

# STUDENT AGENDA AND HANDBOOK

*Floyd C. Fretz Middle School*

2023



2024

**NAME:**

**HOMEROOM:**



# BRADFORD AREA SCHOOL DISTRICT 2023-2024 SCHOOL CALENDAR



<div><div>July 2023</div><table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr></table></div>	S	M	T	W	TH	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						4 – Independence Day	<div><div>January 2024</div><table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table></div>	S	M	T	W	TH	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											1 – New Years Day No School 15 – In-Service Day No School Potential Snow Day 17 – Marking Period Ends Early Dismissal 25 – Report Cards
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- School opens on August 24, 2022, for regular session with cafeteria in operation.
- If school is closed for inclement weather or other reasons, make-up days will be: April 12, 11, and 10, in that order depending on days missed. Bradford Area School District is approved for flexible instructional days; therefore, virtual learning days may be an option for inclement weather or other unforeseen events.

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**Bradford Area School District**  
**FLOYD FRETZ MIDDLE SCHOOL**

Principal - Mrs. Melissa Merry (mmerry@brandfordareaschools.org)  
Assistant Principal - Ms. Amber Benjamin (abenjamin@brandfordareaschools.org)  
School Counselor - Mr. David Emerson (demerson@brandfordareaschools.org)  
School Counselor - Mrs. Stephanie Grice (sgrice@brandfordareaschools.org)

140 Lorana Avenue  
Bradford, Pennsylvania 16701  
Telephone - (814) 362-3508 FAX- (814) 362-1812

## **STUDENT HANDBOOK**

**This agenda belongs to:**

Name _____		
Address _____		
City/Town _____	State _____	Zip Code _____
Home Phone _____ - _____ Homeroom Number _____		
<b>Parental Signature:</b>		
<p>I, _____, am the parent or legal guardian of the above named student, and I have read and reviewed the content of this handbook with my child. In addition, I have reviewed the complete handbook on the district website (brandfordareaschools.org) Print copies are available upon request.</p>		
Signed _____		Date _____

## **FRETZ MIDDLE SCHOOL VISION**

**“Through collaboration, we will engage and motivate students by fostering self-worth in a positive, student centered, and rigorous environment.”**

**“Equal Opportunity”**

The Bradford Area School District does not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, [sex] gender, sexual orientation, disability, age, religion, ancestry, union membership, gender identity or expression, AIDS or HIV status, or any other legally protected category. Announcement of this policy is in accordance with State Law including the Pennsylvania Human Relations Act and with Federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

For additional information, contact Samuel Johnson, Assistant Superintendent at 150 Lorana Avenue, Bradford, PA 16701 (814) 362-3841 or at sjohnson@brandfordareaschools.org or Jennifer Morgan, Director of Special Education for Section 504 of the Rehabilitation Act of 1973 at 150 Lorana Avenue, Bradford PA, 16701 (814)-362-3841 or at jmorgan@brandfordareaschools.org

# FLOYD C. FRETZ MIDDLE SCHOOL

2022 - 2023  
Faculty & Staff

All office and teaching staff have an e-mail that consists of their first initial and last name @bradfordareaschools.org  
For example, Jane Doe would be jdoe@bradfordareaschools.org

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# FLOYD C. FRETZ MIDDLE SCHOOL

## STUDENT SCHEDULE

### 2023-2024

GRADE 6		GRADE 7		GRADE 8	
TIME	PERIOD	TIME	PERIOD	TIME	PERIOD
7:50 - 8:16	Homeroom	7:50 - 8:16	Homeroom	7:50 - 8:16	Homeroom
8:18-8:53	Enrichment Repeat 1-5	8:18 - 8:53	Enrichment Repeat 1-5	8:18 - 8:53	Enrichment Repeat 1-5
8:55 - 9:51	Period 1 Core Class	8:55 - 9:51	Period 1 Core Class	8:55 - 9:51	Period 1 Special
9:53 - 10:49	Period 2 Core Class	9:53 - 10:49	Period 2 Special	9:53-10:49	Period 2 Core Class
10:51 - 11:21	Period 3 Core Class	10:51 - 11:21	<b>LUNCH</b>	10:51 - 11:53	Period 3 Core Class
11:23 - 11:53	<b>LUNCH</b>			11:55 - 12:25	<b>LUNCH</b>
11:55 - 12:25	Period 3 Core Class	11:23 - 12:25	Period 3 Core Class		
12:27 - 1:23	Period 4 Core Class	12:27 - 1:23	Period 4 Core Class	12:27 - 1:23	Period 4 Core Class
1:25 - 2:21	Period 5 Special	1:25 - 2:21	Period 5 Core Class	1:25 - 2:21	Period 5 Core Class
2:23 - 2:30	Homeroom	2:23 - 2:30	Homeroom	2:23 - 2:30	Homeroom
2:30	Dismissal	2:30	Dismissal	2:30	Dismissal



## Fretz Middle School Communication



Fretz Middle School uses the Remind app. For Smartphone users, you can sign up at [rmd.at/fcfretz](http://rmd.at/fcfretz).

You can receive text updates by texting the message @fcfretz to the number 81010.

Don't have a mobile phone? Go to [rmd.at/fcfretz](http://rmd.at/fcfretz) on a desktop computer on sign up for email notifications.

Please follow our Facebook page for updates and pictures of our activities here at school.

Resources for the district can be found at [bradfordareaschools.org](http://bradfordareaschools.org) with multiple links and files a click away.



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## WELCOME TO STUDENTS

Welcome to Fretz Middle School. This handbook is designed to be a daily resource that should be kept with you at all times. It includes the school calendar, monthly and weekly calendars for assignments, an area for teachers and parents to communicate, and many useful charts and tables related to most of your subjects. This also highlights some of the most highly referenced sections of the student handbook. The complete handbook is available on the district website ([bradfordareaschools.org](http://bradfordareaschools.org)).

## STUDENT CODE OF CONDUCT

A student attends school so that he/she may develop individual capacities to the fullest and become, for his/her own benefit and that of others, the best person that is possible for him/her to become. To do this, the student is expected to do the following:

1. Be regular and punctual in meeting all school obligations.
2. Come to class prepared, with completed assignments and instructional materials.
3. Devote his/her energies to learning, make a sincere effort to do his/her best work.
4. Respect and consider the personal and property rights of others.
5. Accept responsibility for his/her own actions.
6. Comply with the rules and regulations of the school and conform to the laws of the community, state and nation.
7. Develop standards of personal conduct that are reflected in socially approved behavior.
8. Help maintain school property, free from damages and defacement.
9. Defer to the authority of the school personnel.

The following categories of misconduct have been established and approved by the Bradford Area School District Board of Directors as examples, which shall be subject to corrective and/or disciplinary action (To include, but not limited to, Policy #218, 227, and 233).

### 1. Citizenship

- a. Violation of state laws, local ordinances, approved fire and safety codes, school rules, and regulations.
- b. Disobedience; to include insubordination and defiance in complying with reasonable requests from school personnel.
- c. Gross misbehavior; to include deliberate, malicious or willful conduct detrimental to the normal functioning of the educational program or activity under school sponsorship.
- d. Use of profanity, obscenities, or degrading epithets.
- e. Using, possessing, and distributing mood-altering substances (which include, but are not limited to, all dangerous substances prohibited by law, alcoholic beverages, anabolic steroids, drug paraphernalia, any drug, including prescription drugs, except those for which permission to use in school has been granted pursuant to Board Policy (210) and/or pseudo (look alike) mood altering substances or controlled substances during school hours, on school property, and at any school-sponsored event.
- f. Display, distribution, or sale of pornographic materials.
- g. Possession, use, sale, or distribution of intoxicants, illegal or unauthorized medicine, drugs, or narcotics, including by way of illustration and not limited to: alcohol, marijuana, heroin, opium, cocaine, LSD, barbiturates, amphetamines, and anabolic steroids.
- h. use of tobacco in violation of the regulations for students.
- i. Dress and appearance, which present health or safety problems or cause disruption of the educational process.
- j. Fraudulently using the name of another person or falsifying times, dates, grades, residence, or other data used by school personnel.
- k. Unlawful interference with, or intimidation of, students or school employees.

### 2. Public and Private Property

- a. Purposefully setting fire to school property.
- b. Willful destruction or defacement of property.
- c. Being present in an unauthorized place or refusing to leave when ordered.
- d. unauthorized possession of property not one's own.
- e. Making bomb threats concerning school property.

### 3. Attendance

- a. Violation of compulsory school laws.
- b. Failure to attend school regularly, even though over the age of 18.
- c. Repeated tardiness or absence from school without cause.
- d. Tardiness to or skipping of classes.

### 4. Safety and Well-Being of Others.

- a. Bodily conditions: the condition under which a student is suspected of having a communicable disease or of neglecting personal hygiene to the point of disrupting the educational process.
- b. Threats of physical attacks to students or school employees.
- c. Violence of threats of violence; terroristic threats or acts.



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d. Bringing, using or possessing weapons or look alike weapons on school property, on school-sponsored activities, and onto any public vehicle providing transportation to school or a school-sponsored activity.

e. Laser pointers: Students are prohibited from possessing and using laser pointers and attachments during school, on school property, and at school sponsored activities, both on and off school property.

School property includes all buildings, lands, grounds, buses and vehicles owned or leased by or under the temporary or indefinite control and possession of the district, specifically to include school buildings, parking lots, leased and owned buses, athletic and recreational facilities, and other sites owned by others, but under temporary district control or use. The commission of, or participation in, such misconduct as described above in school buildings, on school property, or at school-sponsored events is prohibited.

Students at school-sponsored events, off school property, shall be governed by school district rules and regulations and are subject to the authority of school officials.

The foregoing statements of offenses shall not be deemed to limit the rights of either the Board or school administrators to establish other rules of conduct for the welfare of the student body and for the maintenance of order and/or discipline within the school system.

Disciplinary and/or corrective actions may include any or all of the following:

1. Staff personnel shall have the authority, in the event of a minor offense by a student, to admonish, reprimand, or to impose minimal disciplinary measures upon the offending student as are commensurate with the nature of the offense and to confiscate such potentially harmful and disruptive devices as may be involved in said conduct.
2. Building principals, and/or designee, may place students committing offenses of a more serious nature on probation, which is a conditional enrollment during a trial period. It may be coupled with other forms of disciplinary and/or corrective action, including suspension from co-curricular and/or extracurricular activities. The building principal or designee shall establish the conditions of probation and impose the terms of such after a conference with the student and parents or guardian. Breach of conditions of probation shall give rise to further disciplinary action, which may include suspension or expulsion.
3. Suspension is a temporary withholding of the privilege of attendance in classes, at school, or at school-sponsored activities. It may range from a portion of a day to ten (10) days.

## STUDENT DUE PROCESS RIGHTS AND EXPULSION POLICY

**Detention:** Detention does not exclude a student from school. Detention is when a student is required to report to a certain location, as a disciplinary consequence, at a designated time (ex., during lunch, during recess, after school, etc.). Prior to a detention, a student shall be informed the reason for the detention and given an opportunity to respond.

**Suspension:** Suspension is exclusion from school for a period of one (1) to ten (10) consecutive school days.

1. No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. However, prior notice of the intended suspension need not be given when it is clear that the health, safety, or welfare of the school community is threatened.
2. The student's parents/guardians shall be notified immediately, or as soon as is reasonably practicable, in writing when the student is suspended.
3. When the suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity for an **informal hearing**. The purpose for the informal hearing is to enable the student and/or parents/guardians to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student is being suspended or to show why the student should not be suspended (NOTE: When a student is referred for expulsion, the informal hearing is used to make determination of whether the student's presence in his/her normal class during the period of time after the 10-day suspension has run, but prior to the Board of Directors making its final determination on expulsion would constitute a threat to the health, safety, or welfare of others.)

The student has the following due process rights in regard to the informal hearing:

- a. Notification of the reasons for the suspension shall be given in writing to the parents/guardians and to the student.
- b. Sufficient notice of the time and place of the informal hearing shall be given.
- c. A student has the right to question any witnesses present at the hearing.
- d. A student has the right to speak and produce witnesses on his/her own behalf.
- e. The District shall offer to hold the informal hearing within the first five (5) days of the suspension.

**Expulsion:** Expulsion is exclusion from school by the Board of Education for a period exceeding ten (10) school days and may be permanent expulsion from the school rolls.

1. Students referred to the Board of Directors for expulsion are entitled to a **formal hearing**.
2. Formal hearings may be held before the entire Board of Directors, or before a committee of the Board.
3. Formal hearings shall be scheduled during the 10-day suspension period whenever possible. A student will not be excluded from school for longer than 15 school days without a formal hearing. unless mutually agreed upon by the District and the student although the formal hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon

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as reasonable possible:

- a. Laboratory reports are needed from law enforcement agencies.
  - b. Evaluations or other court or administrative proceedings are pending due to a student invoking his/her rights under the Individuals with Disabilities Act (20 U.S.C.A. 1400-1482).
  - c. In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
4. When a student is referred for expulsion and after the 10-day suspension has run, but before the formal expulsion hearing has been held and/or a final decision has been rendered by the Board of Directors, the student shall be placed in his/her normal class, except when it is determined that the student's presence in his/her normal class would constitute a threat to the health, safety, or welfare of others. Such determination shall be made at the informal hearing. When it is determined that the student may not be returned to his/her normal class during this interim period, the student shall be provided with alternative education, which may include home study.
5. The following due process requirements shall be observed with regard to formal hearings:
- a. Notification of the charges shall be sent to the student's parents/guardians by certified mail.
  - b. Sufficient notice, given at least three days prior to the hearing, setting forth the time and place of the hearing must be given. A copy of this expulsion policy and hearing procedures shall be included with the hearing notice, as well as notice that legal counsel may represent the student. A student may request the rescheduling of the hearing when the student demonstrated good cause for an extension.
  - c. The hearing shall be held in private unless the student or parent/guardian requests a public hearing.
  - d. The student has the right to be represented by counsel.
  - e. The student has the right to be presented with the names and witnesses against the student, and copies of the statements and affidavits of those witnesses to the extent permitted by federal law.
  - f. The student has the right to request that any such witness appear in person and answer questions or be cross-examined.
  - g. The student has the right to testify and present witnesses on his/her own behalf.
  - h. A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy of the transcript, although a copy shall be provided at no cost to a student who is indigent.
  - i. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

### **Formal Hearing Procedure**

At the formal expulsion hearing, the committee of the Board of Directors sits as judge and jury and the Administration presents evidence of the Student Code of Conduct violation to the Board of Directors. The formal hearings are bifurcated proceedings. The Administration presents evidence of due process and of the alleged Student Code of Conduct behavior violations in the first stage of the hearing. If the board of Directors feels the Administration has shown substantial evidence exists to support the student's alleged behavior violations, then the second stage of the hearing will commence, at which the Administration recommends a disciplinary consequence. The Administration may present evidence pertaining to the student's prior academic achievement, attendance, discipline history and any other extenuating circumstances it feels relevant to support its recommendation. The student will have an opportunity to cross examine District witnesses in both stages of the hearing, and will be given the opportunity to present his/her own evidence at both stages of the hearing. The committee of the Board of Directors shall make a recommendation to the Board of Directors regarding the outcome of the hearing, which recommendation must be approved by a vote of the Board of Directors at a public meeting.

### **Waivers of Expulsion Hearing**

Sometimes, the student, the student's parents/legal guardians, and the Administration are all in agreement that a specified disciplinary consequence is appropriate, agreeable, and may be put into effect without a formal expulsion hearing. In such situation, after being fully informed of his/her right to an expulsion hearing before the Board of Directors, the student and parent/legal guardian may voluntarily consent to expulsion, without going through an expulsion hearing before the Board of Directors, when the Administration is confident that such consent is being made voluntarily, knowingly and intelligently by the student and parent/legal guardian. The Board delegates to the Superintendent the authority to enter into a written agreement with the student and parents/legal guardians, in which the student and parents/legal guardian waive their rights to the expulsion hearing and stipulate to the material facts on which the expulsion is based. Such expulsion agreements are subject to the approval of the Board of Directors, which fact shall be explained to the student and parent/legal guardian. In the event the Board refuses to approve an expulsion agreement, the Board shall schedule a formal expulsion hearing in an expedited manner. The student will be provided a form of alternative education throughout this period of time.

## **HEALTH SERVICES**

School health services are provided to promote wellness and prevent illness within the school setting. A healthy child is better able to perform in the classroom. The school nurse accomplishes this by screening, teaching, evaluating, and monitoring health problems. **Health Room: ext. 2207**

**Illness** – The nurse cannot diagnose an illness. Care within the health room is limited to first aid services. Should the child become ill during school hours, the nurse will evaluate the complaint and notify of any problem. It is extremely important that he/she have a phone number where a parent or another designated adult can be reached. If it is necessary for the child to leave school due to illness, the parent

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is responsible for providing transportation. Students should be kept home if they present any of the following symptoms during the night or in the morning prior to school:

1. Rash or skin eruption anywhere on the body
2. Fever
3. Headache or body aches and pains associated with fever
4. Diarrhea or vomiting

The above symptoms are forerunners of many different diseases. If the ailment is more serious, resting at home at the onset may help prevent complications. In any event, **KEEP THE SICK CHILD HOME** and write a note of explanation to the teacher when the child returns to school. **Please do not send your sick child to school.** However, it is important to realize that keeping a child home without a legitimate reason robs the child of very valuable time in the classroom. If the child has had repeated absences of three or more days parents may be asked for a note from the physician stating the reason for the student's absence.

**Medical Administration:** No medication can be administered in school without written permission from the child's physician. This includes over-the-counter medication. In accordance with State and District Policy, in order to have medication administered in school the parent must provide:

1. A completed "Authorization of Medication" signed by the doctor and the parent
2. Medication in a prescription bottle properly labeled by the pharmacy with the student's name, medication name, dosage, and frequency of administration. The medication should be brought to the school by an adult.

**Health Records:** The school nurse is responsible for keeping an up-to-date health record on the child. Please make him/her aware of any serious injury, illness, hospitalization, or surgery. The child's performance in school may be altered by illness or medication. If the child is unable to participate in gym class, a physician's excuse is required. Recommendations for adaptive physical education should be made by the doctor.

**Contagious Diseases:** Children with contagious diseases will be excluded from school until appropriate treatment has been administered and/or the physician certifies that the child may return.

## CHANGE OF ADDRESS/PHONE/WITHDRAWALS

It is important that the school has the correct address and phone number for home and work place. Should these change during the school year, please notify **immediately and provide proof of residency.** It is necessary that the school has an emergency number in the event that the parent cannot be reached at home during the school day should a serious problem arise.

Additional, if the parents move from our area, it is important that to come to the office to withdraw the child from our school. Also, make sure the child returns library books and/or textbooks to the classroom teacher. Likewise, all items must be cleaned out of the student's locker, and any financial obligations must be resolved.

## ATTENDANCE

**Arrival:** Students who walk to school or are dropped off by their parents should plan to arrive between 7:20 am and 7:40 am. Students who ride the bus will arrive at school before 7:50 am.

**Absence:** Regular school attendance and participation is a vital part of student learning. Student failure is almost always associated with poor attendance. Students who have been absent are required to turn in a written excuse from their parent/guardian to the office (medical excuse if available). A written excuse must be turned in to the office within **three days** of the student's return to school or the absence can be deemed illegal.

**Reasonable Causes for Absence:** The School Board considers the following conditions to constitute reasonable cause for absence from school: illness, recovery from an accident, death in family, impassable roads, required court attendance, family educational field trip (five day notice required; not to exceed five days per year), school sponsored educational tours and field trips (five day notice required), religious holidays, out of school suspensions, and other reasons as approved by the School Board.

**Total Absences:** After a student has been absent a total of ten days, a medical excuse will be required or the absences can be deemed illegal. Beginning with the 2021-2022 school year, the compulsory schooling in Pennsylvania requires students to attend school no later than age 6 and until 18 or graduation, whichever occurs sooner. Students with at least three illegal absences will be notified. Further absences may require the creation of a student attendance improvement plan (SAIP). Should attendance continue to be an issue, the school district is required to file truancy charges with the local district judge's office. Ongoing attendance issues may also be referred to Children and Youth Services.

**Detention:** Assigned detention is considered part of the school day. It is from 2:30 - 5:00 on Wednesdays, It is not held on early dismissal days.

**Tardiness:** Students not in their homeroom by 7:50 am may be considered tardy.

**Anti-Truancy Program:** Administration may meet with students and/or parents for the purpose of reducing truancy. Parents who feel they may need help with their child's attendance should contact the Principal's Office.

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**Early Excusals:** Requests for early excusal should be made upon the student's arrival to school, and presented to the Principal's Office prior to the student going to homeroom. A written statement from the student's parent or guardian must accompany the request, and such statements will remain on file in the office. Requests will be evaluated individually by the administration. Such requests should be kept to a minimum, and for only legitimate reasons. If at all possible, appointments with the doctor or dentist should not be made during the school day. If such an appointment is unavoidable, it should be made for the first or last period of the school day. Early excusal due to illness will be verified by the school nurse, and permission to leave will only be granted by the administration. **YOU MAY NEVER LEAVE SCHOOL DURING THE DAY WITHOUT PERMISSION FROM THE OFFICE.**

**Exemption From Instruction:** Parents/guardians have the right to have their children excused from specific instruction that conflicts with their religious beliefs. They must request such exemption in writing and provide a statement that the specific instruction in question conflicts with the religious beliefs of the student and/or of the parents/guardians. The rights granted by this School Board policy are granted to parents/guardians of students enrolled in the district when the students are under the age of eighteen and to the students themselves when the students are eighteen or over.

## **ARRIVAL, DISMISSAL, BREAKFAST, LUNCH**

**School Day:** Each student will have four core classes, a special, and an enrichment period each day. Homeroom is from 7:50-8:16 with everyone's first class starting at 8:18. Students will be dismissed to the buses at 2:30. Students who are walking or waiting for parent pick-up will be dismissed after all buses have departed (approximately 2:40).

**After School:** Time is available between 2:30 and 3:00 pm for any student wishing to meet with a teacher or receive extra help. Such appointments must be made with the teacher prior to the end of the day. Students are not to remain in the building unless accompanied by a teacher. After school detention is served in an assigned room until 5:00 pm, at which time those students are dismissed.

**Between Classes:** Students are to move directly to their next class. They are expected to walk to the right, and refrain from poor behavior such as running, shouting and jumping. Lateness to class is unacceptable, and continued tardiness is reason for detention assignments.

**Hall Passes:** Students who, for any reason, leave a room to which they are assigned must have their handbook/agenda with them, and it must be signed by their teacher. Teachers may set any reasonable restrictions they feel are necessary on the issuance of hall passes.

**Breakfast/Lunch:** Breakfast will be eaten in the classrooms if it is provided by the school breakfast program. All students will report to the cafeteria for lunch. The district has adopted the Community Eligibility Provision; therefore, the first breakfast and lunch are free for all students. Checks should be made payable to the Bradford Area School District. Payments can be made online at [www.payforit.net](http://www.payforit.net). Additional funds can be deposited in the office when students arrive at school. No charging is permitted. Food and drink are to be consumed only in the cafeteria and only during the appropriate lunch periods. Eating or drinking is not permitted in the classrooms or halls, including student lockers; however, students **are** permitted to bring a clear water bottle without a filtration system containing water to school and use it throughout the day. Students are **not** permitted to chew gum at any time during the school day, and gum is not permitted in any room or hallway in the building.

**Lunch Procedures:** Students are to walk to and from lunch in an orderly manner, and are to stay on the right side of the hallway. Students should take special care on and around the stairways. Students will enter the cafeteria through the far door at the rear of the cafeteria. Students are to sit in their assigned seats and remain in them throughout the lunch period unless they have permission or are directed to leave their homerooms. Teachers will direct students by table to the serving lines. Later in the period they will be directed to return their trays to the washroom. The disposal of food, paper and garbage is the responsibility of each student and such waste will be deposited in the proper containers. The area around the students' table must be clean prior to dismissal. Students must behave respectfully at all times and practice proper table manners. Throwing or playing with food will not be tolerated.

## **STUDENT RESPONSIBILITIES**

1. Be aware of all school rules and regulations.
2. Assume that a rule is in effect until and unless it is waived, altered, or repealed.
3. Follow all rules and regulations.
4. Attend school daily and be on time.
5. Make up all missed work when absent from class or school.
6. Conduct yourself within the standards of proper student behavior.
7. Assist the school staff in operating a safe school for all students.
8. Willingly volunteer information relating to the health, safety and welfare of the school community.
9. Respect other people and their property, including school property.
10. Pursue and complete the courses of study prescribed by state and local school authorities.

## **DISCIPLINE**

Administration will base discipline on the nature of the incident, exigent circumstances and recidivism. Consequences range from detention, alternative setting, in-school suspension, out-of-school suspension, alternative education, contact with law enforcement and/or expulsion.

**Punishable Offenses (includes but are not limited to the following):**

1. Cutting Class, including morning and afternoon homerooms and activity periods

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2. Theft or unlawful taking
  3. Vandalism or destruction of private or school property
  4. Insubordination
  5. Misconduct in school, at school functions or on a school bus
  6. Criminal conduct
  7. Possession, sale or use of tobacco/vaping devices and/or distribution of mood-altering substances or controlled substances during school hours, on school property and at any school-sponsored event
  8. Possession and bringing weapons, and replica weapons, on school property, to any school-sponsored activity and onto any public vehicle providing transportation to school or a school-sponsored activity
  9. Threatening or abusive language directed at any student, faculty member, administrator or staff and/or making terroristic threats or performing a terroristic act
  10. Assault/physical act of violence (e.g., the deliberate or reckless attempt to cause or the actual causing of physical pain or injury to another or the deliberate or reckless attempt by physical menace to put another in fear of imminent physical pain or injury)
  11. Bullying
  12. Excessive unexcused absences or tardiness
  13. Violation of driving/parking regulations
  14. Leaving the building without authorization
  15. Failure to attend assigned detention
  16. Loitering in the restroom
  17. Littering in the cafeteria, rooms or hallways
  18. Inappropriate language
  19. Inappropriate public displays of affection (e.g., any physical contact of a sexual nature between students, even when voluntary, welcome or invited) and/or inappropriate touching (e.g., intentional physical contact with another person without his/her consent)
  20. Dress code violations
  21. Harassment
  22. Disorderly conduct (e.g., fighting, threatening, engaging in violent behavior, making unreasonable noise, using obscene language or gestures, creating a hazardous or physically offensive or distracting condition for no legitimate reason, for the purpose of creating or resulting in inconvenience, annoyance, distraction or alarm at school or a school-sponsored event)
  23. Fighting

## **DISCIPLINARY ACTIONS**

**Lunch Detention:** Students eat a lunch, provided by the school, in a supervised location separate from the cafeteria.

**After-School Detention:** Students are required to stay after school hours for up to a 2 ½ hour period of time. During this time, work is expected to be completed in a supervised setting.

**In-School Suspension:** In-school suspension requires that a student is restricted to a designated area for the completion of work. Teachers will provide work to be completed. Breakfast and lunch are provided.

**Out-of-School Suspension:** Out-of-school suspension is used as a preliminary step before alternative education or expulsion. At the administration's discretion, the student may move from alternative setting to suspension, alternative education and/or expulsion.

**Alternative Education:** Alternative education placement is at the discretion of the administration. This program is held at an off-campus location.

**Expulsion:** Any recommendations for expulsion are at the discretion of the administration. Once recommended, school board and state policy will be followed.

## **VAPING DEVICES, TOBACCO, ALCOHOL, OR OTHER DRUGS**

**Vaping Devices or Tobacco:** The use of vaping devices or tobacco in any form is a poor health practice. The possession of vaping devices or tobacco by students in or near the building, including their lockers, is not permitted. The use of vaping devices or tobacco by students in or near the building is not permitted. Such possession or use will result in disciplinary action, out-of-school suspension, and/or legal fines.

As provided in Board Policy 227, "Controlled Substances," students are prohibited from using, possessing, and distributing mood altering substances and controlled substances (which include but are not limited to all dangerous substances prohibited by law, alcoholic beverages, anabolic steroids, drug paraphernalia, any drug, including prescription drugs, except those for which permission for use in school has been granted pursuant to Board Policy 210) and/or pseudo (look alike) mood altering substances or controlled substances) during school hours, on school property and at any school-sponsored event. Students found to be in violation of this policy are subject to discipline ranging from suspension, expulsion from extra-curricular activities and possible referral to the Board of Directors for expulsion from the District, and possible referral to law enforcement.

## **WEAPONS: BASD POLICY #218.1**

The School Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.



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**Weapon:** The term shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku firearm, shotgun, rifle, replica of a weapon, and/or any other tool, instrument or implement capable of inflicting serious bodily injury.

**Possessing:** A student is in possession of a weapon when the weapon is found on the person of the student, in the student's locker, under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

The School Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity.

The school district shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law. The Superintendent may recommend modifications of such expulsion requirement on a case-by-case basis.

In the case of a student with disabilities, the Superintendent shall take all necessary steps to comply with the Individuals with Disabilities Education Act.

The Superintendent or designee shall report the discovery of any weapon prohibited by this policy to the student's parents/guardians and to local law enforcement officials.

The Superintendent or designee shall report all incidents relating to expulsion for possession of a weapon to the Department of Education.

The Superintendent or designee shall be responsible to develop a memorandum of understanding with local law enforcement officials that sets forth procedures to be followed when an incident occurs involving an act of violence or possession of weapon by any person on school property.

Acts of violence or possession of a weapon in violation of this policy shall be reported to the Office of Safe Schools on the required form at least once each year. Students, staff and parents/guardians shall be informed at least annually concerning this policy.

An exception to this policy may be made by the Superintendent, who shall prescribe special conditions or procedures to be followed.

Weapons under the control of law enforcement personnel are permitted.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in, on, or within 1,000 feet of school grounds is prohibited. Violations shall be reported to the appropriate law enforcement agency.

**Transfer Students:** When the school district receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment does not exceed the expulsion period.

## **TERRORISTIC THREATS/ACTS**

The Board recognizes the danger that terroristic threats and acts by students present to the safety and welfare of district students, staff and community.

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

Terroristic act shall mean an offense against property or involving danger to another person or an attempt to commit such an offense.

When an administrator has evidence that a student has made a terroristic act, the student will be immediately suspended. The administrator will report the incident to the Superintendent who will decide if law enforcement will be called. The Superintendent may recommend expulsion of the student to the Board of Education. In the case of exceptional students, the district will take all steps necessary to comply with the Individuals with Disabilities Education Act.

Bradford Area School District Policy 218.2 titled Terroristic Threats/Acts may be reviewed in the Main Office during regular school hours.

## **PERSONAL ELECTRONICS AND CELL PHONES**

Students are advised not to bring cell phones, Ipods, and MP3 players to school. Students are permitted to possess, but not use, said devices at school. Students who bring electronic devices and cell phones to school do so at their own risk. The school is not responsible for any lost, stolen or damaged items. Bradford Area School District's Policy 237 "Electronic Devices" states that a student's cellular phone must be turned off during school hours. The cellular phone must be properly stored during school hours within the student's assigned locker or other area designated by the school principal. At no time will they be visible.

Students who are caught using MP3 players or cell phones in any way are subject to the following disciplinary procedure:

**First Offense:** Warning. A warning from ANY teacher, administrator or staff member constitutes the First Offense Warning. The device goes to the office and the student may pick it up at the end of the day.

**Second Offense:** Confiscation of the device, which is taken to the Principal's Office, where it will remain until the student's parent/

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guardian picks it up in person.

**Further Offenses** may be subject to additional disciplinary actions, at the administration's discretion.

## **DRESS CODE**

Each student's manner of dress should be acceptable to normal school activities.

1. Garments imprinted with logos advertising items such as alcohol, drugs and tobacco are not acceptable.
2. Garments which contain offensive words, profanity, provocative pictures or sexual innuendos are not appropriate.
3. Shorts and skirts are to be an appropriate and acceptable length when the student is standing.
4. Unacceptable shorts include short shorts or boxer shorts.
5. Halter tops, off the shoulder tops, spaghetti straps, or low-cut tops are not appropriate clothing for school.
6. Bare midriffs, backless tops, tube tops, or any clothing that reveals the abdominal area or undergarments are not appropriate for school wear.
7. Also prohibited are shoes that do not properly protect the feet.
8. Hats/Head Coverings/Bandanas & Hoods are not to be worn upon entry to the building. Before entering the doors, the student MUST remove any head covering, the item shall remain off until the student exits the building.

## **BUS EXPECTATIONS**

- A. Severe Offenses
  - a. First Offense – Removal from the bus for a period of three days, written report files, and parent/guardian notified. If the principal determines that a parental conference and written report are sufficient to resolve the current problem, further offenses shall commence with a suspension of three days.
  - b. Second Offense – Removal from bus for 5 days, written report files, and conference held with parent/guardian.
  - c. Third Offense– Removal from bus for 10 days, written report files, and conference held with parent/guardian.
  - d. Fourth Offense – Removal from bus for 20 days, written report files, and conference held with parent/guardian.Subsequent Offenses – Recommendation to superintendent for removal from bus for the remainder of school term; written report and conference held with parent/guardian.
- B. Lesser Offense
  - a. First Offense – A verbal warning will be given. At his/her discretion, the transportation supervisor may contact the parent/guardian with information of the offense. Should it be deemed necessary, the school may be asked to make the initial contact with parent/guardian. In either instance, it shall be recorded in writing with a copy sent to parent/guardian and copies retained by both the school and the supervisor.
  - b. Second Offense – A written report will be filed and submitted to the school with a stern warning issued to the student by the principal or designee. The student's seat will be temporarily moved. A copy of the report shall be sent to the parent/guardian.
  - c. Third Offense – Similar to "second offense," except that warning shall not that next offense may result in loss of riding privileges. Seat assignment will become permanent.Subsequent Offenses – At this point removal from the bus will occur and the punishment shall follow the process outlines in section A.2.

## **HOMELESS AND UNACCOMPANIED YOUTH**

The Pennsylvania Homeless Children's Initiative is the Pennsylvania Department of Education's response to The McKinney-Vento Homeless Education Assistance Act of 2001 (Sections 721-726-P.L. 107-110 NCLB). The key mandate of the law is to ensure that homeless and unaccompanied youth have continued access to free, appropriate education on an equal basis as other children.

**By definition of this act, homeless or unaccompanied children are found in the following places or situations:**

Public or private shelters

Public or private places not designated for or ordinarily used as regular sleeping accommodations for human beings, vehicles, parks, motels, campgrounds, etc.

Living with a family member or friends in a domestic shelter or private home due to the lack of housing

Runaway children (under 18 years of age) and children and youth who have been abandoned or forced out of their home by parents or other caretakers (including such youth from 18 through 21 years of age who may still be eligible for educational services in regular or special education.)

Children of migrant families who lack adequate housing

School-age, unwed mothers or expectant mothers living in houses for unwed mothers when they have no other available living accommodations

Other circumstances that cause the student not to have a permanent residence

**If you are aware of any children in the district who may possibly fit the above criteria, please contact your school's counselor, teacher, or principal. One may also contact the Bradford Area School District's homeless liaison, Sarah Tingley at (814) 368-3183 or [stingley@bradfordareaschools.org](mailto:stingley@bradfordareaschools.org).**

**Services and support are available for these students.**



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## BULLYING

The Bradford Area School District is committed to providing a safe and positive learning environment within its schools. Bullying of a student by another student is strictly prohibited.

"Bullying" is intentional electronic, written, verbal, or physical act, or series of acts:

1. directed at another student for students;
2. which occurs in a school setting
3. that is severe, persistent, or pervasive; and
4. that has the effect of doing any of the following:
  - a. substantially interfering with a student's education; or
  - b. creating a threatening environment in the school setting for any specific student or groups of students; or
  - c. substantially disrupting the orderly operation of the school

"School setting" shall mean in the school, on school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored, supervised or sanctioned by the school.

Bullying is prohibited in the school setting. Bullying can rise to the level of unlawful harassment.

Any student who believes that he/she is being subjected to bullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying, shall report bullying to any staff member or building administrators. The administration shall investigate the complaint and take appropriate action that may include consequences for the student(s) who bully and /or appropriate forms of assistance (counseling) for students who have been bullied.

Consequences for students who bully others will be subject to disciplinary/intervention options that may include, but are not limited to: counseling, a parent conference, detention, suspension, or referral to law enforcement. In severe incidents, a Discipline Team, consisting of the principal, assistant principal, guidance counselor, school psychologist, and/or superintendent, may be convened to discuss and determine appropriate consequences based on the nature of the incident. The Disciplinary Team will then meet with the student and parent to finalize appropriate disciplinary action/intervention. The disciplinary consequences for violating the bullying policy shall vary depending on the seriousness and pervasiveness of the bullying. Students are subject to discipline ranging from detention, out of school suspension or referral to an alternative site, and/or referral to the Board of Directors for expulsion.

The Board prohibits all retaliatory behavior directed against complainant, victims, witnesses, and/or other individual who participate in the investigation of allegations of bullying.

If parents have questions or would like to speak more about bullying, they can contact the building principal or school guidance counselor. To review the bullying policy in its entirety, the district administration office should be contacted.

## HARASSMENT POLICY

The Board of Education strives to provide a safe, positive working and learning climate for its employees, students, and other persons. Therefore, it shall be the policy of the District to maintain an environment in which harassment in any form is not tolerated.

**The term "harassment" includes but is not limited to:**

1. unwelcome and offensive slurs, jokes, or other verbal/oral, graphic, or physical conduct,
2. relating to an individual's race, color, religion, ethnicity, national origin, sex, gender, sexual orientation, age or disability, or any other legally protected class, or for engaging in any other protected activities,
3. which is so pervasive in nature that it:
  - a. creates, or poses a realistic threat of creating, any substantial or material disruption in the educational process or activities, or
  - b. interferes with, or poses a realistic or well-founded threat of interfering with, the rights of the student/s or the student's access to or participation in the benefits or programs offered by the School District.

### **Bullying can rise to the level of "harassment"**

When a student believes that he/she is being harassed, the student should immediately inform the harasser that his/her behavior is unwelcome, offensive, or inappropriate and shall follow the established complaint procedures.

A substantiated charge against a district student shall subject such student to appropriate disciplinary action, ranging from detention to in or out of school suspension to possible referral to the Board of Directors for expulsion. Appropriate response may also include educational activities and/or counseling services related to unlawful harassment.

Students are encouraged to report to school officials any incidents of harassment. Except for claims that are knowingly false, or made in reckless disregard of the facts, the filing of a complaint or otherwise reporting harassment will not reflect upon the complaining individual's status nor will it affect future grades, position, or assignment. Knowingly, false claims can, in appropriate circumstances, result in student discipline.

Bradford Area School District Policy 248 titled Unlawful Harassment may be reviewed anytime in the building principal's office during

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regular school hours. Please refer to Bradford Area School District's Harassment/Sexual Harassment/Title IX Sexual Harassment Policy on page 23.

## **TECHNOLOGY AND COMPUTER USE**

The computers in the Bradford Area School District have been purchased and installed for instructional use by staff members and students. The software installed on each computer and network has been purchased by the district and licensed for use here-in. Because the computers are used in a variety of classroom situations, it is critical that each workstation operated as it was meant to in each instance.

The use of computer technology in the District is a privilege, not a right. Inappropriate, unauthorized and illegal use can result in the cancellation of those privileges and the application of appropriate disciplinary action. Where applicable, students must read, sign and return the appropriate Technology and Computer Use Form before being granted access to the district's computers.

### **Guidelines:**

It is the policy of the District not to allow games to be installed or played on the computers unless specifically permitted by the teacher. In those instances, only games installed by the District staff shall be permitted. Students playing games without the express consent of the teacher may be disciplined, lose their computer privileges for a set period of time, or may face loss of credit for the current assignment.

Intentionally altering the installed software or hardware setting of the District's computers disrupts the learning process for both staff and students. Staff and students may not misuse or alter the District's computers in any way.

Student discipline for violating these guidelines and/or for misusing District technology shall be at the discretion of the Administration, depending on the age of the student and the totality of the circumstances.

### **Active Restriction Measures:**

The district is utilizing filtering software or other technologies to prevent students from accessing material and visual depictions that are: (1) obscene, (2) pornography, or (3) harmful to minors. The district will monitor the online activities of all users, through direct observation and/or technological means, to ensure that users are not accessing such depictions or other material that is inappropriate.

Internet filtering may be disabled by the district's designated technology administrator as necessary for the purpose of valid research or other instructional projects being conducted by a user(s).

The term "harmful to minors" is defined as meaning the quality of any description or representation in whatever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse when:

1. It predominantly appeals to prurient, shameful, or morbid interest of minors.
2. It is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors.
3. It, taken as a whole, lacks serious literary, artistic, political, educational, or scientific value as to minors.

The full text of the District's "Acceptable Use of Technology and Computers" Policy 814.1 can be viewed in the Building Principal's Office during normal school hours.

## **TITLE IX POLICY**

It is the policy of the District to maintain an environment for learning and working that is free from harassment, sexual harassment and Title IX sexual harassment, as defined herein, and such conduct is prohibited. It is also the policy of the 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. Additionally, the District does not discriminate in any manner, including Title IX sexual harassment, in any District education program or activity. 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 District's Title IX Coordinator is: Samuel Johnson, Assistant Superintendent  
150 Lorana Avenue  
Bradford, PA 16701  
[sjohnson@bradfordareaschools.org](mailto:sjohnson@bradfordareaschools.org)  
814-362-3841 Ext 2502

The District's Board Policy 103 "Discrimination/Title IX Sexual Harassment Affecting Students" and the associated Attachment 2 "Discrimination Complaint Procedures" and Attachment 3 "Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints" are set forth in full on the District's website and can be accessed at:  
[www.bradfordareaschools.org](http://www.bradfordareaschools.org)

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## Definitions

*"Discrimination"* shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy and/or handicap/disability.

*"Harassment"* is a form of discrimination based on the protected classifications listed above consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

1. sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the service, activities or opportunities offered by the District or a school.

It shall be a violation of this policy to harass a student or District employee. Bullying can be a form of harassment. A student's sending, sharing, viewing, selling, purchasing or otherwise disseminating of obscene, pornographic, lewd, sexually explicit or nude images, photographs or video content of another student may be considered harassment.

*"Title IX Sexual Harassment"* - means conduct on the basis of sex that satisfies one or more of the following:

1. A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as quid pro quo sexual harassment.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.
3. Sexual assault, dating violence, domestic violence or stalking.
  - a. *Dating violence* means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:
    - i. Length of relationship.
    - ii. Type of relationship.
    - iii. Frequency of interaction between the persons involved in the relationship.
  - b. *Domestic violence* includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
  - c. *Sexual assault* means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
  - d. *Stalking*, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:
    - i. Fear for their safety or the safety of others.
    - ii. Suffer substantial emotional distress

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Violations of this **Harassment/Sexual Harassment/Title IX Sexual Harassment Policy**, as set forth more fully in Board Policy 103 "Discrimination/Title IX Sexual Harassment Affecting Students" and associated Attachments 2 and 3, including acts of retaliation as described in the policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures. This Policy prohibits individuals from knowingly submitting false information during the Title IX grievance process outlined in Attachment 3 of Policy 103 and during other grievance or hearing processes established by Board policy and procedures and/or the Student Code of Conduct. A violation of this prohibition by district students may lead to discipline up to and including referral for expulsion.

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### **Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation and Grievance Procedure:**

The Board encourages students 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 principal or the Title IX Coordinator, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. 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 student's parents/guardian or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal or the Title IX Coordinator.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal or Title IX Coordinator, as well as properly making any mandatory police or child protective services reports required by law.

If the building principal is the subject of a complaint, the student, third party or a reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form which has been developed for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed. A copy of this Report Form can be accessed on the District's website at: *[insert website address/link here]*, and through the building principal or the Title IX Coordinator.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures as defined by Title IX. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the District's Discrimination Complaint Procedures (Attachment 2 to Policy 103) or if the reported circumstances meet the definition of Title IX sexual harassment and shall be addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints (Attachment 3 to Policy 103). Those procedures are lengthy and copies of the procedures are not reproduced in full in this Student Handbook but can be accessed on the District's website at: *insert website address/link here* and/or hard copies are available in the building principal's office and through the Title IX Coordinator.

### **GIFTED EDUCATION**

At any grade level, referrals for gifted screening can be made directly to the building administrator. A screening of student performance is conducted to determine if additional assessments are necessary. The screen process includes a review of the student's performance on state assessments or other standardized assessment measures, teacher and parent input, and review of report card.

**PLEASE NOTE:** Parents hold the right to request a formal evaluation including prior to or during the conduct of screening activities; screening activities do not serve as the only measure.

### **GUIDANCE**

Guidance services are available for every student in the school. These services include help with home, school, and/or social concerns, study skills, college and career exploration, or any questions the student would like to discuss with the counselor.

### **STUDENT ASSISTANCE PROGRAM**

The Fretz Middle School Student Assistance Program is designed to help student remove barriers to learning. The team provides assistance and support for students experiencing significant personal struggles related to: depression, drug and alcohol usage, family problems, eating difficulties, suicidal thoughts, anxiety, abuse, anger, grief, loss, et. The core program consists of professionally trained staff and liaisons from community agencies. The team members do not diagnose, treat or refer for treatment but may refer for an assessment for treatment. Parent involvement in all phases of the Student Assistance Program is encouraged. To seek assistance for yourself or a friend contact a team member or get a referral form in the Guidance Office.

### **REPORT CARDS/PROGRESS REPORTS**

The school year is divided into four nine-week grading periods. Students will receive a report card at the end of each marking period. Progress reports are sent home at the three-week mark if performing at a 70% or below in a subject area. The SCIU parent portal also houses current student grades and can be accessed online.

### **EXEMPTION FROM INSTRUCTION**

The Board adopts this policy to ensure that parents/guardian have the right to have their children excused from specific instruction that conflicts with their religious beliefs. The rights granted by this policy are granted to parents/guardians of students enrolled in this district when the students are under the age of eighteen (18) and to the students themselves when the student is eighteen (18) or over. The written request must contain a statement that the specific instruction described conflicts with the religious beliefs of the student or of the parents/guardians.

### **FIRE DRILL AND SCHOOL SECURITY DRILL**

The chief school administrator must provide advance notice to parents/guardians that the school security drill will be held.

## TITLE IX POLICY

It is the policy of the District to maintain an environment for learning and working that is free from harassment, sexual harassment and Title IX sexual harassment, as defined herein, and such conduct is prohibited. It is also the policy of the 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. Additionally, the District does not discriminate in any manner, including Title IX sexual harassment, in any District education program or activity. 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 District's Title IX Coordinator is: Samuel Johnson, Assistant Superintendent  
150 Lorana Avenue  
Bradford, PA 16701  
[sjohnson@bradfordareaschools.org](mailto:sjohnson@bradfordareaschools.org)  
814-362-3841 Ext 2502

The District's Board Policy 103 "Discrimination/Title IX Sexual Harassment Affecting Students" and the associated Attachment 2 "Discrimination Complaint Procedures" and Attachment 3 "Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints" are set forth in full on the District's website and can be accessed at:  
[www.bradfordareaschools.org](http://www.bradfordareaschools.org)

## Definitions

"*Discrimination*" shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy and/or handicap/disability.

"*Harassment*" is a form of discrimination based on the protected classifications listed above consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

1. sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the service, activities or opportunities offered by the District or a school.

It shall be a violation of this policy to harass a student or District employee. Bullying can be a form of harassment. A student's sending, sharing, viewing, selling, purchasing or otherwise disseminating of obscene, pornographic, lewd, sexually explicit or nude images, photographs or video content of another student may be considered harassment.

"*Title IX Sexual Harassment*" - means conduct on the basis of sex that satisfies one or more of the following:

1. A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as quid pro quo sexual harassment.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.
3. Sexual assault, dating violence, domestic violence or stalking.
  - a. *Dating violence* means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:
    - i. Length of relationship.
    - ii. Type of relationship.
    - iii. Frequency of interaction between the persons involved in the relationship.
  - b. *Domestic violence* includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
  - c. *Sexual assault* means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
  - d. *Stalking*, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:
    - i. Fear for their safety or the safety of others.
    - ii. Suffer substantial emotional distress

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

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CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous: unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior, the bully does not
Can be resolved through mediation	Social skill building could benefit	Needs to be addressed/ should not be ignored	CANNOT be resolved through mediation

Source: Jennifer Astles, DASA Newsletter, January 2014, TST BOCES

### Transition Words and Phrases — Taken from "The Key Three Routine" by Joan Sedita, © 2008.

To indicate a time relationship	after, afterward, after that, at first, at this time, before, beginning with, beyond, during, earlier, ending with, eventually, finally, following, from then on, in the meantime, next, now, since, soon, then, until, while
To indicate spacial placement	below, beside, between, beyond, farther on, here, next to, parallel with
To list or present a series of ideas	after, after that, finally, first, lastly, next, second, third
To add information or continue a line of thought	also, another, besides, further, furthermore, in addition, likewise, moreover, similarly
To summarize or show conclusion	accordingly, finally, in conclusion, in other words, in short, to conclude, to sum up, to summarize
To show comparison	by comparison, compared to, in like manner, likewise, similarly
To show contrast	although, but, however, in contrast, nevertheless, on the contrary, on the other hand, unlike
To repeat information or stress a point	above all, in fact, in other words, most important, once again, to repeat
To provide an example or illustrate a point	for example, for instance, such as, to illustrate, that is
To show cause and effect	as a result, because, because of, caused by, consequently, for that reason, that is why, therefore
To state the obvious	certainly, granted that, in fact, most certainly, naturally, obviously, of course, surely, undoubtedly, without a doubt



## Literary Elements

**Action:** Everything that happens in a story.

**Antagonist:** The person or force that works against the hero of the story. (See protagonist.)

**Character:** One of the people (or animals) in a story.

**Climax or turning point:** The high point or climax in the action of a story.

**Conflict:** A problem or struggle between two opposing forces in a story. Here are the four basic conflicts:

- person against person-a problem between characters
- person against self-a problem within a character's own mind
- person against society-a problem between a character and society, school, the law, or some tradition
- person against nature-a problem between a character and some element of nature-a blizzard, a hurricane, a mountain climb, etc.

**Dialogue:** The conversations that characters have with one another.

**Exposition:** The part of the story, usually near the beginning, in which the characters are introduced, the background is explained, and the setting is described.

**Falling Action:** The action and dialogue following the climax that lead the reader into the story's end.

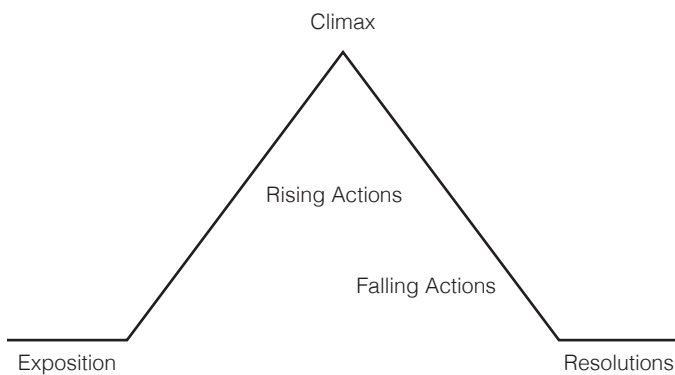
**Mood:** The feeling a piece of literature creates in a reader.

**Moral:** The lesson a story teaches.

**Narrator:** The person or character who actually tells the story, filling in the background information & bridging the gaps between dialogue.

**Plot:** The action that makes up the story, following a plan called the plot line.

**Plot Line:** The planned action or series of events in a story. There are five parts: exposition, rising action, climax, falling action, and resolution.



**Protagonist:** The main character in a story, often a good or heroic type.

**Resolution:** The part of the story in which the problems are solved and the action comes to a satisfying end.

**Rising Action:** The central part of the story during which various problems arise.

**Setting:** The place and the time frame in which a story takes place.

**Theme:** The message about life or human nature that is "the focus" in the story that the writer tells.

## Literary Devices

**Simile:** Using like or as to compare two things.

- Example: The cheetah was like a corvette.

**Metaphor:** Using is or are to compare two things.

- Example: The sun is a diamond in the sky.

**Hyperbole:** Using exaggeration to describe a situation.

- Example: I waited in line a million years.

**Idiom:** An expression that doesn't mean what it literally says.

- Example: He has a chip on his shoulder.

**Alliteration:** Using the same sound at the beginning of words.

- Example: He sells seashells by the seashore.

**Onomatopoeia:** Words that sound like what they are.

- Example: "Plop" went the raindrop.

"Splash" went the fish.

**Oxymoron:** A figure of speech that combines 2 unlike words.

- Example: Deafening silence, icy hot

**Personification:** Giving human characteristics to non-human objects/animals.

- Example: The stars danced playfully in the sky.

## Character Traits

able	foolish	quiet
active	friendly	rational
adventurous	gentle	reliable
afraid	giving	responsible
ambitious	glamorous	restless
angry	grateful	rich
arrogant	greedy	rowdy
attentive	grumpy	sad
bossy	helpful	scared
brainy	honest	secretive
brilliant	hopeful	selfish
busy	hopeless	serious
cautious	humorous	skillful
charming	imaginative	sly
cheerful	inconsiderate	smart
clever	independent	sneaky
concerned	industrious	strict
confident	innocent	talented
considerate	intelligent	thankful
courageous	jealous	thoughtful
cowardly	kindly	thoughtless
decisive	leader	tolerant
dependable	lively	trusting
determined	mature	trustworthy
discouraged	mean	unfriendly
doubtful	obnoxious	unhappy
eager	old	upset
easygoing	peaceful	weak
efficient	pleasant	wicked
energetic	polite	wise
excited	positive	worried
expert	proper	young
fair	proud	zealous

# Math → → → Study Skills

## Area

**s** = side

**L** = Length

**w** = width

**h** = height

**b** = base

**r** = radius

Square  $s^2$



Triangle  $\frac{1}{2} b \cdot h$



Rectangle  $L \times w$



Parallelogram  $b \times h$



Trapezoid  $\frac{1}{2} (b_1 + b_2)h$



Circle  $\pi \cdot r^2$



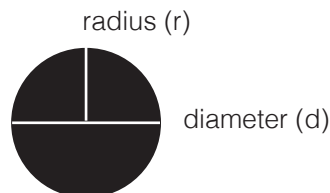
## Perimeter and Circumference

Perimeter is the distance around an object; the circumference is the distance around a circle.

**Polygon** - add all sides together



Circle -  $\pi d$  or  $2\pi r$



## Order of Operations/Symbols

- 1 Do operations within parentheses ( )
- 2 Do Powers (exponents and roots)  $2^3$
- 3 Do multiplication and division in order from left to right  $\times \div$
- 4 Do addition and subtraction in order from left to right  $+$   $-$

**<** is less than  
**>** is greater than  
**=** is equal to  
**≤** is smaller or equal  
**≥** is greater or equal  
**≈** is approximately equal to

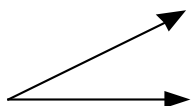
## Metric System

1,000	100	10	1	.1	.01	.001
<b>kilo</b>	<b>hecto</b>	<b>deca</b>		<b>deci</b>	<b>centi</b>	<b>milli</b>
km	hm	dam	meter (m)	dm	cm	mm
kg	hg	dag	gram (g)	dg	cg	mg
kl	hl	dal	liter (l)	dl	cl	ml

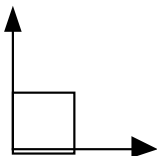
$$^{\circ}\text{C} \rightarrow ^{\circ}\text{F} = ^{\circ}\text{C} \times 1.8 + 32$$

$$^{\circ}\text{F} \rightarrow ^{\circ}\text{C} = (^{\circ}\text{F} - 32) \times 0.5555$$

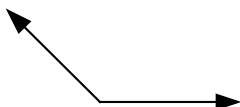
## Angles



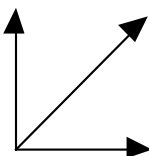
**Acute angle** less than  $90^\circ$



**Right angle** equals  $90^\circ$



**Obtuse angle** greater than  $90^\circ$



**Complementary angles** - two angles add up to  $90^\circ$

## Common Fractions & Decimals

1	=	1.0	=	100%
$\frac{3}{4}$	=	0.75	=	75%
$\frac{2}{3}$	=	0.6	=	66.6%
$\frac{1}{2}$	=	0.5	=	50%
$\frac{1}{3}$	=	0.3	=	33.3%
$\frac{1}{4}$	=	0.25	=	25%
$\frac{1}{5}$	=	0.2	=	20%
$\frac{1}{10}$	=	0.1	=	10%

## Fractions/Decimals & Percents

1—> Numerator  
2—> Denominator

### Addition/Subtraction

find common denominators

$$\begin{array}{r} \frac{1}{4} \times 3 = \frac{3}{12} \\ \frac{2}{3} \times 4 = \frac{8}{12} \\ + \frac{3}{4} \times 3 = \frac{9}{12} \\ \hline \frac{11}{12} \end{array}$$

**Changing Fractions to Decimals**  
change denominator to a power of 10

$$\frac{3}{5} \times 2 = \frac{6}{10} = .6$$

Or divide numerator  
by denominator

$$\frac{3}{5} = 3 \div 5 = .6$$

### Multiplication

multiply straight across

$$\frac{1}{2} \times \frac{3}{4} = \frac{1 \times 3}{2 \times 4} = \frac{3}{8}$$

### Division

multiply first fraction  
by the reciprocal  
of the second fraction

$$\frac{1}{3} \div \frac{3}{4} = \frac{1}{3} \times \frac{4}{3} = \frac{4}{9}$$

## Surface Area & Problem Solving

**Surface Area:** Find the area of each face and add together.

**Volume of Prisms:** Find the area of the base (B) and multiply that number by the height (h).

**Volume of Pyramids:** Find the area of the base (B), multiply by height (h), and divide by 3.

**Square Pyramid:**  $v = \frac{1}{3} Bh$

**Rectangular Pyramid:**  $v = \frac{1}{3} Bh$

**Triangular Pyramid:**  $v = \frac{1}{3} Bh$

**Cone:**  $v = \frac{1}{3} \pi r^2 h$

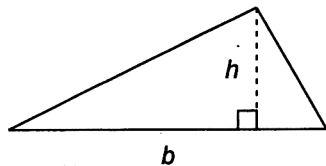
**Sphere:** surface area (sa) =  $4\pi r^2$   
volume (v) =  $\frac{4}{3}\pi r^3$

**Remember:** The answers to surface area problems are labeled in square units (units<sup>2</sup>) and volume is in cubic units (units<sup>3</sup>).

1. Read the problem carefully.
2. Devise a plan.
3. Carry out the plan.
4. Look back and see if the solution makes sense.

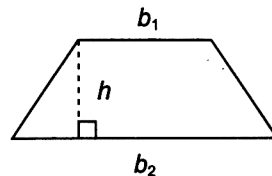
## Formulas (Grade 6 & 7)

Triangle



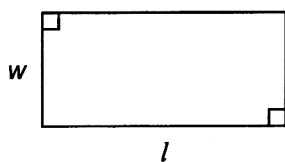
$$A = \frac{1}{2}bh$$

Trapezoid



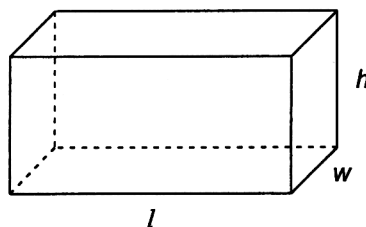
$$A = \frac{1}{2}h(b_1 + b_2)$$

Rectangle



$$A = lw$$

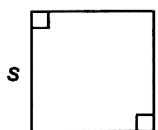
Rectangular Prism



$$V = lwh$$

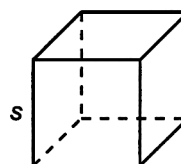
$$SA = 2lw + 2lh + 2wh$$

Square



$$A = s^2$$

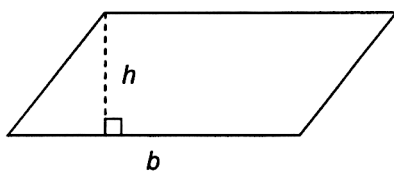
Cube



$$V = s \cdot s \cdot s$$

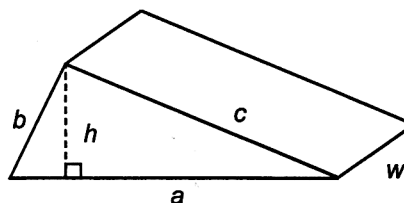
$$SA = 6s^2$$

Parallelogram



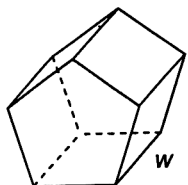
$$A = bh$$

Triangular Prism



$$SA = ah + aw + bw + cw$$

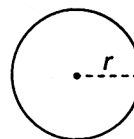
Polygonal Prism



$$V = Bw, \text{ where } B = \text{area of the base}$$

$$SA = Pw + 2B, \text{ where } P = \text{perimeter of base}$$

Circle

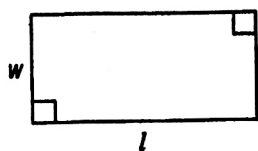


$$C = 2\pi r$$

$$A = \pi r^2$$

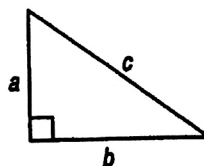
You may use calculator  $\pi$  or the number 3.14

## Formulas (Grade 8)



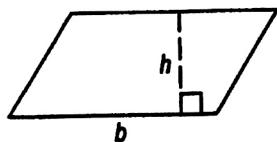
$$P = 2l + 2w$$

$$A = lw$$

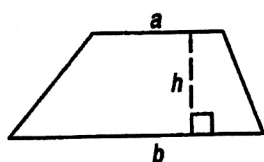


**Pythagorean Theorem :**

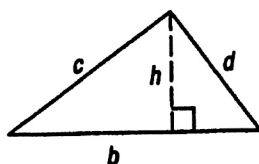
$$a^2 + b^2 = c^2$$



$$A = bh$$

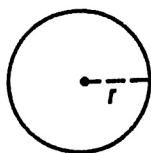


$$A = \frac{1}{2}h(a + b)$$



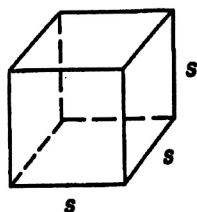
$$P = b + c + d$$

$$A = \frac{1}{2}bh$$



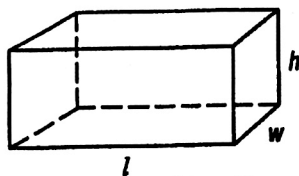
$$C = 2\pi r$$

$$A = \pi r^2$$



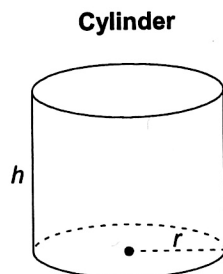
$$SA = 6s^2$$

$$V = s \cdot s \cdot s$$



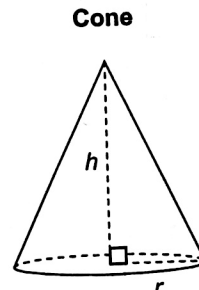
$$SA = 2lw + 2lh + 2wh$$

$$V = lwh$$



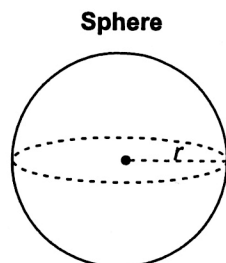
**Cylinder**

$$V = \pi r^2 h$$



**Cone**

$$V = \frac{1}{3}\pi r^2 h$$



**Sphere**

$$V = \frac{4}{3}\pi r^3$$

### Exponential Properties

$$a^m \cdot a^n = a^{m+n}$$

$$(a^m)^n = a^{m \cdot n}$$

$$\frac{a^m}{a^n} = a^{m-n}$$

$$a^{-1} = \frac{1}{a}$$

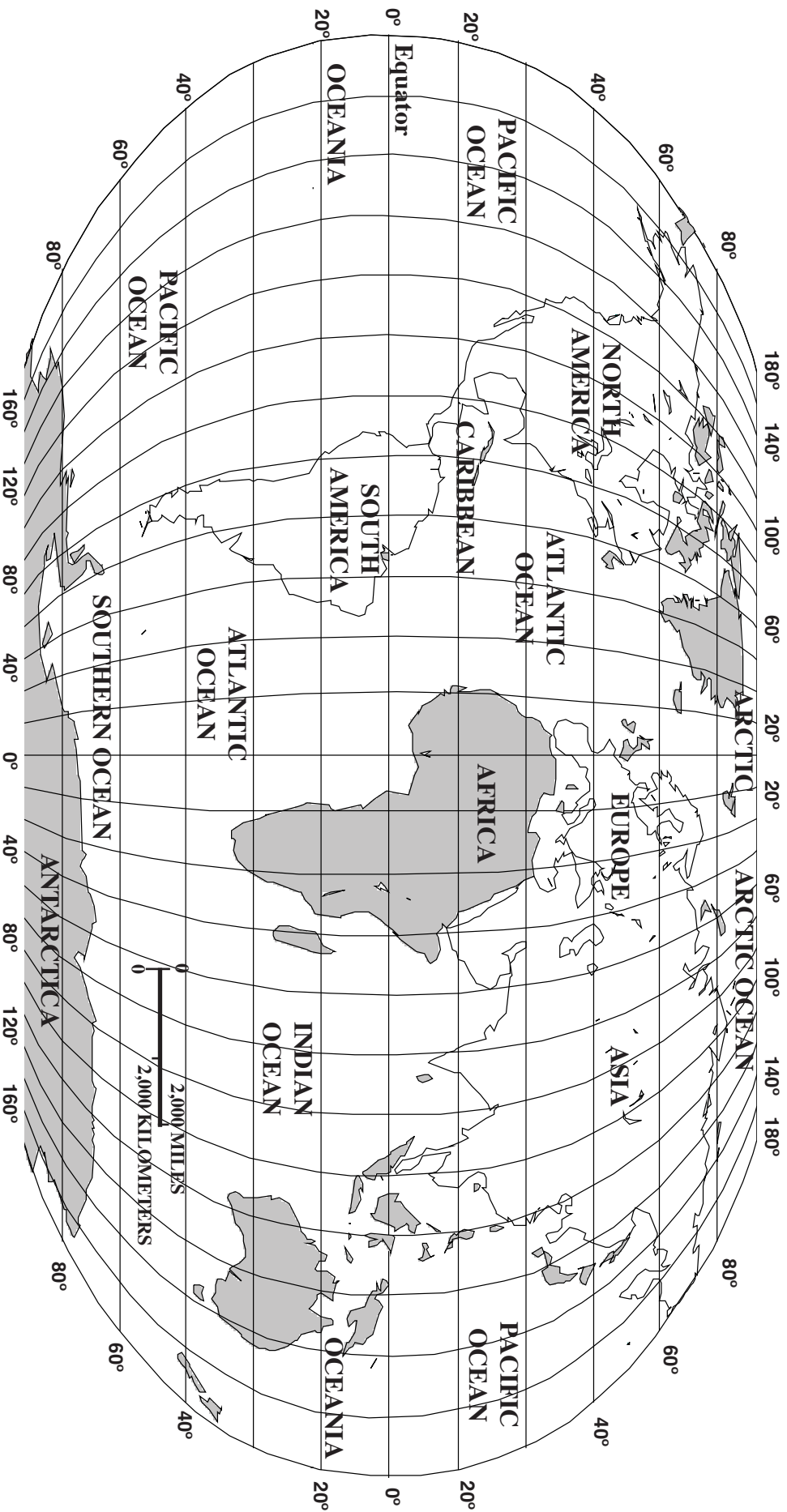
### Algebraic Equations

**Slope:**  $m = \frac{y_2 - y_1}{x_2 - x_1}$

**Slope-Intercept Form:**  $y = mx + b$

You may use calculator  $\pi$  or the number 3.14

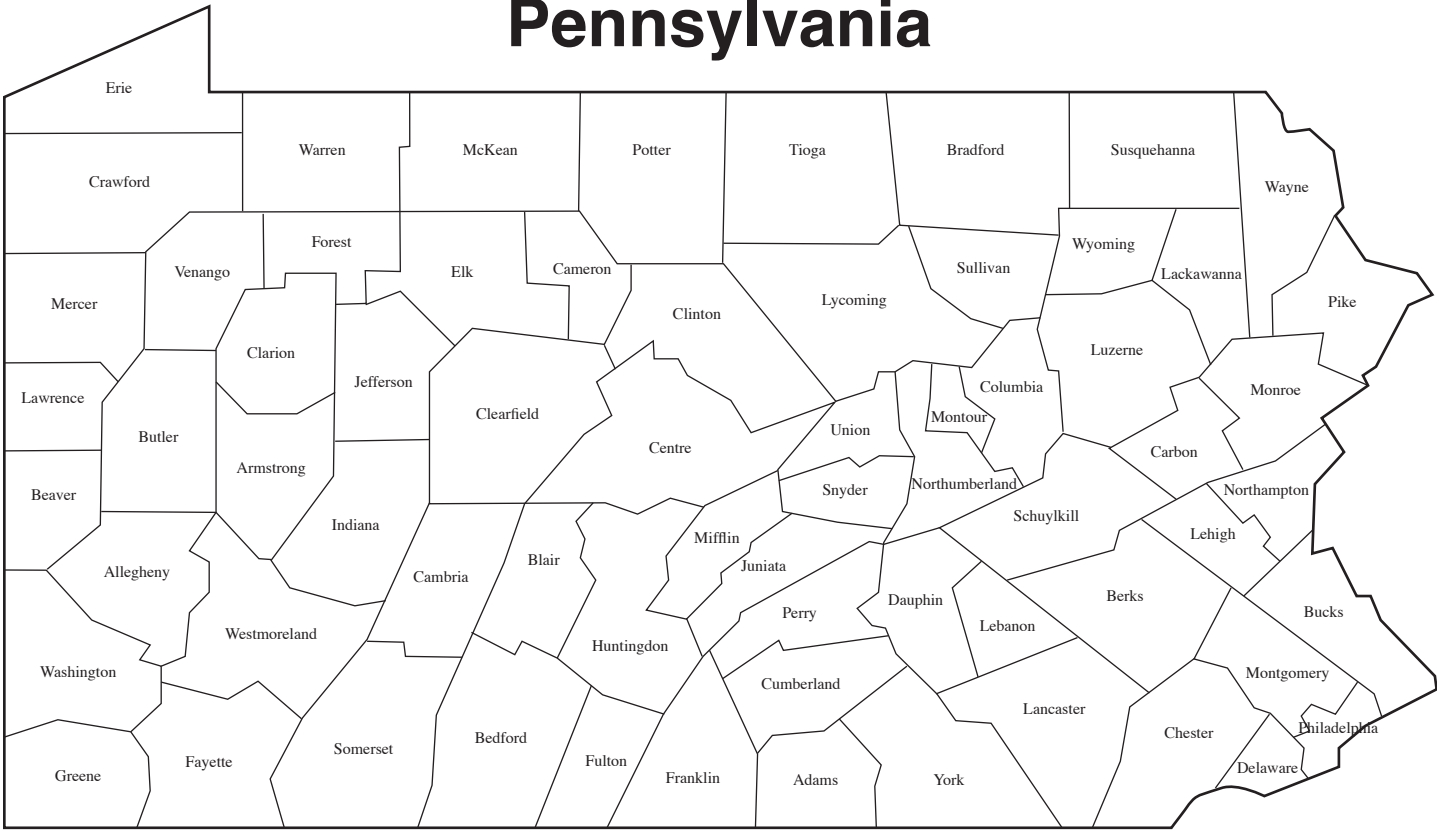
# The World



# United States



# Pennsylvania





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## Section 1: My Self

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

My strengths and talents include:

My future career plan is to:

## Section 2: My Goals

Goal	What steps or actions can I take to achieve this goal? How will I track progress toward my goal?
Personal Goal:	
Academic Goal:	

## Section 3: My Learning

Subject Area	Performance Goal	Results of Learning Target Exam	Report Card Grade	Reflections/Insights/Comments
ELA				
Math				
Science				
Social Studies				
Unified Arts				

## Section 4: My Leadership

I demonstrated leadership and service to others by:

## Section 5: My Celebrations

I am proud of the following accomplishments and/or honors:

HABIT

1

**Be Proactive**

HABIT

2

**Begin With the End in Mind**

HABIT

3

**Put First Things First**

HABIT

4

**Think Win-Win**

HABIT

5

**Seek First to Understand,  
Then to Be Understood**

HABIT

6

**Synergize**

HABIT

7

**Sharpen the Saw**

HABIT

8

**Find Your Voice**

## Fretz Middle School

LOCATION EXPECTATIONS					
LOCATION EXPECTATIONS	HALLWAYS	CLASSROOMS	BATHROOMS	CAFETERIA	BUS
<b>HERE</b>	<ul style="list-style-type: none"> <li>* Moving toward class when 1<sup>st</sup> bell rings</li> </ul>	<ul style="list-style-type: none"> <li>* Attend Daily</li> <li>* Stay focused</li> <li>* Cell phones in lockers and off</li> </ul>	<ul style="list-style-type: none"> <li>* Straight there, straight back</li> <li>* Signed agenda</li> </ul>	<ul style="list-style-type: none"> <li>* Stay in assigned seat</li> <li>* Cell phones in lockers and off</li> </ul>	<ul style="list-style-type: none"> <li>* Stay seated</li> <li>* Follow rules</li> </ul>
<b>ON TIME</b>	<ul style="list-style-type: none"> <li>* Walk directly to destination</li> <li>* Use bathroom within time-frame</li> <li>* Use locker when permitted</li> </ul>	<ul style="list-style-type: none"> <li>* Be in room when 2<sup>nd</sup> bell rings</li> <li>* Ask for passes only at appropriate times</li> <li>* Wait for teacher to dismiss you</li> </ul>	<ul style="list-style-type: none"> <li>* Return to class promptly</li> <li>* Use bathroom promptly</li> <li>* Use bathroom alone</li> </ul>	<ul style="list-style-type: none"> <li>* Get lunch, empty garbage in garbage can, return to designated seat</li> </ul>	<ul style="list-style-type: none"> <li>* Arrive at bus before bus is scheduled to leave</li> </ul>
<b>POSITIVE</b>	<ul style="list-style-type: none"> <li>* Be considerate of school and other's property</li> <li>* Respect personal space</li> <li>* Use manners when speaking to others</li> <li>* Use conversational voice</li> </ul>	<ul style="list-style-type: none"> <li>* Use appropriate language, tone and volume</li> <li>* Use materials properly</li> <li>* Respect personal space</li> <li>* Clean up</li> <li>* Show tolerance</li> </ul>	<ul style="list-style-type: none"> <li>* Keep bathrooms clean and graffiti free</li> <li>* Use appropriate behavior and language</li> <li>* Respect each other's privacy</li> </ul>	<ul style="list-style-type: none"> <li>* Have appropriate conversations with friends</li> <li>* Use free time productively</li> </ul>	<ul style="list-style-type: none"> <li>* Follow bus rules</li> <li>* Respect other people's personal space</li> </ul>

# OWL BE

# AUGUST

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5 6
	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23 First Day of School	24	25	26
27	28	29	30	31		

Notes:

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# 2023

	Monday, Aug. 21	Tuesday, Aug. 22	Wednesday, Aug. 23
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Aug. 24	Friday, Aug. 25	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Aug. 28	Tuesday, Aug. 29	Wednesday, Aug. 30
ELA			
Math			
Science			
Social Studies			
Unified Arts			



	Thursday, Aug. 31	Friday, Sept. 1	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							

# NOTES

# SEPTEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2 3
	4 Labor Day No School	5	6	7	8	9
10	11	12	13	14	15	16
17	18 3 hour delay Professional Development	19	20	21	22	23
24	25	26	27	28	29	30

Notes:

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# 2023

	Monday, Sept. 4	Tuesday, Sept. 5	Wednesday, Sept. 6
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Sept. 7	Friday, Sept. 8	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Sept. 11	Tuesday, Sept. 12	Wednesday, Sept. 13
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Sept. 14	Friday, Sept. 15	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							



	Monday, Sept. 18	Tuesday, Sept. 19	Wednesday, Sept. 20
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Sept. 21	Friday, Sept. 22	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Sept. 25	Tuesday, Sept. 26	Wednesday, Sept. 27
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Sept. 28	Friday, Sept. 29	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							

# NOTES

# OCTOBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9 Teacher Inservice  No School	10 Teacher Inservice  No School	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27 Early Dismissal Marking Period Ends	28
29	30	31				

Notes:

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# 2023

	Monday, Oct. 2	Tuesday, Oct. 3	Wednesday, Oct. 4
ELA			
Math			
Science			
Social Studies			
Unified Arts			



	Thursday, Oct. 5	Friday, Oct. 6	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Oct. 9	Tuesday, Oct. 10	Wednesday, Oct. 11
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Oct. 12	Friday, Oct. 13	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Oct. 16	Tuesday, Oct. 17	Wednesday, Oct. 18
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Oct. 19	Friday, Oct. 20	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Oct. 23	Tuesday, Oct. 24	Wednesday, Oct. 25
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Oct. 26	Friday, Oct. 27	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							



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## Section 1: My Self

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

My strengths and talents include:

My future career plan is to:

## Section 2: My Goals

Goal	What steps or actions can I take to achieve this goal? How will I track progress toward my goal?
Personal Goal:	
Academic Goal:	

## Section 3: My Learning

Subject Area	Performance Goal	Results of Learning Target Exam	Report Card Grade	Reflections/Insights/Comments
ELA				
Math				
Science				
Social Studies				
Unified Arts				

## Section 4: My Leadership

I demonstrated leadership and service to others by:

## Section 5: My Celebrations

I am proud of the following accomplishments and/or honors:

# NOVEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4 5
	6 Report Cards	7	8	9	10 In Service Day No School	11
12	13	14	15	16	17	18
19	20	21	22 No School	23 No School	24 No School	25
26	27 No School	28	29	30		

Notes:

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# 2023

	Monday, Oct. 30	Tuesday, Oct. 31	Wednesday, Nov. 1
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Nov. 2	Friday, Nov. 3	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Nov. 6	Tuesday, Nov. 7	Wednesday, Nov. 8
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Nov. 9	Friday, Nov. 10	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Nov. 13	Tuesday, Nov. 14	Wednesday, Nov. 15
ELA			
Math			
Science			
Social Studies			
Unified Arts			



	Thursday, Nov. 16	Friday, Nov. 17	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Nov. 20	Tuesday, Nov. 21	Wednesday, Nov. 22
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Nov. 23	Friday, Nov. 24	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Nov. 27	Tuesday, Nov. 28	Wednesday, Nov. 29
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Nov. 30	Friday, Dec. 1	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							

# DECEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4 3-hour Delay Professional Development	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22 No School	23
24 31	25 No School	26 No School	27 No School	28 No School	29 No School	30

Notes:

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# 2023

	Thursday, Nov. 30	Friday, Dec. 1	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Dec. 4	Tuesday, Dec. 5	Wednesday, Dec. 6
ELA			
Math			
Science			
Social Studies			
Unified Arts			



	Thursday, Dec. 7	Friday, Dec. 8	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Dec. 11	Tuesday, Dec. 12	Wednesday, Dec. 13
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Dec. 14	Friday, Dec. 15	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Dec. 18	Tuesday, Dec. 19	Wednesday, Dec. 20
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Dec. 21	Friday, Dec. 22	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

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## Section 1: My Self

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

My strengths and talents include:

My future career plan is to:

## Section 2: My Goals

Goal	What steps or actions can I take to achieve this goal? How will I track progress toward my goal?
Personal Goal:	
Academic Goal:	

## Section 3: My Learning

Subject Area	Performance Goal	Results of Learning Target Exam	Report Card Grade	Reflections/Insights/Comments
ELA				
Math				
Science				
Social Studies				
Unified Arts				

## Section 4: My Leadership

I demonstrated leadership and service to others by:

## Section 5: My Celebrations

I am proud of the following accomplishments and/or honors:

# JANUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 No School New Year's Day	3	4	5	6
7	8	9	10	11	12	13
14	15 In Service No School	16	17 Early Dismissal Marking Period 2 Ends	18	19	20
21	22	23	24	25 Report Cards	26	27
28	29	30	31			

Notes:

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# 2024

	Monday, Jan. 1	Tuesday, Jan. 2	Wednesday, Jan. 3
ELA			
Math			
Science			
Social Studies			
Unified Arts			



	Thursday, Jan. 4	Friday, Jan. 5	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Jan. 8	Tuesday, Jan. 9	Wednesday, Jan. 10
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Jan. 11	Friday, Jan. 12	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Jan. 15	Tuesday, Jan. 16	Wednesday, Jan. 17
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Jan. 18	Friday, Jan. 19	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Jan. 22	Tuesday, Jan. 23	Wednesday, Jan. 24
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Jan. 25	Friday, Jan. 26	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							

# NOTES



# FEBRUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 No School	17
18	19 President's Day No School	20	21	22	23	24
25	26	27	28	29		

Notes:

	Monday, Jan. 29	Tuesday, Jan. 30	Wednesday, Jan. 31
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Feb. 1	Friday, Feb. 2	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Feb. 5	Tuesday, Feb. 6	Wednesday, Feb. 7
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Feb. 8	Friday, Feb. 9	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Feb. 12	Tuesday, Feb. 13	Wednesday, Feb. 14
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Feb. 15	Friday, Feb. 16	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							

	Monday, Feb. 19	Tuesday, Feb. 20	Wednesday, Feb. 21
ELA			
Math			
Science			
Social Studies			
Unified Arts			



	Thursday, Feb. 22	Friday, Feb. 23	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

# NOTES

# MARCH

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
					Early Dismissal Marking Period 3 Ends	
24	25	26	27	28	29	30
31				Spring Break No School	Spring Break No School	

Notes:

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# 2024

	Monday, Feb. 26	Tuesday, Feb. 27	Wednesday, Feb. 28
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, Feb. 29	Friday, March 1	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, March 4	Tuesday, March5	Wednesday, March 6
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, March 7	Friday, March 8	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, March 11	Tuesday, March 12	Wednesday, March 13
ELA			
Math			
Science			
Social Studies			
Unified Arts			



	Thursday, March 14	Friday, March 15	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, March 18	Tuesday, March 19	Wednesday, March 20
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, March 21	Friday, March 22	Hall Pass:				
ELA			Date	Dest	Tchr	Out	In
Math							
Science							
Social Studies							
Unified Arts							

	Monday, March 25	Tuesday, March 26	Wednesday, March 27
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, March 28	Friday, March 29	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

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## Section 1: My Self

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

My strengths and talents include:

My future career plan is to:

## Section 2: My Goals

Goal	What steps or actions can I take to achieve this goal? How will I track progress toward my goal?
Personal Goal:	
Academic Goal:	

## Section 3: My Learning

Subject Area	Performance Goal	Results of Learning Target Exam	Report Card Grade	Reflections/Insights/Comments
ELA				
Math				
Science				
Social Studies				
Unified Arts				

## Section 4: My Leadership

I demonstrated leadership and service to others by:

## Section 5: My Celebrations

I am proud of the following accomplishments and/or honors:

# APRIL

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Spring Break No School	2	3	4 Report Cards	5	6
7	8	9	10	11	12	13
14	15 3 Hour Delay Professional Development	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Notes:

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# 2024

	Monday, April 1	Tuesday, April 2	Wednesday, April 3
ELA			
Math			
Science			
Social Studies			
Unified Arts			



	Thursday, April 4	Friday, April 5	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, April 8	Tuesday, April 9	Wednesday, April 10
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, April 11	Friday, April 12	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, April 15	Tuesday, April 16	Wednesday, April 17
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, April 18	Friday, April 19	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, April 22	Tuesday, April 23	Wednesday, April 24
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, April 25	Thursday, April 26	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

# NOTES



# MAY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27 Memorial Day No School	28	29	30 Graduation	31	

Notes:

	Monday, April 29	Tuesday, April 30	Wednesday, May 1
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, May 2	Friday, May 3	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, May 6	Tuesday, May 7	Wednesday, May 8
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, May 9	Friday, May 10	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, May 13	Tuesday, May 14	Wednesday, May 15
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, May 16	Friday, May 17	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, May 20	Tuesday, May 21	Wednesday, May 22
ELA			
Math			
Science			
Social Studies			
Unified Arts			



	Thursday, May 23	Friday, May 24	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

	Monday, May 27	Tuesday, May 28	Wednesday, May 29
ELA			
Math			
Science			
Social Studies			
Unified Arts			

	Thursday, May 30	Friday, May 31	Hall Pass:				
			Date	Dest	Tchr	Out	In
ELA							
Math							
Science							
Social Studies							
Unified Arts							

# SPECIAL SCHEDULES 2023-2024

## EARLY DISMISSAL SCHEDULE

### Grade 6

7:50 - 8:01	Homeroom
8:03 - 8:43	Period 1
8:45 - 9:25	Period 2
9:27 - 10:07	Period 3
10:09 - 10:49	Period 4
10:51 - 11:21	Period 5
11:23 - 11:53	Lunch
11:55 - 12:25	Period 5
12:25	Dismissal

### Grade 7

7:50 - 8:01	Homeroom
8:03 - 8:43	Period 1
8:45 - 9:25	Period 2
9:27 - 10:07	Period 3
10:09 - 10:49	Period 4
10:51 - 11:21	Lunch
11:23 - 12:25	Period 5
12:25	Dismissal

### Grade 8

7:50 - 8:01	Homeroom
8:03 - 8:43	Period 1
8:45 - 9:25	Period 2
9:27 - 10:07	Period 3
10:09 - 10:49	Period 4
10:51 - 11:53	Period 5
11:55 - 12:25	Lunch
12:25	Dismissal

## TWO HOUR DELAY SCHEDULE

### Grade 6

9:50-10:01	Homeroom
10:03-10:42	Period 1
10:44-11:23	Period 2
11:25-11:55	Period 3
11:57-12:27	Lunch
12:29-12:59	Period 3
1:01-1:40	Period 4
1:42-2:21	Period 5
2:23-2:30	Homeroom
2:30	Dismissal

### Grade 7

9:50-10:01	Homeroom
10:03-10:42	Period 1
10:44-11:23	Period 2
11:25-11:55	Lunch
11:57-12:59	Period 3
1:01-1:40	Period 4
1:42-2:21	Period 5
2:23-2:30	Homeroom
2:30	Dismissal

### Grade 8

9:50-10:01	Homeroom
10:03-10:42	Period 1
10:44-11:23	Period 2
11:25-12:27	Period 3
12:29-12:59	Lunch
1:01-1:40	Period 4
1:42-2:21	Period 5
2:23-2:30	Homeroom
2:30	Dismissal

**Three Hour Delay 2023-2024 (Below's schedule is for September 18, Day 3.**

**For future 3-hour delays, a schedule will be provided. Longest period correlates with day number.)**

## THREE HOUR DELAY SCHEDULE

### Grade 6

10:50-10:53	Homeroom
10:55-11:25	Period 2/3
11:27-11:57	Lunch
11:59-12:29	Period 2/3
12:31-12:57	Period 3/4
12:59-1:25	Period 4/5
1:27-1:53	Period 5/1
1:55-2:21	Period 1/2
2:23-2:30	Homeroom
2:30	Dismissal

### Grade 7

10:50-10:53	Homeroom
10:55-11:25	Lunch
11:27-12:29	Period 2/3
12:31-12:57	Period 3/4
12:59-1:25	Period 4/5
1:27-1:53	Period 5/1
1:55-2:21	Period 1/2
2:23-2:30	Homeroom
2:30	Dismissal

### Grade 8

10:50-10:53	Homeroom
10:55-11:57	Period 2/3
11:59-12:29	Lunch
12:31-12:57	Period 3/4
12:59-1:25	Period 4/5
1:27-1:53	Period 5/1
1:55-2:21	Period 1/2
2:23-2:30	Homeroom
2:30	Dismissal



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