and provide health education and health services when appropriate. Certified school nurses assess the nursing/health care needs of students, develop a plan of care, implement the plan, and evaluate the outcome. West Shore School District school nurses are assisted by licensed RNs [Assistant School Nurses or LPNs, (Health Room Nurses)]. Classroom learning and health concerns are to be addressed with the certified school nurse for your building. The provision of these services contributes directly to the students' education and to the successful outcome of the educational process.

Children with special needs may come to school with complex and diverse health care needs and are provided an education in the least restrictive environment. School nurses plan appropriate, specialized health services that assure the child's inclusion in the school environment.

Ill and injured students are cared for by the school nurse, assisted by health services staff. If health staff is unavailable, students should be sent to the principal's office.

Pennsylvania school law requires school nurses to review students' health files to determine if the immunizations required for school admission are complete. If a child's immunization schedule is incomplete, the nurse monitors its completion.

Physical examinations are required for Pennsylvania students in grades K, 6, and 11, and upon original admission. Mandated physicals may be provided by the School District physician for students in need.

Hearing tests are given in grades K, 1, 2, 3, 7, and 10, and to all special needs students annually. Also, hearing screening may be done on referral by teachers or parents.

Vision tests are given in grades K, 1, 2, 4, 5, 6, 8, 9, 10, and 11, and to all special needs students annually, and upon referral.

Scoliosis screening is done at school in grade 7 only.

Dental hygiene service is provided in the elementary and middle school grades and upon referral.

Medications may be distributed to students by West Shore School District employees according to Board Policy 210.

K. *POLICE INTERROGATION OF STUDENTS*

After notifying parents, children may be questioned by police officers at school in the presence of a school administrator. Students should be advised that a parent may, if requested, be present during any questioning if so desired. The exception to this procedure is a probation officer who may question a student on court adjudicated probation without parent permission.

L. *RESPONSE TO MEDICAL EMERGENCY*

Staff members are to follow the building Emergency Operations Plan in the event of a medical emergency. Immediate steps to be taken include:

1. Remain with ill student/staff member
2. Contact school nurse via building system or by student/staff runner
3. Report information to building administration
4. Secure area of emergency, including removing students to another area
5. Accompany student/staff to hospital, if necessary

School office staff should:

1. Ensure information is communicated to building administration
2. Call 911 as directed
3. Ensure emergency responders are escorted to emergency location
4. Have emergency information sheets/cards available for first responders
5. As directed, call emergency contacts
6. Notify Teresa Stoner, Head Nurse @ Cedar Cliff High School

M. *SOLICITATION OF STUDENTS OR PARENTS*

Professional employees of the District will not solicit students, prospective students, or parents to purchase merchandise or services in connection with the sale of which the employee receives personal profit, directly or indirectly. Teachers are not permitted to privately tutor students on school property for personal gain unless said tutoring is connected with Board approved programs. Violation of this policy will result in disciplinary action.

N. *STUDENT ACTIVITIES AFTER SCHOOL (refer to Board Policies 103, 122, 123)*

Teachers may involve students after regular dismissal in accordance with the following:

1. On a voluntary basis, for rehearsal for plays or other activities, students will be informed of the meeting at least one full day ahead of time. Appointments may be initiated by either the teacher or the student. Transportation arrangements must be made with the awareness of the students' parents or guardians.
2. For long-term extra-curricular activities, such as athletics, plays, musicals, etc., schedules will be arranged and posted in such a manner that all concerned can make satisfactory plans.
3. Students who need assistance should be encouraged to use before/after school time for extra help. Remind the student to make arrangements for transportation and to have parental approval.
4. No school-related activities will be scheduled prior to 12 noon on a Sunday without the prior approval of the principal.
5. Rehearsals and practices will not extend beyond 9:00 p.m. unless prior approval of the principal is granted for extenuating circumstances that necessitates the time extension.

6. When a student has a conflict with two extra-curricular activities on any given day, the student should discuss such conflict with both teachers involved. A compromise should be arranged that does not negatively affect the status of the student in either activity.
7. When scheduling activities, teachers shall ensure students are not discriminated against because of their creed or religious obligations.
8. Student Activities Advisors are responsible for collecting the student activity fee.

O. STUDENTS EXPERIENCING HOMELESSNESS AND TRANSITION

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). Initially authorized in 1987, the McKinney-Vento Act was most recently reauthorized in December 2015 by the Every Student Succeeds Act (ESSA). The McKinney-Vento Act is designed to address the challenges that homeless children and youths face in enrolling, attending, and succeeding in school. Under the McKinney-Vento Act, educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services they need to meet the same challenging state academic standards to which all students are held. Additionally, homeless students may not be separated from the mainstream school environment. Local Educational Agencies (LEAs) are required to review and revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success of homeless children and youths in school.

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

Definition:

The McKinney-Vento Act defines homeless children as “individuals who lack a fixed, regular, and adequate nighttime residence.”

This definition includes (but is not limited to) children who are:

- Sharing housing due to economic hardship or loss of housing (e.g., doubled-up)
- Living in motels, hotels, trailer parks, or campgrounds
- Living in emergency or transitional shelters
- Sleeping in places unfit for human habitation (e.g., park benches)
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, etc.

Unaccompanied Youth: Children or youth who meet the definition of homeless and are not in the physical custody of a parent or guardian.

Core Provisions:

Designated District Liaison: Every local education agency (LEA) must designate a liaison for students experiencing homelessness, whose key duties include:

- Ensuring that homeless children and youth are identified and enrolled in school, and have a full and equal opportunity to succeed in school.
 - Assisting with enrollment, arranging for transportation and free meals, and monitoring school attendance.
 - Providing school supplies and other related items so they can fully participate.
 - Assisting with accessing support services, such as tutoring, Special Education, English Language Learning, and other resources.
 - Helping students participate in school activities, field trips, sports, etc.
- Ensuring that homeless children, youth, and families receive referrals to health, dental, mental health, housing, substance abuse, and other appropriate community services.
- Ensuring that unaccompanied homeless youth are informed of, and receive verification of, their status as independent students for college financial aid.

Student Rights:***School Stability:***

- Children and youth experiencing homelessness can remain in their school of origin for the duration of homelessness and until the end of the academic year in which they obtain permanent housing, if it is in their best interest.
- LEAs must make best interest determinations that presume staying in the school of origin is in the best interest of the child or youth; consider specific student-centered factors; prioritize the wishes of the parent, guardian, or unaccompanied youth; and include a written explanation and right to appeal if the LEA determines that school stability is not in the best interest of the child or youth.
- Transportation to the school of origin is required, including until the end of the academic year when a student obtains permanent housing.

School Enrollment and Full Participation:

- Children and youth experiencing homelessness have the right to be enrolled in the school of residence immediately, even if they lack documents normally required at the time of enrollment or have missed application or enrollment deadlines.
- LEAs must develop, review, and revise policies to remove barriers to the identification, enrollment, and retention of homeless students in school, including barriers due to fees, fines, and absences. This includes procedures to ensure that homeless children and youth do not face barriers to accessing academic and extracurricular activities.
- If a dispute arises over eligibility, school selection, or enrollment, the child or youth must be immediately enrolled in the school in which the parent, guardian, or unaccompanied youth seeks enrollment, pending resolution of the dispute, including all available appeals.

Additional Rights:

- Free lunch and breakfast (if applicable).
- Free school supplies and uniforms (if applicable).
- Educational resources and support services to help children and youth experiencing homelessness achieve academic success.

The district's homeless liaison is Shannon Murphy, Assistant Director of Student Services. She can be reached at smurphy@wssd.k12.pa.us or (717)-938-9577.

P. SUMMER SCHOOL (refer to Board Policy 124)

The West Shore School District provides remedial summer school for elementary, middle and high school students as well as several opportunities for enrichment. Most courses for secondary students are offered online through EXCEL as well as select courses via Schoology. Summer school monitoring positions are announced each spring.

Q. USE OF SCHOOL FACILITIES (refer to Board Policies 707, 710, and 129)

Staff will not use District property to provide private lessons to students when a fee is charged to the student, family, or other source. Staff will inform the building principal of their interest in using school facilities outside regular school hours and receive approval of the principal prior to any arrangements with students.

V. INSTRUCTIONAL INFORMATION***A. CLASS INTERRUPTIONS***

Every effort should be made to minimize class interruptions. In cases of emergency, classrooms may be interrupted. Notices and teacher information should be made by bulletin board postings, mailboxes, or email.

B. CRITERIA FOR ACADEMIC CONTRACTS (refer to Board Policy 118 for recent updates)

A student may receive approval for an academic contract to extend the learning experience begun in the classroom, to develop judgment and self-reliance in the conduct of the student's own learning experience, to relate the school world to the world of work, or to demonstrate achievement as a result of independent study. Guidelines and criteria for academic contracts are noted as follows:

1. A student must maintain a minimum GPA of 86% in their total academic program.
2. A student must maintain a minimum level of 86% in the subject area for which contracting is requested.
3. Recommendation of the classroom teacher in the present level with demonstrated competence to succeed in contracting is required.
4. Contracting may occur in an elective area where there is no present level. In this case, the recommendation of two (2) core subject teachers is needed to establish demonstrated competence to succeed.
5. Approval of the building principal and the Director of Secondary Education must be obtained.
6. After approval, the contracting teacher will become totally responsible for the terms of the contract, including submitting the final course grade prior to leaving school at the end of the contract period. The grade will become part of the student's permanent record.
7. An academic contract will include:
 - a. Dates for completion of assigned activities.
 - b. Schedule for progress review and forms of assessment.
 - c. Specific activities/procedures.
 - d. Course objectives as defined in Instructional Design.
 - e. Supplementary activities.
8. Academic contract forms are available from the guidance department in each high school. Students should complete the application with the participating teacher and submit it to the building principal for approval. The principal will forward the application to the Director of Secondary Education.
9. Contracting will only be considered in cases where scheduling cannot meet the student's needs. Contracting can occur over the summer if student needs cannot be met through the summer school program.
10. Any costs associated with an academic contract will be the responsibility of the student/parent unless otherwise approved by the administration.

C. EQUIPMENT (Refer to Board Policies 610 and 701)

Equipment is purchased by the District through quotation or via bid awards.

As equipment becomes obsolete, or is no longer needed, it is disposed of in the following ways, directed by Board notification:

1. Traded on new equipment
2. Public sale
3. Private sale
4. Sealed quotes
5. Discarded

D. *GROUPING OF STUDENTS*

Students are grouped heterogeneously in the elementary schools. Instructional grouping for various subjects, such as reading and mathematics, is practiced. At the middle school, students are grouped both homogeneously and heterogeneously. This may vary from subject to subject. At the high school level, ability grouping is used in recommended subject areas. Student choice of program effects grouping at the high school level.

E. *GUIDELINES FOR FOREIGN EXCHANGE STUDENTS*

1. Each high school will be affiliated with organizations that do not charge the host school a fee to place students and demonstrate a reputable screening process in placing students. Foreign exchange students requesting a placement must score satisfactorily on the ELT's to be considered for admittance. This test must be supplied by the sponsoring organization.
2. The number of foreign exchange students is limited to a maximum of eight (8) students per academic year. The number of foreign exchange students admitted to each high school of the District is limited to three (3) per academic year, with two (2) additional slots available on a first come/first serve basis to be determined by the administration.
3. The international exchange student shall be treated similarly to District students regarding school regulations, benefits, activities, or special events. Grades will be given in the same manner as other students, but the exchange student will not be considered in class rank.
4. The students should be encouraged to select courses in American literature, U.S. history, economics and government, or any other courses that would be of special interest; however, beyond the necessity of taking required college preparatory courses, the student should be allowed freedom of curriculum selection.
5. The exchange student, who meets age and grade qualifications, including appropriate credits for senior placement, shall be classified as such by the student and/or his host family. Such students may qualify for commencement exercises and will be awarded a diploma.
6. Exchange students who do not meet graduation requirements or who are placed for less than the full school year shall be issued a Certificate of Attendance. The responsibility for final evaluation based on interpretation of individual cases rests with the high school principal.
7. The exchange student is encouraged to participate in extra-curricular activities and out-of-school groups; such as church and civic groups and clubs. Students are permitted to participate in varsity and/or intramural athletics. Exchange students are also urged to participate in trips which might be part of the class in which the student is enrolled.
8. The exchange student and/or the host family must be responsible for lunch money; school memorabilia (class ring, yearbook, announcements, etc.); all activities, such as dances, class trips, etc., and senior pictures if the exchange student wishes to participate in and/or purchase them.
9. Exchange students will be accepted with the understanding that the District may expect the sponsoring organization to relocate the students to another district upon request of the Administration if circumstances warrant.

F. *HOMEWORK GUIDELINES (Refer to Board Policy 130)*

Each student shall be responsible for completing homework assignments as directed. Homework shall complement classroom instruction and be planned and evaluated with respect to its purpose, appropriateness, and completion time. The demand of homework upon the students' time shall be consistent with the best interests of the students in regards to other valuable experiences to be gained outside of school. Homework time, daily goal:

1. 10 minutes in kindergarten and grade 1
2. 15-45 minutes in grades 2 through 6
3. 45-60 minutes in grades 7 through 8
4. 60-90 minutes in grades 9 through 12

Homework shall not be assigned as a form of punishment.

G. *INSTRUCTIONAL MATERIALS, TEXTBOOKS (Refer to Board Policies 108 and 109)*

Textbooks at all levels are reviewed by teachers involved in teaching the course for which the text will be used. Those books that are of most interest to the committee are sent to the Assistant Superintendent for a readability evaluation.

The textbook and the textbook adoption forms are submitted to the Assistant Superintendent by the end of February. Following this review of the materials, recommended textbooks are submitted in April of each year to the Board of School Directors for final approval.

Obsolete or outdated textbooks will be reviewed annually and disposed of pursuant to the following priority:

1. Sale to commercial used-book companies through quotation.
2. Placement in West Shore School District classrooms as supplemental materials.
3. Student/teacher/parent fair giveaway.
4. Donation to private schools, churches, etc.
5. Disposal of textbooks through District recycler.

Funds received from the sale of outdated textbooks will be deposited in the District's General Fund. The disposition of outdated textbooks will be managed by the Assistant Superintendent.

H. *INSTRUCTIONAL PLANNING (refer to EPP Manual)*

The following guidelines should assist teachers in instructional planning:

1. *PURPOSE*

Proper lesson planning is essential to the effective delivery of instruction and student success. Lesson plans are intended to serve as a daily guide for the orderly presentation of the curriculum by both classroom teachers and substitutes.

2. *RESPONSIBILITY*

All classroom teachers in the District are required to utilize lesson plans for their respective class assignments and curriculum. These plans shall guide presentations which lead to mastery and transfer of concepts and skills identified in the curriculum.

3. *GUIDELINES*

Lesson plans for the weekly period beginning Monday and ending Friday, are to be prepared at least one week in advance and must be readily available and easily accessible to the building administrator. The District shall maintain an Educators' Performance Plan that provides lesson plan guidelines and expectations for professional staff.

Lesson plans will be completed so that they can be followed by a substitute teacher. Plans will be coherent, relevant, and sequential; they will include enough activities to maximize the use of allocated instructional time, reflect a variety of instructional strategies, and address students' learning needs.

It shall be the building administrator's responsibility to monitor, review, and ensure the implementation of these plans.

Classroom teachers will also maintain and have available in their classrooms a substitute folder containing alternative lesson plans and other essential information (daily class schedule, duty assignments, emergency information, class rosters, etc.)

I. INSTRUCTIONAL TIME FRAME

ELEMENTARY SCHOOL

1. The elementary school instructional day is standardized throughout the District as follows:

K-4:

- Classroom instruction 5 hours, 45 minutes
- Lunch period 30 minutes
- Recess 30 minutes
- Total Daily: 6 hours, 45 minutes

5-6:

- Classroom instruction 6 hours
- Lunch period 30 minutes
- Recess (maximum) 30 minutes
- Total Daily: 7 hours

2. The kindergarten day is standardized at 2 hours, 45 minutes.
3. The charts below provides time frames for instruction per six-day cycle. Flexibility is given to the teachers/administrator to determine the frequency of class periods per cycle and to adjust daily teaching times within curricular areas to meet the students' needs. Time frames are specified by subject area clusters.

Primary (K-4)

8:50-3:35; K- 8:50-11:35; 12:50-3:35	Time Allocations				
405 minutes; 165 minutes (K)	K	1	2	3	4
Positive Behavior Intervention and Support (PBIS)	15	15	15	15	15
ELA	75	135	135	135	135
Math (K will add time on no-special days)	45	75	75	75	75
SS/SC (K will integrate during ELA)		30	30	30	30
Intervention/Enrichment		45	45	45	45
SPECIALS (Kindergarten - 3 times per cycle, 1st-4th - 5 times per cycle)	30	45	45	45	45
Lunch/Recess		60	60	60	60
Total	165	405	405	405	405

Intermediate (5-6)

8:10-3:10	Time Allocations	
420 minutes	5	6
Homeroom	15	15
ELA	76	76
Math	76	76
Science	38	38

Social Studies	38	38
Workshop (ELA, Math, PBIS)	38	38
Intervention/Enrichment (WIN)	41	41
Specials (6 times per cycle)	38	38
Lunch/Recess	60	60
Total	420	420

The grade 6 physical education includes a swimming and boating unit.

J. *ONLINE LEARNING – EXCEL VIRTUAL LEARNING ACADEMY*

In concert with the Capital Area On-line Learning Association (CAOLA), the West Shore School District has established an on-line learning program. Within this program, select students are able to access and complete approved online courses.

K. *PROMOTION, RETENTION AND GRADUATION POLICY*

1. *PRIMARY & INTERMEDIATE SCHOOLS (refer to Board Policy 215)*

- Decisions concerning the promotion of a student must be made on a variety of academic and social grounds. The decision to retain a student will only be made as a last resort in helping a student succeed.
- Most students should not spend more than eight (8) years in kindergarten through sixth grade.
- School personnel will convey to parents the placement that they perceive to be in the best educational interest of the student.
- Decisions regarding retention will be reached cooperatively among all persons connected with the situation (teachers, administration, parents, and counselor).
- No student may be retained in grade without exhausting the Multi-Tiered System of Support (MTSS) process. If consensus cannot be reached among the team-discussing placement, the building administration retains the final right to make decisions regarding the student's placement.

2. *MIDDLE SCHOOL (Refer to Board Policies 213 and 215)*

The academic courses for each grade level follow. The number to the right of the academic area indicates the number of meetings per six-day cycle:

<u>Subject</u>	<u>Grade 7</u>	<u>Grade 8</u>
Academic Advisory	3-6	3-6
*Art	6	Elective
Computer	3	3
*Health	6	Elective
Language Arts	9	6
Math	9	6
*Music	6	Elective
Physical Education	3	3
Science	6	6
Social Studies	6	6
*Technology Education	6	Elective

*Art, Music, Technology Education, and Health are offered on a quarterly basis in grade 7 and on a semester basis for grade 8 as an elective three times per cycle.

MIDDLE SCHOOL RETENTION (refer to Board Policies 213 and 215)

Most students should not spend more than three years in the middle grades (7-8).

- a. Decisions concerning the promotion of a student must be made on a variety of academic and social grounds. The decision to retain a student will only be made as a last resort in helping a student succeed.
- b. School personnel will convey to parents the placement that they perceive to be in the best education interest of the student.
- c. Decisions related to retention in middle school shall be made by the building administration based on the input obtained from the teacher team in cooperation with the guidance department, District administration, and parents/guardians. The following criteria shall be used as a guide:
 - Academic performance
 - Age and maturity of student
 - Aptitude for achieving at next grade
 - Achievement test scores
- d. Regardless of promotion or retention, there should be close cooperation among the parents/guardians, the teachers who taught the student and the ones who receive them. The insight gained by the teachers who had the student should not be discarded when the student leaves those teachers but be shared with the new team of teachers. Information from the parents/guardians shall always be considered and factored into such a decision.

3. HIGH SCHOOL

a. GRADE LEVEL PROMOTION

Students in grades 9, 10, and 11 are required to sign up for six (6) credits per year. To be promoted from one grade level to the next, students must earn the following credits:

- Five (5) credits to move from freshman to sophomore status
- Ten (10) credits to move from sophomore to junior status
- Sixteen (16) credits to move from junior to senior status (credits must be earned prior to the senior year)

All 22 credits must be earned prior to graduation to participate in graduation ceremonies.

b. GRADUATION (Refer to Board Policies 213, 215, and 217)

To be graduated and receive a diploma, a student must meet the following criteria:

- Students must earn the required number of credits in the curriculum areas stipulated in Policy 217 Graduation Requirements.
- Demonstrate proficiency in each content area required by the Commonwealth of Pennsylvania. Proficiency will be demonstrated by passing the appropriate Keystone Exams, Advanced Placement (AP) Exams and/or approved project-based assessments.

Curricular Area	Planned Courses	Credits for Graduation
English	4	4.00
Social Studies	3	3.00
Science	3	3.00

Mathematics	3	3.00
Health/Phys. Ed. (Wellness/Fitness)	3	1.50
Personal Finance	1	.5
Electives	Variable	7.00
TOTAL		22.00
Three-Year Vo-Tech Total		22.00

4. **MAKE-UP OF FAILURES**

Failures are to be made up in summer school if the course is offered. Only a course in which a student achieves a final grade of 50% or higher can be made up in summer school without administrative approval. Required subjects must be repeated if failed. If needed, elective subjects may be made up to fulfill prerequisites or achieve additional credits. Senior year exceptions, with prior administrative approval, will be considered.

Subjects failed by underclassmen in the fall semester may be repeated during the spring semester of the same school year with administrative approval. Successful summer school efforts will allow the student to stay on track toward graduation.

Additionally, students may also repeat courses passed with a grade of 70% to 76%. Students repeating courses because of failure or because they have received a grade of 70% to 76% will receive both grades on the report card and transcript for ranking purposes. Only one (1) credit will be awarded for a given course.

5. **CLASS RANKING**

All District courses will be counted in arriving at a student's class rank times course weight. Rank is determined by total quality points (subject final average times subject credit yields quality points) divided by total credits yields grade point average for ranking.

L. PROVISION FOR SUBSTITUTES

A teacher who is unable to be at school because of illness or other reasons shall create the necessary absence in Aesop for the day's absence. If the teacher has missed the cut-off time for creating an absence for that day, he/she will need to notify the building administrator so the absence may be created in Aesop and a substitute secured.

M. REPORT CARDS AND PROGRESS REPORTING

1. **ELEMENTARY SCHOOL (refer to Board Policy 213)**

Primary Schools (Grades K-4)

- Report cards are issued three times yearly covering approximately 60 school days.
- Grades are entered into PowerSchool on a regular basis throughout each trimester.
- All teachers shall retain records of student grades for one (1) year following the close of the school year.

Primary school teachers in grades K-4 implement standards-based grading and reporting. Student performance based on PA Core Standards will be evaluated using the following criteria:

- 1 - Emerging
- 2 - Progressing
- 3 - Proficient

Students with Individualized Education Plans (IEP's) will receive accommodations and modifications for grading as determined by their IEP team. IEP progress reports with information pertaining to student specific goals will be issued with their report cards.

Intermediate Schools (Grades 5-6)

- a. Intermediate school teachers in grades 5-6 will implement traditional, percentage-based grades and reports.
- b. All teachers shall retain records of student grades for one (1) year following the close of the school year.

GRADING KEY

A	93 - 100%	Excellent
B	86 - 92%	Good
C	77 - 85%	Average
D	70 - 76%	Poor, but Passing
F	Below 70%	Failure
I		Incomplete
NG		Not Graded
P/NP		Pass/Not Passed

Students with Individualized Education Plans (IEP's) will receive accommodations and modifications for grading as determined by their IEP team. IEP progress reports with information pertaining to student specific goals will be issued with their report cards.

2. SECONDARY SCHOOLS (Grades 7-12) (Refer to Board Policy 213)

- a. Report cards will be issued four (4) times during the year.
- b. Percentage grades are to be entered by the classroom teacher.

GRADING KEY

A	93 - 100%	Excellent
B	86 - 92%	Good
C	77 - 85%	Average
D	70 - 76%	Poor, but Passing
F	Below 70%	Failure
I		Incomplete
NG		Not Graded
P/NP		Pass/Not Passed

- d. All teachers shall retain the records of student grades for one (1) year following the close of the school year.

INCOMPLETE GRADES

May be given under unusual circumstances such as illness, death in family, or any other occurrence where, in the teacher's judgment, postponing a mark may be justifiable. In such a situation, the pupil should understand that the work must be made up and a grade established within a reasonable amount of time. No student will have Honor or Distinguished Honor Roll status if an Incomplete is recorded.

NOT GRADED

At the discretion of the building administration, a grade of Not Graded may be used only when a student's medical condition prohibits him or her from participating in any manner in physical education. A grade of Not Graded shall be given for one (1) marking period only. A grade of Not Graded, in unique circumstances, may be assigned to other courses, for one (1) marking period only, when a student's medical condition(s) prohibits any reasonable accommodation being made. There is no expectation that work be made up or alternative assignments made when a grade of Not Graded is assigned.

PASS/NOT PASSED

Students will receive percentage grades in most courses. Any course(s) designated as pass (P) or not passed (NP) will affect honor roll status only in the case where a "Not

Passed” may exclude the student from the honor roll. A grade of “Pass” is not factored in the honor roll percentages.

h. High School Grading:

- Mid-term and final exams may be given in any course(s) and will count as 1/7 of the final course grade.
- A number of high school courses will be weighted as approved by the Board during the annual course selection approval process.
- The grade recorded on the report card is the actual earned grade, not the weighted grade value. Weighted value calculation is used for determination of grade point average, not for honor roll calculations.
- Grades awarded to high school students from other school districts, charter schools including cyber charter schools or private or parochial schools will appear on student transcripts as P (pass) or NP (not pass) based on the previous institution’s grading scale. Credit towards graduation will be awarded. Cumulative grade point average and class rank will be calculated based on courses taken only in the West Shore School District.

i. Students with Individualized Education Plans (IEP’s) will receive accommodations and modifications for grading as determined by their IEP team. IEP progress reports with information pertaining to student specific goals will be issued with their report cards.

j. Students in Middle School (7-8) and High School (9-12) who receive instruction in an alternate curriculum will receive a pass/no pass grade in their core classes and a letter grade in encores/electives, unless otherwise determined by the IEP team.

k. There will be two types of honor rolls at the secondary level:

- DISTINGUISHED HONOR ROLL
 - 93% average (all subjects).
 - No grades below 86%
- HONOR ROLL
 - 86% average (all subjects).
 - No grades below 77%

N. SCHOOL DAY (refer to Board Policy 804)

KINDERGARTEN	(a.m.) (p.m.)	8:50 a.m. - 11:35 a.m. 12:50 p.m. - 3:35 p.m.
ELEMENTARY SCHOOL (K-4)		8:50 a.m. - 3:35 p.m.
INTERMEDIATE SCHOOL (5-6)		8:10 a.m. – 3:10 p.m.
MIDDLE SCHOOL (7-8)		7:32 a.m. - 2:40 p.m.
HIGH SCHOOL (9-12)		7:32 a.m. - 2:40 p.m.

O. SUPERVISORY RESPONSIBILITIES

1. Teachers will be in their assigned rooms in the morning before the time for school to start, as determined by the building administration and at all other times when the teacher's presence is essential to establish and maintain a safe and orderly environment.
2. At no time are students to be left unsupervised.
3. Teachers will insist on appropriate behavior and maintain an organized learning

environment at all times.

4. Money and valuables must not be left in rooms. All monies are to be stored in the building vault or in the main office.
5. All announcements to be made over the public address system must be in writing and sent to the office well in advance of the required announcing time. Administrative approval of all announcements is required.
6. Teachers will check library rules and see that students understand their responsibilities with regards to them. Only by cooperation between student and teacher will it be possible to realize the greatest benefit from the library.
7. A teacher responsible for a group rehearsal, meeting, decorating for an event, or any other purpose must meet with and supervise such groups or arrange for adult supervision. The principal must be notified in advance about the use of the building and necessary arrangements that have been made. At no time are students to be left unsupervised.
8. Teachers will adhere to building and classroom security procedures regarding the locking of doors. Classroom doors are to be kept locked at all times, whether the room is occupied or vacant. Teachers will straighten desks, lock the doors and windows, and otherwise leave their rooms in good order when leaving for the day.
9. Teachers will check room temperatures and air freshness at regular intervals and report to the office any unsatisfactory conditions beyond their control. Where applicable, windows may be opened to relieve an overheating situation only if the temperature on the room thermostat exceeds 75 degrees and the problem has been reported to the principal's office.
10. Teachers will adhere to all building security guidelines and procedures at all times.

P. TEXTBOOK INVENTORY GUIDELINES

1. Only non-consumable textbooks are maintained on the textbook inventory. The inventory is housed on Google Docs and maintained by the assistant principals at each level.
2. Copyright dates are kept up-to-date. These must be checked especially when additional copies of a previously adopted text are purchased.
3. Additional copies of textbooks will be stored at the appropriate buildings. When there is a need for an additional text, teachers are to file a request with their building principal or their designee. In like manner, all surplus texts are to be returned to the building principal. Each building librarian will assist the principal with the inventory and distribution of overage textbooks that are housed in each building's secure area.
4. If non-consumable textbooks are lost, the teacher is to report this to the building principal.
5. Assistant principals maintain a list of textbooks and the numbers we have.

Q. TITLE I PARENT AND FAMILY ENGAGEMENT (refer to Board Policy 916)

The West Shore School District, in compliance with Title I guidelines, includes parents and teachers in the programs at the elementary level in the following ways:

1. Notification is sent to parents prior to September 30 that their child has been selected to participate in Title I along with the reason(s) for their child's selection.

2. Parent conferences are held at the end of the first marking period to inform the parents of the objectives of the child's Title I program and the achievement of the student. Student progress forms are sent to parents as necessary during the remaining marking periods. Additional conferences are arranged during the year. In-home conferences are conducted as needed.
3. Title I parent clinics are held throughout the school year to apprise parents of current practices in education. Materials and training are provided to parents to enable them to work with their children at home to improve academic achievement. Teachers and administrators are encouraged to plan and participate in these clinics. Parents who live in the District, but whose children attend nonpublic schools rather than the District's Title I schools, are welcome to attend these clinics.
4. Prior to September 30, each Title I school shall jointly develop with, and distribute to, parents/guardians of Title I children a written parental and family engagement involvement policy which meets the requirements of the law.

R. *TITLE I PROGRAM*

Title I is a federally funded supplemental education program providing financial assistance to local education agencies to improve opportunities for educationally deprived children. Title I programs are designed to help children meet the Pennsylvania Core Standards in reading, writing, speaking, listening, and mathematics. At the present time, the West Shore School District's Title I program may provide additional reading/math services to those students in grades kindergarten through six who are demonstrating greatest need. Students qualify for the Title I program through multiple evaluation measures. In Schoolwide Title I programs, all students in grades K-6 are eligible to participate in Title I programs. In Targeted Assistance programs, students must qualify based on assessment data for eligibility to participate in Title I programs. Additionally, students living at the United Methodist Home for Children and those students who are homeless are eligible for Title I Services.

The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance. The principal of each school served under Title I shall build the schools' and parents'/guardians' capacity for strong parental and family engagement by providing outreach to all parents and family members, and will Jointly develop with, and distribute to, parents/guardians and family members of Title I children a written Title I parent and family engagement policy. The District will hold its annual Title 1 District Advisory Council meeting in the Spring with the Directors of Elementary Education and Federal Programs, school administrators, literacy specialists, and Title I parents/guardians and family members to plan for the upcoming school year and assess the existing Title I program. At the annual meeting, the Title I budget is discussed or planned, the District's Title I Parent and Family Engagement Policy and School-Parent Compact are reviewed, and assessment data, innovative ideas for parent involvement, and components of the Title I program are shared. A speaker or activities involving students may additionally be featured at this meeting. All teachers, parents/guardians, family members, and administrators from Title 1 schools are encouraged to participate in the Title I DAC meeting.

Please contact the Director of Elementary Education or Director of Federal Programs for more information.

S. *TITLE III*

Title III is a federally funded supplemental education program that provides financial assistance to local education agencies to improve learning opportunities for English Learners (EL). It supports the existing English Language Development (ELD) program.

English Learner students are identified as part of the standard enrollment procedures for new WSSD

students using the Home Language Survey. Once students are identified, a language proficiency level is determined and students are properly placed in an ELD curriculum according to the results of the assessments. High school students requiring direct instruction usually attend Cedar Cliff. Middle school students attend New Cumberland Middle School. Intermediate school students attend Fairview or Old Trail for direct instruction. Primary students attend Fishing Creek, Highland, Hillside, Rossmoyne, or Washington Heights for direct instruction. The ESL teachers work with staff in their assigned buildings to help with the integration process and to help classroom and content area teachers make accommodations for these students as needed.

A District ELD curriculum is in place and EL students are afforded the same educational and student service opportunities, including extra-curricular activities, as for all West Shore School District students. Specific criteria have been established to place students in the ELD program and to exit them from the program once appropriate proficiency levels in English have been demonstrated. Frequent classroom and content area progress checks are followed through the ELD teachers. Students are monitored for a period of four years to ensure progress is maintained before they are completely exited from all services.

All teachers have a responsibility to adapt/modify the delivery of content and assessments based on the language proficiency levels and the Pennsylvania English Language Development Standards Framework for ELs.

A Title III District Advisory Council is in place to help provide two-way communication between school personnel and community, to assist in the evaluation of ELD programs, to encourage volunteerism, and to provide input on community resources and effective utilization of federal funding. Translators and interpreters are available as needed through volunteers, various groups and organizations, and Language Line.

WEST SHORE SCHOOL DISTRICT

AED Defibrillator & Stop the Bleed Kit Locations

Stop the Bleed Kits can be found in the main office area of each school building.

Additionally, all schools have Stop the Bleed Kits in each classroom.

Building/Facility	Location
Cedar Cliff High School	Athletic Training Room (2 one travels with trainer) Outside Auditorium Outside Cafeteria 1 st and 2 nd floor hall between Planetarium and Main Building
Red Land High School	Athletic Training Room (2 one travels with trainer) Main Gym Main Office Library Field House (outside)
Allen Middle School	Outside the Main Office
Crossroads Middle School	Outside Nurse's Office Rear Lobby at Entrance of Cafeteria
New Cumberland Middle School	Outside the Auditorium and Outside the Gym Lobby
Fairview Intermediate School	Outside Main Office
Old Trail Intermediate School	Outside Main Office
Fishing Creek Elementary School	Outside Office in Hallway
Highland Elementary School	Main Hallway between Gym and Cafeteria
Hillside Elementary School	Outside Gym and Cafeteria
Newberry Elementary School	Outside Main Office
Red Mill Elementary School	Main Office and Hallway Outside of the Gym
Rossmoyne Elementary School	Hallway by Nurse's Office
Washington Heights Elementary School	Main Lobby by Main Office
Administration Center for Education	Hallway outside Print Shop with Stop the Bleed Kit
Transportation Center	Hallway over the Water Fountain
Lowther Field	Concession Stand*
Red Land Soccer Field	Concession Stand*
Natatorium	Pool Deck
West Shore Stadium	Ticket Booth #2* Stop the Bleed kit in Main Concession

**AED is brought in over the winter months when facility is not in use.*



ONLINE ENROLLMENT & WEB ACCESS GUIDE



**West Shore School District
403(b) Plan**

Plan Participation Benefits & Options

Plan Features

The 403(b) program is designed to offer a broad range of quality mutual funds and annuities that provide an opportunity to build a diversified retirement plan portfolio. Program options may include:

Online web enrollment, view account balances, monitor transaction history, and download administrative forms. Update personal information, perform transactions or request an exchange of dollars between mutual funds. Generate transaction approval certifications for loans, transfers, and distributions.

Plan Participation

Once you enroll in the program, contributions are withheld from your wages and forwarded to the investment provider that holds the investments for your Plan. The following contributions may be applied to your account:

Pre-Tax Salary Deferrals: These contributions are withheld from your pay before federal income taxes are applied.

Roth Salary Deferrals: These contributions are withheld from your pay after federal income taxes are applied. The maximum amount you can contribute is computed on a calendar year basis and is established by the IRS from year-to-year. Information is posted to the Plan website when limits for the upcoming year are announced. For 2023, the limit on traditional deferrals is \$22,500.

In addition to the standard deferral limits, employees who will have reached 50 years of age before the end of any calendar year are eligible to make an additional "catch-up" contribution. This amount may also vary from year to year and the limit will be announced along with the maximum deferral limitations described above.

Rollovers: You may also rollover an eligible rollover distribution into the West Shore School District 403(b) Plan. Before you can complete an incoming rollover to this Plan, however, you must first receive an approval for the monies to be applied to your account. A PenServ representative will be able to assist you in this process.

Distributable Event

Participants who are eligible for a distribution from the Plan should complete an application and submit the form to the Plan Administrator for approval. Distributions that meet IRS requirements for payment are generally processed within 2 business days from receipt of an approved application in good order.

Participant Loans

If an employee meets certain requirements, the program offers the option to receive a loan from the Plan. Issuance of a new loan is contingent on receipt of information from current and prior investment providers. Loan requests that meet IRS requirements are generally approved within 3 business days from receipt of information required from investment providers. Please allow sufficient time for vendors to respond with required information. Loans must be repaid or the outstanding balance may become taxable upon default and future loans may be prohibited until repayment.

Note: Check with your investment provider to determine if loans are permitted from your vendor account.

Online Plan Access

Once you have enrolled in the Plan, you may view your account balances, modify your choice of investment providers, monitor contributions, and initiate investment transactions.

Web Access: <http://www.penserv.com/login>

Plan Enrollment

Employees can enroll in the Plan using the attached Plan Access Code.

Any employee who is employed may participate in the Plan. Salary deferral information will be provided to your employer for entry into the payroll system subject to employer guidelines.

Enrollment in the Plan is a two-step process. In addition to making a salary deferral election and selecting a company to receive your contributions, you will need to complete the necessary documentation required by the selected investment provider. You should immediately contact a vendor representative for assistance in establishing your investment account if such an account does not currently exist. Failure to establish a contract or custodial agreement with your selected vendor may prevent timely investment of your funds.

For further information on the enrollment process, you may contact the PenServ office listed below.

Contact for Further Information

PenServ Plan Services, Inc.

Website: <http://www.penserv.com>

Phone: (800) 849-4001

Fax: (803) 791-5925

Mailing Address: P.O. Box 3109 I West Columbia, SC I 29171

Email: 403bservice@penserv.com

Vendor Options

The 403(b) Plan is offered to West Shore School District employees as an opportunity to supplement their retirement program with salary deferrals contributed to a choice of annuity contracts or mutual fund products.

Enrolling in the 403(b) Plan is a two-step process for participants:

Step 1: You should review the list of available investment providers and select an active vendor from the list below. If you do not currently have an account with the vendor you selected, contact a representative who will assist you with the necessary documentation required to establish an account with the investment company.

Step 2: Enroll in the Plan. Elect a salary deferral amount and designate your selected vendor using the enrollment steps provided in this document. Failure to establish a contract or custodial account with your selected vendor may prevent timely investment of your contributions.

The following investment providers have been approved to accept contributions for the plan. Contributions cannot be accepted by any other company.

Active Vendor Name	Investment Company Contact
Ameriprise Financial Services Vendor Plan Number: 1832	Phone (800) 862-7919 http://www.ameriprise.com
Equitable Vendor Plan Number: 826087	Kyle Bickley, Equitable Phone (267) 825-1269 or (717) 560-2000 Kyle.bickley@equitable.com Phone (800) 628-6673 http://www.equitable.com
Franklin Templeton Bank & Trust, F.S.B. Vendor Plan Number: 61087	Lucas Craig, Kish Financial Solutions Phone (717) 607-1344 lcraig@financialguide.com
Horace Mann's Retirement Advantage Vendor Plan Number: 59a957	Phone (844) 895-0980 www.horacemann.com/retirementadvantage
Kades-Margolis Vendor Plan Number: 479	Michael Lynch, Kades-Margolis Phone (717) 319-4409 mlynch@4kmc.com
Security Benefit Vendor Plan Number: O17338	Phone (800) 888-2461 http://www.securitybenefit.com
Vanguard Investments Vendor Plan Number: V10102290	Phone (800) 569-4903 https://vanguard403bservices.com/application

For additional information or for assistance with this process, please contact PenServ
Plan Services, Inc. at:
Phone: 800-849-4001 I Email: 403bservice@penserv.com
Mailing Address: P.O. Box 3109, West Columbia, SC 29171

Enrollment & Using the Plan Website

Welcome to the West Shore School District 403(b) Plan. Enrollment in the plan is easy. You simply need to follow the instructions prompted on the Plan's web page. The website is supported by programs designed to protect your personal information. The system recognizes upper and lower case characters; therefore, if you enter capital letters in your User Name or Password the same upper or lowercase will be required each time you enter the information.

Plan Website Address: <http://www.penserv.com/login> and select: First Time Visitor?

Enrollment Process

Enter: Your Social Security Number

Enter the Plan Access Code: wsho7534

Step 1 Enter your personal information.

Items marked with an asterisk (*) must be completed before you can proceed to the next step.

Username Information: This information is used to access your account, direct transactions and invest your contributions. The system is designed to protect your personal information; the codes you enter here should not be shared with another individual. For security purposes, you may not use sequential numbers or letters (i.e. 123 or abc), your name, Social Security Number, or symbols (i.e. @, !, &).

Verification Question: This code is used as an identifier in case you forget your account password or need assistance from a participant services representative.

Email Address: Required for communication purposes and notification of changes applied to your account.

Step 2 Deferral Elections.

This window allows you to select the amount to contribute each pay period. Annual limitation information is also provided. Select "Change" from the Action drop down list to indicate you are entering a deferral amount. Enter the Pre-Tax Contribution amount to be applied to each paycheck.

Step 3 Select investments for your new contributions.

The investment election percentages you enter will be applied to the Money Source you selected. Please note that once you have completed the enrollment process, you can always change your investment election percentages.

Step 4 Review and confirm your entries.

Please review the information you provided for the Plan. Be certain you check the entries carefully; the data will be used to establish permanent plan records and access to your account.

Congratulations! Your enrollment is complete.

You may access your account through the Plan's website (displayed above) at any time using your Username and Password. If you elected to receive email confirmations, you will receive confirmation of your enrollment at the email address entered during the Enrollment Process.

Important Security Information

The Password you have entered for your account is secured by the system and should be protected and not shared. Anyone requesting access to this information will be denied unless the information you have entered can be provided.

Enrollment Information Worksheet

The following information will be required to logon to the website: <http://www.penserv.com/login>

User Name

This is a 6 - 12 character alpha-numeric field that you use when you logon to the website. It is established during enrollment on the website. This information should remain confidential as it permits access to your account and personal information.

Password

A 6 - 8 character field that works in conjunction with your User Name to protect the security of your account.

Verification Question

This is a question you will be asked to answer if you forget or misplace your Password. With a correct response, the PenServ system will be able to provide information that will permit you to reset your password.

Personal Information

This includes your name, address, and home phone, as well as your date of birth, date of employment and marital status. This information will help to determine eligibility for certain plan transactions and will be compared to the date provided by your employer.

Email Address

If you provide an email address at the time of enrollment, we will be able to confirm the entry of your data to the website. When you enter a request, an email notification will automatically be sent to the address provided. Only the participant can change the email address in the system.

Salary Deferral Contributions

The amount you are electing to have deferred from your salary each pay period. The information you enter will be transmitted to your employer for entry into the payroll. To change your elections, simply logon to the website and enter the new information.

Vendor Selections

You should review the list of available investment providers and select an active vendor from the list on the Vendor Options page. If you do not currently have an account with the vendor you selected, contact a representative who will assist you with the necessary documentation required to establish an account with the investment company.

Review & Confirm Your Entries

The system permits you to make changes to your elections before submitting the data to the system. Please review the information carefully, and submit to your Plan.

Logging Into Your Account After Enrollment

Once you have saved your User Name and Password to the system, the program captures your entries and you must login using the participant selection on the Login Screen. You will no longer be able to enter as a "First - Time User."

Assistance

For further assistance, please contact a PenServ Participant Services Representative at: (800) 849-4001 (8:00 am - 5:00 pm ET)

Email: 403bservice@penserv.com



West Shore School District 403(b) Plan Salary Deferral and Investment Election Agreement

Participant Name		Social Security No.	
Address			
City		State	Zip
Date of Birth	Date of Employment	Email Address	
Evening Phone		Day Phone	
Position/Title		<input type="checkbox"/> Married <input type="checkbox"/> Unmarried	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time

PARTICIPATION ELECTIONS

**Salary
Deferral
Elections**

☐

I hereby apply for Participation in the above-named 403(b) Plan and direct my employer to withhold through payroll reduction the following amounts from each pay. I understand this election will be applied to future contributions only and will remain in effect until I direct new elections through the Plan's Internet or Voice Response System.
NOTE: I understand that if I am 50 years of age or will reach the age of 50 during this calendar year any contribution deferrals in excess of the traditional salary will be applied to the Age 50 Catch-up option.

**Election to
Defer
Participation**

☐

I do not want to participate in the Plan at this time. I understand that I may change this election by completing a new Enrollment Form prior to the next Plan Entry Date.

**Election to
Revoke
Participation**

☐

Please discontinue my Salary Deferral Contributions to the Plan. I understand that I will be able to resume participation by completing a new Enrollment Form prior to the next Plan Entry Date.

I direct my new money to be invested in the funds selected below. I understand these investment directions will remain in effect until I direct new elections through the Plan's web site or voice response system.

Investment Elections

Fund Name	Account Number (Required)	Amount to Traditional 403(b) (Per Pay Period)	Amount to Roth 403(b) (Per Pay Period)
Ameriprise Financial Services			N/A
Equitable			
Franklin Templeton			
Horace Mann Retirement Advantage			
Kades-Margolis			
Security Benefit			
Vanguard Investments			
Total			

Participant Name	Social Security No.
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By signing this Agreement, Employee agrees to modify his/her salary as indicated above and Employer agrees to contribute this amount on Employee's behalf into the 403(b) annuity(ies) or custodial account(s) selected by Employee and authorized by the Employer. It is intended that the requirements of all applicable state and federal tax rules and regulations (Applicable Law) will be met. Employee understands and agrees that this Agreement:

1. Is legally binding and irrevocable with respect to amounts paid or available while it is in effect; however, is effective only for amounts not yet earned or made available.
2. May be terminated at any time for amounts not yet paid or available, and that a termination request is permanent and remains in effect until a new salary reduction agreement is submitted;

Employee further agrees that:

- In conjunction with his/her Employer, he/she is responsible for determining that his/her salary reduction amount does not exceed the limits of the Applicable Law;
- He/she is responsible for the accuracy of information provided by Employee, which is used in determining Employee's maximum annual contribution limit;
- Employer has no liability for any losses suffered by Employee that result from his/her participation in the 403(b) plan;
- He/she acknowledges that Employer has made no representation to Employee regarding the advisability, appropriateness or tax consequences of the purchase of the 403(b) plan. Nothing herein shall affect the terms of employment between Employer and Employee;
- This agreement supersedes all prior 403(b) salary reduction and/or deduction agreements and shall automatically terminate if employment with Employer is terminated.

Important Information

- Although Employer must authorize Service Providers, Employer does not choose the annuity contract(s) or custodial account(s) in which 403(b) contributions are invested.
- Employees are responsible for setting up and signing the legal documents to establish the annuity contract or custodial account, except for certain group annuity contracts under which Employer may be required to establish the contract.
- In order to receive the expected tax results, Employees are responsible for investing in annuity contracts or custodial accounts that meet the requirements of Section 403(b) of the Internal Revenue Code.
- Employees are responsible for naming a death beneficiary under the 403(b) plan. This is normally done at the time the annuity contract or custodial account is established. Beneficiary designations should be reviewed periodically.
- Employers are responsible for all distributions and any other transactions with the Service Provider. All rights under the annuity contracts or custodial accounts are enforceable solely by Employee, Employee's beneficiary or Employee's authorized representative. However Employer has certain responsibilities under the 403(b) Plan with respect to the integrity of the transactions for the Plan and may require an authorized representative from the Employer (or their Designee) to approve any requested transaction by Employees. Employee must cooperate directly with Service Provider, Employer, or their Designee, as directed by Employer to transfer contract(s) or custodial account(s) to another Service Provider, begin distributions, make loans, exchanges or otherwise access 403(b) plan assets.
- Employees are responsible for determining that salary reductions do not exceed the allowable contribution limits under Applicable Law.

Participant Name	Social Security No.
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EMPLOYEE SIGNATURE

☐ Check here if you control another consulting or other business or company.

I understand that all rights under the annuity(s) or custodial accounts established by me under the 403(b) plan are enforceable solely by me, my beneficiary or my authorized representative. I also understand that no later than January 1, 2009, my Employer will have a 403(b) Plan in place that will require my Employer, or their designee to authorize certain distributions and loans, and that it will not be solely my responsibility to authorize such transactions. By signing this Agreement, I authorize any Service Provider, or their delegee to provide information on my Account to Employer or another Service Provider if such information is necessary for compliance purposes or to effectuate such transactions as I may request.

SIGNATURES

Under penalties of perjury, I certify that the above information (including my social security number) is correct and I am an employee of the Employer. I also: (1) acknowledge receipt of the current prospectus; (2) agree to promptly give Instructions to the Sponsor necessary to enable the Custodian to carry out its duties under the Group Custodial Agreement; (3) represent that whenever information as to any taxable year is required to be filed with the Internal Revenue Service, the individual will file such information with Internal Revenue Service unless filed by the Custodian; (4) accept responsibility for computing the annual Exclusion Allowance and the limitations on Elective Deferrals under the Internal Revenue Code; and (5) acknowledge that this Group Custodial Agreement operates in conjunction with the Employer's 403(b) Plan document. I hereby agree to participate in the 403(b)(7) Group Custodial Account offered by the Custodian. I acknowledge receipt of a copy of the custodial account document under which this 403(b)(7) Group Custodial Account is established, and a copy of this Participation Agreement. I direct that my contribution be invested as indicated on my enrollment form, and I direct that all benefits upon my death be paid as indicated above. In the event that this is a rollover contribution, the undersigned hereby irrevocably elects, pursuant to the requirements of Section 1.402(a)(5)-1T of the IRS regulations, to treat this contribution as a rollover contribution.

Sponsor: PenServ Plan Services, Inc.

Participant Signature: _____ Date: _____

Employer Name West Shore School District 403(b) Plan

Please return a copy of the completed forms to:

Payroll Department

Attn: Kelly Smith

Email: kesmith@wssd.k12.pa.us | Mail: 507 Fishing Creek Road, New Cumberland, PA 17070

AGE REDUCTIONS AND EXCLUSIONS

Your life insurance benefits and guarantee issue amounts are subject to age reductions. At age 70, amounts reduce to 33%. At age 75+ , amounts reduce to 50%. Coverage terminates at retirement.

Information about the AD&D exclusions for this plan will be included in the summary of coverage, which you will receive after enrolling.

Please contact your employer if you have questions prior to enrolling.

This information describes some of the features of the benefits plan. Benefits may not be available in all states. Please refer to the certificate booklet for a full explanation of the plan's benefits, exclusions, limitations and reductions. Should there be any discrepancy between the certificate booklet and this outline, the certificate booklet will prevail. Term life insurance and accidental death & dismemberment insurance are underwritten by United of Omaha Life Insurance Company, Mutual of Omaha Plaza, Omaha, Nebraska 68175. United of Omaha Life Insurance Company is licensed in every state except New York. Term Life Policy Form Number 7000GM-C-EZ-2001. AD&D Policy Form Number 7000M-M-EZ 2001.

Report Workplace Injuries in 24 hours

Benefits of Early Reporting

- Establishes the claim
- Allows claims adjuster to begin management of the claim sooner
- Speeds delivery of necessary benefits
- Increases early return-to-work opportunities

Reporting the Injury is Easy

When you call you will be asked to provide the information listed below. If you are not able to provide all the information initially, the minimum information needed is shown in italics:

INJURY INFORMATION

- *Date of injury/date of last exposure*
- Time of injury
- Description of accident
- *Nature of injury*
- Witness information (if available)

EMPLOYEE INFORMATION

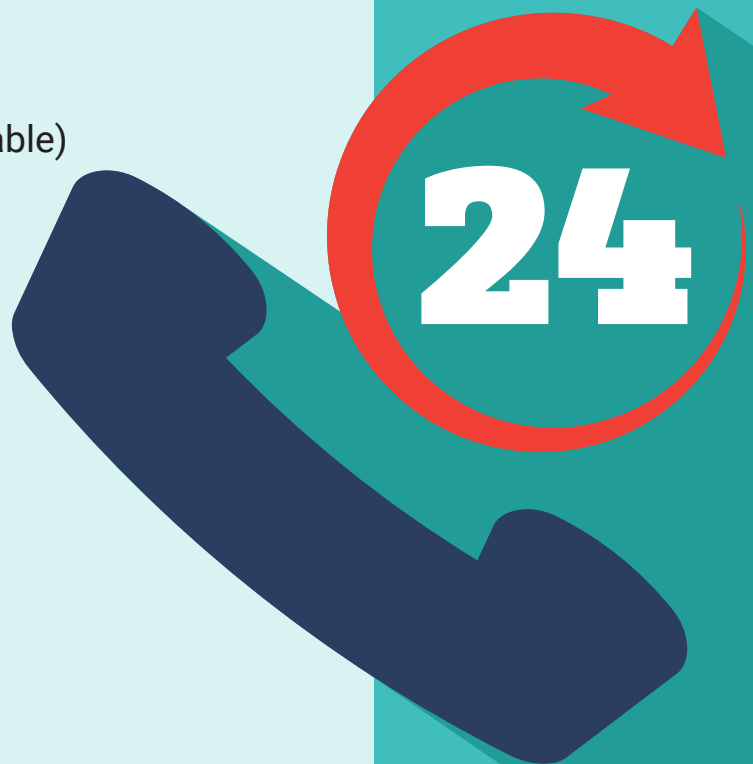
- *Name*
- *Social Security Number*
- *Address*
- Phone number
- *Date of birth*
- *Gender*
- Marital status
- Employment status
- *Primary work location*
- Work schedule



To report an injury,
please call

717-938-9577

and ask to speak with the
West Shore School District's
Workers' Compensation
Representative.





WEST SHORE SCHOOL DISTRICT

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Stevie Jo Boone, Treasurer

Kevin L. Hall, Esq., Solicitor

Administration

Todd B. Stoltz, Ed.D., Superintendent

Mathew F. Gay, Assistant Superintendent

The West Shore School District will provide to all persons equal access to all categories of employment in this District, regardless of race, age, color, creed, religion, sex, gender, gender identity, sexual orientation, ancestry, genetic information, marital status, pregnancy, national origin, handicap/disability, or differently-abled status, in accordance with state and federal laws governing educational and vocational programs and in its recruitment and employment practices. 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.

Inquiries concerning the application of Title VII, Title IX, Section 504, the ADA, and the implementing regulations may be referred to the Director of Human Resources, 507 Fishing Creek Road, P.O. Box 803, New Cumberland, PA 17070-0803, telephone 717-938-9577.