



George G. Blaisdell Elementary School

Bradford, Pennsylvania



**Student & Parent
Handbook 2023/2024**

Bradford Area School District

George G. Blaisdell Elementary

265 Constitution Avenue

Bradford, PA 16701

Phone 362-6834 / Fax 362-5485

Facebook: George G. Blaisdell Elementary

www.bradfordareaschools.org

Contents

Attendance	6	School Parties/Treats.....	18
Arrival Procedures.....	8	School Pictures	18
Assignments for Absent Students.....	9	Speech and Language Services.....	11
Breakfast/Lunch	10	Student Code of Conduct and Responsibilities	5
Bullying.....	7	Student Dress Code.....	5
Bus Expectations	8	Student Due Process Rights and Expulsion Policy	18
Cafeteria Expectations.....	10	Student Records	18
Change of Address and/or Telephone	13	Technology and Computer Use	25
Chaperones.....	17	Telephone Calls to the School	21
Custody Issues.....	13	Terroristic Threats	24
Daily Time Schedule	2	Unexpected Early Dismissals/Delays	9
Dismissal Procedures	9	Visitors.....	15
District Calendar.....	3	Weapons Policy	13
Drug/Alcohol Policy	13	Weather Related Information	24
Exemption from Instruction	24	TITLE I Notification to Parents.....	25
Faculty and Staff	4	TITLE I Parent Involvement Policy	28
Field Trips.....	17	TITLE IX Policy	14
Gifted Evaluations	11		
Guidance.....	11	Information for Acknowledgment Forms	
Harassment Policy	25	Locker Waiver	37
Health Services.....	12	Student Photo Release	37
Homeless Children.....	24	Local Field Trips	37
Homework	10	School Insurance	37
Pick-Up Regulations	9	Technology and Computer Use	37
Parent Teacher Organization (P.T.O)	18	Student Device Guidelines	38
Parent Responsibilities	5	Handbook Acknowledgement.....	38
Playground Rules.....	10		
Psychological Testing.....	11	* Handbook Acknowledgment Form.....	39
Report Cards/Progress Reports	18	* Early Dismissal Form	40
Response to Instruction and Intervention Team (RtII)	11	* Inclement Weather Form	41
Safe Schools Monitor.....	17	* Student Placement Form	42
		* Please sign and return pages to school.	

Time Schedule for School

School begins at 9:00 A.M. with opening exercises.

Children are tardy after 9:00 A.M. unless their bus arrives late.

Parent Pick Up begins at 3:30 P.M.

Dismissal begins at 3:30 P.M.

Students are not to arrive at school before 8:40 A.M.

Teachers' Arrival Time in the Classroom.....	8:30 A.M.
Student Arrival Time	8:40 A.M.
Opening Exercises with Flag Salute etc.	9:00 A.M.
School Convenes	9:00 A.M.
Dismissal	3:30 P.M.
First Bus Leaves.....	3:55 P.M.
Last Bus Leaves (Approximately).....	4:10 P.M.
End of Day for Teachers	4:10 P.M.



BRADFORD AREA SCHOOL DISTRICT 2023-2024



<div><div>July 2023</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></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><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></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></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							
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																																																																																																				
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																																																																																																		
<div><div>August 2023</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</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			17-22 – In-Service Days 23 – First Day of School	<div><div>February 2024</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</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		16 – No School Potential Snow Day 19 – President’s Day No School Potential Snow Day														
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																																																																																																	
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																																																																																																
<div><div>September 2023</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</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	4 – Labor Day No School 18 – 3 hour delay Professional Development	<div><div>March 2024</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</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							22 – Marking Period Ends Early Dismissal 28-29 – Spring Break No School 28 – Potential Snow Day							
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																																																																																															
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																																																																																																					
<div><div>October 2023</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</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					9-10 – In-Service Day No school 27 – Marking Period Ends Early Dismissal	<div><div>April 2024</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></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></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					1 – Spring Break No School 4 – Report Cards 15 – 3 Hour Delay Professional Development														
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																																																																																																			
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																																																																																																			
<div><div>November 2023</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</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			6 – Report Cards 10 – In-Service Day No School 22-27 – Thanksgiving Holiday No School	<div><div>May 2024</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</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		27 – Memorial Day No School 30 – Last Day of School Early Dismissal Graduation														
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																																																																																																	
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																																																																																																
<div><div>December 2023</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</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							4 – 3 Hour Delay Professional Development 22-29 – Winter Holiday No School 22 – Potential Snow Day	<div><div>June 2024</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></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></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							
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																																																																																																					
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																																																																																																					

School opens on August 23, 2023, for regular session with cafeteria in operation.
If school is closed for inclement weather or other reasons, make-up days will be:

PSSA Testing Dates:

April 22 - 26, 2024.....English Language Arts Assessment — 3rd, 4th, 5th, 6th, 7th, and 8th grades
April 29 - May 3, 2024.....Mathematics Assessment — 3rd, 4th, 5th, 6th, 7th, and 8th grades
April 29 - May 3, 2024.....Science Assessment — 4th and 8th grades
May 6 - 10, 2024.....Make up

Winter Keystones:

Wave 1: December 4-15, 2023

Wave 2: January 3-17, 2024

Spring Keystones: May 13 - 24, 2024

Summer Keystones: July 29 - August 2, 2024

GEORGE G. BLAISDELL ELEMENTARY

2023 FACULTY and STAFF 2024

Principal - Mrs. Kim Swanson ext. 3112

Pre-Kindergarten

Mrs. Luzzi 100
Mrs. Crappio 600
Ms. Grow 136
Ms. Mager 202
Mrs. Johnson 101

Kindergarten

Ms. Lloyd 124
Mrs. Tilford 127
Mrs. Groce 506
Ms. O'Brien 125
Miss Treat 504
Ms. Cibula 501
Miss Cappello 126
Mr. Swank 502

Grade 1

Mrs. Mason 301
Mrs. Close 303
Ms. Myers 405
Ms. Tipton 402
Mrs. McIntire 306
Ms. Perkins 404
Ms. Shanks 307
Mrs. Brown 302

Grade 2

Mrs. Lohman 131
Mrs. Franz 200
Mrs. Rinfrette 134
Mrs. Grady 203
Mrs. Lewis 201
Ms. Kemick 133
Mrs. Kendall 205
Mrs. Sheeley 132

Asst. Elementary Principal

Wesley Lohrman 3113

Enrichment

Mrs. Dittman 300

Guidance

Ms. Hartman 604
Ms. Gigliotti 305

Learning Support

Mrs. Stives 616
Mr. Eckstrom 623
Mrs. Baker 401
Miss Pollock 403

Title I

Mrs. Kwiatkoski 505
Mrs. Stuckart 304
Ms. Hilzinger 605

Health

Mrs. Wright 114
Mrs. Frontino

Secretaries

Ms. Cline Office
Mrs. Haynoski Office
Mrs. Waid Office

ESL

Mrs. Maslar

School Social Worker

Mrs. Armstrong-Graham 305

PC Field

Mrs. Yohe 606

Building/Instructional Aides

Mrs. Smith
Mrs. Bridge
Mrs. Hartman
Mrs. Distasio
Miss. Cottillion
Mrs. Jordan
Ms. Keck
Ms. Poirier
Mrs. Vinelli
Mrs. Walter
Mrs. Zickefoose
Mrs. Rimer
Mrs. Watson
Mrs. Wingard

Custodians

Mr. Maze
Mr. Disney
Mr. Close
Mr. Myers
Miss Rea

Cafeteria Staff

Mrs. Thacker

Unified Arts

STEAM Mrs. Krepp 738
Library Mrs. McGee 121
Music Mrs. Ruckdeschel 736
Phys. Ed. Mrs. Marasco 729
Speech Ms. Kocjancic 406
Stem Mr. Eaton 400

* To contact a staff member by e-mail, use the first initial of their name, followed by their last name, @bradfordareaschools.org (example: kswanson@bradfordareaschools.org)

Parent Responsibilities

- Take time to read with your child. Help your child with schoolwork.
 - Be sure your child's bedtime is early enough and be consistent.
 - See that your child is dressed comfortably for both classroom work and outdoor play.
 - Be cautious of any exposure to violent toys, violent TV programs, or violent peers.
 - Be cautious of any foul language that may be used around your child.
 - Encourage children to be responsible. Have your child help out with chores at home.
 - Talk to your child about school everyday.
- All textbooks and library books that are lost or damaged during the school year will have to be paid for at the full replacement cost.
 - If money is sent to school, it is necessary to enclose it in a sealed labeled envelope.
 - Teach your child to be respectful to adults, peers and property.
 - If your child is absent, make arrangements for make-up work before 9:30 am.
 - Talk to your child about their feelings and interests.
 - Be involved in your child's education.

Student Code of Conduct and Responsibilities

- Students are expected to attend school regularly, put forth their best effort in classroom work, and follow directions.
 - It is the responsibility of each student to respect school personnel, school property, and their fellow students.
 - School wide behavior expectations; be safe, respectful, responsible, and nice.
 - Students are not to use foul language, act in an aggressive manner, or chew gum while on school property.
 - Students are not to bring items such as toys, trading cards, games, cell phones, electronic devices, iPods or music to school unless their teacher makes a special request.
- Students are prohibited from engaging in behavior that is inappropriate in the school setting, such as theft, destroying school property, insubordination, making threats, possessing weapons and/or drugs/ alcohol, using inappropriate language, fighting, bullying, assaults, violation of dress guidelines, not being in your assigned areas, etc. The Administration will determine the appropriate disciplinary response for inappropriate behavior, depending on the age of the student and the totality of circumstances regarding the incident. Discipline can range from conference with parent, detention, suspension and referral to the Board of Directors for expulsion.

Student Dress Code

- Each student's manner of dress should be acceptable to normal school activities.
 - Garments imprinted with logos advertising items such as alcohol, drugs and cigarettes are not acceptable.
 - Garments that contain offensive words, profanity, provocative pictures or sexual innuendos are not appropriate.
 - Halter tops, off the shoulder tops, spaghetti straps, low cut tops or short shorts are not appropriate clothing for school.
- Bare midriffs, backless tops, tube tops, or any clothing that reveals the abdominal area also are not appropriate for school.
 - Hats or any head coverings are not to be worn in the school building.
 - Loose fitting sandals and flip-flops are not safe for school use.
- This list is not all inclusive. In case of doubt in any matter pertaining to dress or appearance, please call the office or principal.

COMPULSORY AGE

The compulsory school age in Pennsylvania requires all students to attend school no later than age 6 and until age 18 or graduation, whichever occurs sooner.

ATTENDANCE

Attendance at school on a regular basis is a responsibility of both parent and student. Regular attendance is important in order for students to participate in class activities and to be exposed to the full range of knowledge and experiences necessary to successfully meet course objectives.

In all instances, an absence from school is ILLEGAL unless, a written or medical note is provided by the parent or guardian within THREE DAYS of the absence.

The Board considers the following conditions to constitute reasonable cause for absence from school and therefore qualifies as an “excused absence”:

1. Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons
2. Obtaining professional health care or therapy service rendered by a licensed practitioner
3. Quarantine
4. Family Emergency
5. Recovery from accident
6. Required court attendance
7. Death in family

Students and parents are advised that illegal absences will be dealt with in accordance with the Pennsylvania Public School Code. Specifically, students and their parents will be notified when the student has accumulated three (3) days, or their equivalent, of illegal absences within one school year. At this time a School Attendance Improvement Conference (SAIC) will occur to examine student’s absences and reasons for the absences will be examined in an effort to improve attendance, with or without additional

services. If the child acquires a fourth (4th) illegal absence, the District is required to complete a Truancy Referral Form with McKean County Department of Human Services. Upon the sixth (6th) illegal absence, the District is required to file truancy charges with the local District Judge’s office. Section 1333 of the School Code imposes fines up to \$300 and authorizes other penalties such as parent imprisonment, parent education classes, community service and possible imprisonment for violations of compulsory school attendance laws. Students may also lose their driver license privileges.

Students of compulsory school attendance age who have continued irregular school attendance will also be referred to the McKean County Office of Children and Youth Services.

Absence Notification - When your child is absent from school, call the office at 362-6834, ext. 3111, to report his/her absence. A written notice **MUST** be provided upon return to school.

Truancy - Students of Compulsory age (from the time the child enters school (which may be no later than at the age of six (6) years until the age of 17 years) are subject to the compulsory school attendance laws of Pennsylvania. The District is required to file truancy charges against parents of truant students and/or the truant students themselves as set forth in the “Attendance” section above.

Whenever a student is legally absent from class, it is the student and/or parents responsibility to contact the instructor regarding any work missed. In the case of extended absence, parents should contact the teacher to request homework. **Some examples of unexcused and unlawful absence are illegal tardy to school, and illegal absence from school.**

Tardy - Students are to arrive between 8:40-9:00. If a student arrives after 9:00, the minutes are illegal and can accumulate into a full illegal day.

After (10) days of absence by a student in any one school year, a warning letter will be sent to the parent or guardian. After ten (10) days, a medical excuse will be required for each suc-

cessive absence. Failure to provide the medical excuse within three (3) days will result in the absence being deemed illegal or unexcused depending upon the age of the student. A district magistrate and the McKean County Office of Children and Youth Services will be notified.

Parent Educational Trips - A Parent Educational Trip request must be submitted to the principal five (5) days prior to the departure date. Parent education trips will be limited to five days per year. After the five days have been exhausted, each day in excess of five will be marked illegal and subject to penalties under Act 29, Section 1333 P.S.C. for compulsory school age students.

BULLYING

The Bradford Area School District is committed to providing a safe and productive 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 a series of acts:

1. directed at another student or 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, shall report the 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 Disciplinary 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 retaliatory behavior directed against compliant, victims, witnesses, and/or other individuals who participate in the investigation of allegations of bullying.

If you have questions or would like to speak more about bullying, please contact your building principal or school guidance counselor. If you would like to review the bullying policy in its entirety, please contact the district administration office.

BUS EXPECTATIONS (for all students)

1. Listen to the bus driver
2. Remain seated in your own seat.
3. Keep your hands to yourself, and inside bus.
4. Talk Quietly.
5. No Spitting.
6. No Tobacco.
7. No Eating or Drinking on Bus.
8. No Foul Language.
9. No Throwing Objects.

- The bus stops are set up to provide convenient stops for students. Children should arrive at their bus stops 5 minutes before their bus is scheduled to arrive.
- Please remind your children that the property at the bus stop, (lawns, trees, shrubs, flowers, fences, etc.) is private property and the children should be respectful of the property of others. This also includes the clothing and personal belongings of their peers at the bus stop.
- Please remind children that it is not acceptable to use foul language at their bus stop or to use inappropriate hand gestures. Please stress that children are and will be held accountable for their actions.
- Parents requesting a bus change must fill out a **BRADFORD AREA SCHOOL DISTRICT BUS STOP REQUEST FORM** (available in the GGB office or at the bus garage). The change will take 3 to 5 days to complete. **NO EXCEPTIONS.**
- The bus garage reserves the right to change stops if conditions warrant the change.
- **Only two stops will be permitted for each child.**
- **For problems on the bus, please call the bus garage at 368-4714.**

* **Call before 12:05 p.m. to make changes.**
If you call after this time to make a change, we can not guarantee that the change will be able to be followed.

The School Board has adopted a policy that authorizes audio/visual interception on school buses or school vehicles for disciplinary or security purposes. For additional information, please refer to Policy 810.2

A. SEVERE OFFENSES

1. Categories:

- ◆ Engaging in activities which may affect the safety and welfare of self and others.
- ◆ Vandalizing school property.
- ◆ Using tobacco, alcohol or drugs in any form.

2. Discipline:

- ◆ **First Offense** - Removal from the bus for a period of three days, written report

filed, and parent/guardian notified.

- ◆ **Second Offense** - Removal from bus for 5 days, written report filed, and conference held with parent/guardian.
- ◆ **Third Offense** - Removal from bus for 10 days, written report filed, and conference held with parent/guardian.
- ◆ **Fourth Offense** - Removal from bus for 20 days, written report filed, and conference held with parent/guardian.
- ◆ **Subsequent Offense** - Recommendation to superintendent for removal from bus for remainder of school term; written report filed, and conference held with parent/guardian.

B. LESSER OFFENSES

1. Categories

Those offenses which are not covered in section "A," shall be considered to be lesser offenses and will not normally result in loss of riding privileges on the first occurrence.

2. Discipline

- ◆ **First Offense** - A verbal warning will be given. At his/her discretion, the transportation supervisor may contact the parent/guardian with the information of the offense. Should it be deemed necessary, the school may be asked to make the initial contact with the parent/guardian. In either instance, it shall be recorded in writing with a copy sent to the parent/guardian and copies retained by both the school and the supervisor.
- ◆ **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.
- ◆ **Third Offense** - Similar to "second offense," except that warning shall note that next offense may result in a loss of riding privileges. Seat assignment will become permanent.
- ◆ **Fourth Offense** - At this point, removal from the bus will occur and the punishment shall follow the process outlined in Section A.2.

C. WHERE A LOSS OF RIDING PRIVILEGES MAY AFFECT A STUDENT COVERED BY AN I.E.P., the principal should exercise the necessary steps to assure that due process is followed.

D. WHERE THE MISBEHAVIOR INVOLVES VANDALISM TO SCHOOL DISTRICT PROPERTY, the student and/or parent/guardian shall be financially liable for all damages incurred.

E. FIELD TRIPS

Students with revoked riding privileges will not be permitted to attend any field trip that is scheduled during the suspension. No special accommodations will be made.

ARRIVAL PROCEDURES FROM BUSES

Students are permitted to enter the building at 8:40 a.m. All students must enter by way of the cafeteria entrance. No other entrance should be used. When arriving at the school, students are to enter the building immediately and go to their classroom.

Upon entering the building, all students must report directly to the front hall until 8:40 a.m. They are not to go to any other part of the building. Permission from the homeroom teacher is needed if the student is to go to any other place in the building.

DISMISSAL PROCEDURES

Early Excusal:

Any child leaving prior to 3:30 p.m. must present a written note to the office stating the reason, time for the dismissal and who will be picking the child up. Please come to the front of the building and press the security button. For the safety of our students, you must state your name and reason for coming into the school.

Once you have identified yourself, office personnel will escort your child to you.

We understand that there will be times when you have to pick up your child early for unforeseen circumstances. Please notify the office that you will be coming. Once you have arrived please use the procedures above.

Parent Pickup:

The office will issue you two cards that must be placed in the front window of your car(s) when you come to pick up your child. Parents should enter the main parking lot using the entrance at the top of Constitution Ave. and line up along the left side

of the upper parking lot beginning at the flag pole in the front of the building. **Parents are to remain in their cars and staff will bring the students out and help them into your car. For the safety of our students, do not park in the parking lot and come up or into the building to pick up your child. You will be asked to get back into your car and get in line with the other parents.** Your cooperation is greatly appreciated.

UNEXPECTED EARLY DISMISSALS/DELAYS

Occasionally, school may close early due to weather conditions. These instances are rare but do happen. The school needs to know where your child is to go if this occurs. At the beginning of the school year a form is sent home asking parents what the child is to do if there is an unexpected early dismissal. Please fill this form out and send it in immediately. Additionally, make sure your child understands what he/she is to do. It is very difficult for a classroom teacher to call every parent in the classroom if this occurs. Please have an alternate plan in place. The radio station (WESB 1490AM/ WBRR Cool 100FM) will be notified if this occurs. Once again, it is rare, but it is always better to be prepared.

If school is delayed in the morning, an announcement will be made on the radio, using Remind, on our Facebook page and you will receive an automated phone call. Students will not be permitted in the school until the following times:

1 hour delay:

9:40 a.m.-10:00 a.m.—Students arrive at school
10:00 a.m.: School begins

2 hour delay:

10:40 a.m.-11:00 a.m.—Students arrive at school
11:00 a.m.—School begins

3 hour delay:

11:40 a.m.-12:00 p.m.—Students arrive at school
12:00 p.m.—School begins

ASSIGNMENTS FOR ABSENT STUDENTS

When a student is absent from school, parents should make arrangements for homework assignments. Please consider teachers busy schedules when planning these arrangements.

The procedure for making these arrangements is as follows:

1. Have a sibling make arrangements for your sick absent child's homework. Stress to the child this request must be made first thing in the morning.
2. If your absent child does not have a sibling attending GGB, call the elementary school office before **9:30 am**. Homework requests made after **9:30 am** may not be filled.

HOMEWORK/ABSENCE MAKE-UP WORK

Homework is given to students to extend their learning beyond the classroom. The school policy is that homework should provide practice, reinforce skills, and provide enrichment. Please stress to your child the importance of completing his/her homework. If you find your child is having great difficulty with a particular skill, notify the teacher immediately. Perhaps, your child might need more instruction in this area.

It is the child's responsibility to return any materials he/she takes home to complete the homework. Textbooks are to be treated with care. Students are responsible to make sure that the books do not become torn or damaged in any fashion. If this occurs, parents will have to reimburse the school for the cost of the book.

When a child has been absent, he/she is responsible for making up any work the teacher assigns. Usually the teachers are accommodating in regards to the length of the absence and the time to make up the work.

If you would like to **pick up your child's homework**, you must contact the office before **9:30 a.m.** in order for your child's assignments to be prepared that day. The homework can be picked up in the office between 3:30 p.m. and 3:45 p.m. If you call after 9:30 a.m. your child's homework will not be ready until the next day.

PLAYGROUND RULES

1. Practice safe play.
2. Wear appropriate footwear.
3. Go up ladders and ramps and down slides feet first.

4. Do not climb over railings or on top of tunnels.
5. Sit on swings.

CAFETERIA EXPECTATIONS

1. Enter the cafeteria in an orderly manner.
2. Talk quietly. No shouting or calling to friends at other tables is permitted.
3. Keep hands on your own body and on your own food.
4. Do not throw anything.
5. No food is to be removed from the cafeteria.
6. Remain seated at all times. If you have a question, raise your hand.
7. No student is to leave the cafeteria without permission.
8. If an adult blinks the lights on and off, students should immediately stop what they are doing.

BREAKFAST/LUNCH

Both elementary schools have a breakfast program in addition to a lunch program. All students in the district will receive free breakfast and lunch regardless of parent income. Snacks will still be available for students to purchase.

Each student has an account in the cafeteria. Parents may send in cash or checks, payable to Bradford Area School District to be deposited into their child's account, or use the On-Line System by accessing the District website:

www.bradfordareaschools.org

Click on Food Services

Click on Online Lunch Payment
payforit.net

Please pay for snacks on the first day of each week. You may also pay by the month. **Please send the money in a sealed envelope clearly marked with your child's first and last name and "snack money" written across it.** The cafeteria will notify you if your child's account is low. Menus for breakfast and lunch are sent home on a monthly basis.

PSYCHOLOGICAL TESTING

Evaluation or educational/psychological testing is available through the district school psychologist with written parental permission. The assessments to be given are determined by a team of individuals familiar with the student. Parent input and participation is a key component of the evaluation process. Psychological evaluations are used for the following:

- identify a student's academic, cognitive, and learning strengths and needs
- identify students who might be in need of special education services
- identify appropriate educational services and specially designed instruction to meet students needs
- identify behavioral, social, and/or emotional concerns

ELEMENTARY STUDENT ASSISTANCE PROGRAM

The Student Assistance Program (SAP) is a program created to remove barriers to success for students. SAP is a team of dedicated and trained teachers, administrators and agencies that will provide you and your child the supports and resources needed for success. Students may be referred to the SAP team for support with learning, attendance, behaviors, or other barriers. Parents, teachers, administrators or other caring adults can refer a student. As the parent/guardian you are an integral part of the team.

RESPONSE TO INSTRUCTION AND INTERVENTION TEAM (RtII)

The RtII process is a very positive, success oriented program which follows specific assessment and intervention tactics to help remove educational and behavioral stumbling blocks for the elementary children in the regular classroom. RtII is a team approach designed to assist students to function successfully in the elementary school environment. You as a

parent are an integral part of the RtII process.

SPEECH and LANGUAGE SERVICES

The Speech and Language Support Program provides specially designed instruction for students who have difficulties in communication skills. Areas of difficulty which can be addressed include: articulation (specific speed-sound production), language skill development (form, content and use), voice quality, and fluency (stuttering). One-on-one or small group instruction is provided in the speech therapy room setting or within the child's classroom depending upon which arrangement best meets the child's individual communication needs as determined by the student's IEP team. Diagnostic and corrective procedures are administered by district speech/language therapists.

GIFTED EVALUATIONS

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 screening 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 Counseling Services are available through a certified Elementary School Counselor. Students can be referred by parents, teachers, or by self referral. Classroom guidance programs are conducted through the school year in various topics, such as; study skills, test taking and self esteem lessons.

Individual and small groups counseling services are available. Referrals to locate agencies for more in-depth counseling are also made on a case by case basis.

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: GGB, ext. 3114

Illness: The nurse cannot diagnose an illness. Care within the health room is limited to first aid services. Should your child become ill during school hours the nurse will evaluate the complaint and notify you of any problem. It is extremely important that 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 the illness, the parent 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 you may be asked for a note

from the physician stating the reason for the student's absence.

Medication 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 for 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 school by an adult.**

If your child has a history of serious allergic reactions to foods, bees stings, etc, please ask your doctor for a prescription for appropriate medication (Benadryl, Epi-pen, etc.) to be kept in the school for emergency situations.

Health Records - The school nurse is responsible for keeping an up-to-date health record on your child. Please make her aware of any serious injury, illness, hospitalization or surgery. Your child's performance in school may be altered by illness or medication. If your 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.

Student's height, weight, and BMI records along with immunizations required by the state may be accessed by parents in the CSIU Parent Portal under Health.

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 and/or PHONE

It is important that we have your correct address and phone number for your home and work place. If either of these changes

throughout the school year, please notify us immediately. If you're changing your address according to State LAW, you will also need to provide a new proof of residency (copy of deed or lease, Dept. of Transportation driver's license or identification card or vehicle registration, property tax bill, copy of State/Federal program enrollment (includes, but not limited to, TANF or CHIP), or current credit card bill). Any phone or address changes must be completed with our Enrollment Secretary, Christine Bartlett, by contacting her at the Administrative Offices at **814-362-3841, ext. 2518**. It is necessary that we have an emergency number for you in the event that you cannot be reached at home during the school day should a serious emergency arise.

CUSTODY ISSUES

Parents have equal rights to their child. We often receive requests from parents/guardians stating who can or cannot pick the child up at school. When we get this information, it is shared with the child's homeroom teacher and all office personnel. Everyone must understand that the school needs to have a copy of the Custody Agreement on file to legally carry out such requests. A simple verbal request without any legal documentation will not be sufficient.

DRUG AND ALCOHOL POLICY

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. Possible referral to law enforcement.

WEAPONS - Policy 218.1

This is an abstract of the terms of the Weapons Policy #218.1.

The Board recognizes the importance of a safe school environment relative to the educational process. The 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.

Definition Weapon - Includes but is not 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 harm.

Discipline - The School Board shall expel (using the process outlined in the policy) for a period of not less than one year any student who violates this policy. Such expulsion shall be given in conformance with formal due process proceedings required by law. The Superintendent may recommend modifications on a case by case basis.

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

Transfer students - Students transferring in during an expulsion period for a weapons offense may be assigned to an alternate assignment or alternate education for the period of the expulsion.

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
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

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.

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.

SAFE SCHOOLS MONITOR

The Bradford Area School District is committed to ensuring that students, employees, and members of the public who utilize the School District's properties feel as safe and secure as possible and that School District facilities are adequately protected from potential security threats. A key component of the School District's comprehensive security plan is the use of and efficient security camera system. Surveillance cameras are used at George G. Blaisdell Elementary School to assist in protecting the safety and security of the school community. For more information, please refer to Policy 814.6. The administration and faculty extend a welcome to all parents/guardians of students to visit our school. All visitors must report to the school office upon entering to secure permission to conduct a visit and receive a visitor's pass which must be worn at all times in the building. Please bring photo identification as it may be needed for coming into the school. All visitors are to have scheduled appointments prior to arriving at GGB. Your child's safety is of the utmost importance to this district and your co-operation is greatly appreciated.

FIELD TRIPS

To enrich the classroom learning situation, many students have the opportunity to take field trips. Field trips are well planned and well supervised. Signed permission forms are required from parents. These forms are sent home prior to any field trip detailing all arrangements concerning destination, dates, times, transportation, lunches, and any other necessary information. Short trips in town do not need a permission slip signed each time as long as the parent signs off on it the beginning of the year.

Proper conduct is expected of every student participating in a field trip. In an effort to ensure productive and safe educational experiences, students who have had serious or repetitive disciplinary infractions may be prohibited from

attending field trips. Field trips are planned at the discretion of the teachers.

Parents are strongly discouraged from attending field trips unless assigned as a chaperone. The opportunity for a student to attend field trips with their peers promotes social interaction with their classmates outside a school setting. We want all students to experience these opportunities without outside distractions.

Students will ride to and from the field trip destination on transportation provided by the district.

CHAPERONES

Act 114 requires that all student teachers and prospective employees (to include volunteers, as per District Policy #915) working in the schools after April 1, 2007, must have an FBI Federal Criminal History Check in addition to the Act 34 and 151 Criminal History Background Check clearances.

All volunteers that will have any direct student contact will need to obtain all three clearances. They also need to complete the Act 168 Sexual Misconduct Reference forms and have a current TB test. The only volunteers that would not need a clearance are those that will be working directly with other staff, in the building, and will remain under the supervision of that staff member at all times (ex. guest speakers, PTO projects, etc.). If a volunteer will have any direct contact with students and will at any time not be under direct supervision of the teacher, they will need all three clearances. All field trips will require that all chaperones have the necessary clearances.

The clearances will remain in effect as long as the individual each year volunteers one day with our students either as a chaperone or classroom helper.

Applications for clearances are available by contacting Lisa Brown, at the District Office.

PARENT LIGHTHOUSE TEAM

GGB Elementary is always putting on amazing, fun-filled events for our students. We are on the lookout for great leaders to lend a helping hand when it comes time for these events. If you would be interested in being involved in one of our special events this year, please call the school or email Kswanson@bradfordareaschools.org to join the parent volunteer team.

REPORT CARDS

The teachers use a variety of methods to assess the students throughout the school year. Students will bring report cards home every nine (9) weeks documenting how well they are doing in school. If you have any questions concerning your child's report card, please contact the classroom teacher first.

SCHOOL PARTIES/TREATS

Students are not to bring treats to share with other students unless it is cleared or requested by the classroom teacher first. Any treats that are purchased for classroom use must be purchased from a retail outlet and be sealed. **Home baked goods are not to be brought to school to share with others. Classroom parties and celebrations with food/beverages shall be limited to no more than one (1) per month in each classroom. Parents/Guardians shall be informed through newsletters or other efficient communication methods that food/beverages should only be brought in when requested for schedule parties.**

SCHOOL PICTURES

A professional photographer takes school pictures twice a year (fall and spring). The fall pictures need to be purchased in advance. Proofs of the spring portraits will be sent home for you to examine, then you may choose the package you want to purchase. All proofs

must be returned. Information is sent home well in advance concerning the prices and the date of the pictures. If your child misses the fall pictures, there is a make-up date. There is no make-up date for the spring pictures.

STUDENT RECORDS

Parents/Guardians should be aware of their right to inspect, review and request amendments to their child's classified educational records in the school. School Board Policy #'s 216, 216a and 216b address these issues thoroughly. If you would like to inspect your child's records, please notify the principal in writing.

STUDENT DUE PROCESS 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 of 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 should not be suspended (NOTE: When a student is referred for expulsion, the informal hearing is used to make the 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 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 ten day suspension period whenever possible. A student will not be excluded from school for longer than fifteen 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 as reasonably 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 Education 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 ten 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 time 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 demonstrates 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 of 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 witnesses appear in person and answer questions or be cross-examined.
 - g. The student has the right to testify and present witnesses on his 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 situations, after being fully informed of their 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 guardians 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.

TELEPHONE CALLS to the SCHOOL

We encourage parents and the community to be involved in their student's educational process. For all emergencies, call the school office and the call will be forwarded to the teacher. All other calls will be forwarded to voice mail or the parent can e-mail the teacher. (We strongly encourage parents to use e-mail for academic concerns - refer to page 4). Classes are being taught from 9:00 a.m. to 3:30 p.m. daily. Telephone calls interrupt the educational process. Thank for your assistance in creating an optimal learning environment.

If you need to call the school for your child to be a parent pick-up, please call the school before 12:05 p.m. or send a note with your child in the morning.

EMERGENCIES

School district personnel understand the importance of prevention, and work with law enforcement and other emergency responders to plan in the event of an emergency. Throughout the school year, we practice safety responses and drills. For additional information, there is a brochure available on the District web page so that parents and families understand their role in an emergency. This brochure is titled, "The Role of Parents & Families in Safe Schools & Crisis Response."

WHAT PARENTS SHOULD KNOW BEFORE A CRISIS

1. Update your child's medical and emergency contact information as soon as there are changes (e.g., medical information, changes in home address, telephone and/or cell numbers, contact information at work, persons authorized to pick your child up at school, custody orders or other relevant court documents, etc.).
2. Know your child's daily and after school activity schedule.

3. Have a plan so that your children know what to do and where to go in the event of an unscheduled early dismissal.
4. Talk to your children and emphasize how important it is for them to follow instructions from their teachers and school officials during practice drills and during actual emergencies.

REUNIFICATION

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Student/parent reunification may be needed if the school is evacuated or closed as a result of a fire, bomb threat, utility failure, flooding, school violence, or other local hazard. In these situations students will be transported to an offsite location, a "reunification site", to be reunified with parents/guardians.

THE ROLE OF PARENTS DURING A CRISIS RESPONSE

1. Parents need to stay calm and in control.
2. Do not drive to the school. Do not call the school or 9-1-1. Telephone lines may be overloaded.
3. Wait for a School Messenger announcement, which will provide instructions and the location of the reunification site. Follow the instructions carefully and report to the designated site.
4. Be sure to bring photo identification with you. School personnel and/or law enforcement will not release children without proper identification from a parent or guardian. Do not send neighbors or others to pick up your child. Children will not be released to anyone other than parents, guardians, or persons listed on the student emergency card.
5. Obey all directions given by authorities (e.g., police, school, fire chief, etc.). Remember they are doing what is best for the safety of students and staff.

Evacuation

When conditions inside make it unsafe to remain in the building, the safest course of action would be to move people to a safe location outside the building. **Situations: Fire, Smoke, Order, Bomb or Bomb Threat, Utility Failure, or Hazardous Material Spill.**

Parent Response:

1. Do not drive or come to the school.
2. Wait for a School Messenger announcement.

Shelter-in-Place

Focuses on courses of action when students and staff are required to remain indoors, perhaps for an extended period, because it is safer inside the building or room than outside. **Situations: Severe Weather, Medical Emergency, Searches, Disruptive Behavior, Intruder (non-threatening), or Outside Threat.**

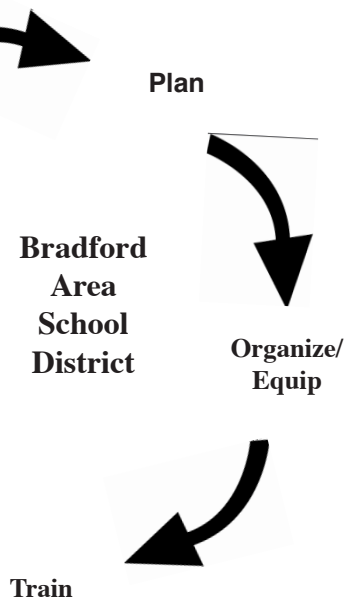
Parent Response:

1. Do not drive or come to the school.
2. Wait for a School Messenger announcement.

Evaluate/
Improve

Exercise

PROCEDURE



Reverse-Evacuation

When the source of danger is outside and there are people in outdoor areas, reverse evacuation is used to bring them into safer environment of the building. Potential danger outside the building. **Situations: Hazardous Weather, Outside Threat, Utility Failure, Hazardous Material Incident.**

Parent Response:

1. Do not drive or come to the school.
2. Wait for a School Messenger announcement.

Lockdown

Protective action that involves locking and hiding and in certain cases “fighting back” to defend themselves and others. Doors are locked and procedures are implemented for people to move quickly to or stay within locations that are secure. All possible means of staying out of sight are used.

Situations:

Active Shooter or Active Threat with a Weapon.

Parent Response:

1. Do not drive or come to the school.
2. Wait for a School Messenger announcement.

TERRORISTIC THREATS/ACTS

The Board recognizes the danger that terroristic threats/acts by students presents 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. In the case of exceptional students, the district will take all steps necessary to comply with an 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.

EXEMPTION from INSTRUCTION

The Board adopts this policy to ensure that parents/guardians have the right to have their children excused from specific instruction that conflicts with their religious beliefs.

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.

WEATHER RELATED INFORMATION

Parents should consult the radio (WESB), Facebook page or the Remind app for information regarding school closings and weather related dismissals.

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 Improvements Act of 2001 (Sections 721-726-P.L. 107 -110 NCLB.) The key mandate of the law is to ensure that homeless children and youth have access to free, appropriate education on an equal basis with other children.

By definition of this act, homeless 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 parent in a domestic shelter, individuals and/or friends due to a 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 possibly fit the above criteria, please contact the school's guidance counselor, teacher, or principal. You may also contact the Bradford Area School District's homeless liaison, Sarah Tingley at 368-3183 or stingley@bradfordareaschools.org.

Services are available for these students.

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 severe or pervasive in nature that it:
 - a. creates, or poses a realistic threat of creating, any substantial or material disruption to 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 regular school hours.

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 herein. Because the computers are used in a variety of classroom situations, it is critical that each workstation operates 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 settings 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.

NOTICE TO PARENTS

Parent Right to Know Information as Required by The Elementary and Secondary Education Act (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act (ESSA) [Section 1112(e)(1)(A)]

August 21, 2023

Dear Parent(s)/Legal Guardian(s):

Your child attends George G. Blaisdell Elementary School, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At George G. Blaisdell Elementary School, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additional right-to-know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include
 - subject matter tested,
 - purpose of the test,
 - source of the requirement (if applicable),
 - amount of time it takes students to complete the test, and
 - time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact Mrs. Kimberly Swanson, Principal, at George G. Blaisdell Elementary School at 814-362-6834 or email - kswanson@bradfordareachools.org.

Sincerely,

Mrs. Lisa Esch
Director of Federal Programs

BRADFORD AREA SCHOOL DISTRICT

SECTION: COMMUNITY
TITLE: PARENT AND COMMUNITY ENGAGEMENT
ADOPTED: August 8, 2011
REVISED:

908. PARENT AND COMMUNITY ENGAGEMENT	
1. Purpose Pol. 918	<p>The district is committed to the belief that all students can learn and acknowledges that schools and parents/guardians share a commitment to the educational success of students. In this shared commitment, the Board recognizes the vital role parents/guardians and family play in the education, welfare and values of their children. Therefore, to ensure that the best interests of each student are served in the educational process, a strong program involving open lines of communication and parents/guardians and school staff working together as knowledgeable, cooperative partners must be established.</p>
2. Authority Pol. 918	<p>The Board supports the development, implementation, and continuing evaluation of a parental and family involvement program that will involve parents/guardians at all grade levels in a variety of roles.</p>
3. Definition	<p>Parents/Guardians and community engagement program is defined as an ongoing process that assists parents/guardians and families to meet their basic obligation as a child's first educator, promotes clear two-way dialogue between home and school, and supports parents/guardians as leaders and decision-makers concerning the education of their children at all levels.</p>
4. Guidelines	<p>Communication</p> <p>Because parents/guardians are familiar with the needs, problems and abilities of their children, parents/guardians are requested to keep the school staff apprised of changes that may affect a student's conduct or performance. Throughout the school year, school staff shall communicate with parents/guardians either by telephone, in writing or in person if the student is suffering academically or behaviorally to make the parents/guardians aware of their child's needs and how a cooperative effort between the parent/guardian and school staff can enable their child to succeed.</p> <p>Cooperation</p> <p>The Board directs that the following activities be implemented to encourage parent-school cooperation:</p> <ol style="list-style-type: none">1. Parent-teacher conferences to permit two-way communication between home and school.2. Open houses in district schools to provide parents/guardians the opportunity to see the school facilities, meet the faculty, and witness school programs.3. Meetings of parents/guardians and staff members to explain and discuss matters of general interest.4. Meetings of staff members and groups of parents/guardians of students having special abilities, disabilities, needs, or problems.5. Special events of a cultural, ethnic or tropical nature that are initiated by parent groups; involve the cooperative effort of students, staff and parents/guardians; and are of general interest to the schools or community.

908. PARENT AND COMMUNITY ENGAGEMENT - Pg. 2

Parent/Guardian And Family Involvement Program

The parental and family involvement program may include the following:

1. Support for parents/guardians as school stakeholders with ownership in decisions made, as said they will be invited to serve in advisory roles when appropriate.
2. Promotion of clear two-way communication between the school and the family about school programs and student progress.
3. Assistance to parents/guardians and families in developing parenting skills to foster positive relationships at home, to foster positive relationships at home, to support children's educational efforts, and to assist their children with learning at home.
4. Involvement of parents/guardians, with appropriate training, in instructional and support roles at the school.

Parent/Guardian Responsibilities

The Board recognizes that parents/guardians have a responsibility and strongly encourages parents/guardians to support and encourage their child's career in school through the following actions:

1. Require that students comply with district policies and school rules and regulations and accept responsibility for their behavior.
2. Send students to school with proper attention to their health, personal cleanliness and dress.
3. Maintain an active interest in the student's daily work and provide appropriate supervision for completion of assigned homework.
4. Read, sign and return promptly all communications from school, when requested.
5. Attend conferences for the exchange of information on the student's progress in school.
6. Participate in school activities and special functions.

The Board supports professional development opportunities for staff members to enhance understanding of effective parental/family involvement strategies. The Board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental/family participation.

References: Board Policy - 221, 918

Contact:

Lisa Esch
362-3841
ext. 2511

for more information or to comment on this policy.

Pol. 221

George G. Blaisdell Elementary School TITLE I Parent Involvement Policy

The administration, faculty, and staff of George G. Blaisdell Elementary School recognize the importance of parental involvement in the goal of academic excellence for every child. This policy will serve as a guide for the involvement of parents. Working together as a team, parents and the school staff will prepare students to become lifelong learners.

The Title I Parent Involvement section of the No Child Left Behind Act (NCLB) requires each Title I school to develop a written parental involvement policy that describes the means of carrying out the requirements of Section 1118.

The George G. Blaisdell Elementary School will:

1. Convene an annual fall meeting to inform parents of the school's participation in the Title I program and to explain the requirement of the program and the parent's right to be involved.
2. Schedule parent meetings/activities, including parent conferences, at different times during the day.
3. Schedule regular meetings to share suggestions and to participate, as appropriate, in decisions relating to the education of their children.
4. Provide a school wide parent compact that outlines how parents, school staff, and students will share in the responsibility for improved student achievement.
5. Take the following actions to involve parents in the joint development of its school parental involvement plan.
 - a. Solicit input from parents at parent-teacher conferences, the annual meeting and through written communications.
 - b. Provide copies of the policy to parents and provide information for checking the policy online, in parent's native language when necessary.
6. Take the following actions to involve parents in the process of school review and improvement.
 - a. Survey parents at the end of each school year with a parent evaluation form.
 - b. Ask for verbal feed-back from parents at conferences and parent activities.
7. Provide parents of participating student with an information letter explaining their child's involvement in the Title I program at the beginning of the school year.
8. Provide parents with a description and explanation of the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet.
9. Assist parents in understanding the PA Common Core Standards.
10. Provide materials and training to help parents work with their children to improve their children's achievement.

**BRADFORD AREA
SCHOOL DISTRICT**

SECTION: COMMUNITY
TITLE: TITLE I PARENT AND FAMILY ENGAGE-
MENT
ADOPTED: MAY 14, 2018
LAST REVISED: NOVEMBER 11, 2019

918. TITLE I PARENT AND FAMILY ENGAGEMENT	
1. Purpose 20 U.S.C. 6318 Pol. 102	The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.
2. Definition	Parent and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parent is such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.
3. Authority 20 U.S.C. 6318 20 U.S.C. 6312 20 U.S.C. 6312 24 P.S. 510.2	<p>The Board directs the District and each of its schools with a Title I program to:</p> <ol style="list-style-type: none">1. Conduct outreach to all parents and family members.2. Include parents and family members in development of the District's overall Title I Plan and process for school review and improvement.3. Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:<ol style="list-style-type: none">a. Distributed in writing to all parents and family members.b. Incorporated into the District's Title I Plan.[3]c. Posted to the District's publicly accessible website.[4]d. Evaluated annually with parent and family involvement.4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.
4. Accessibility 20 U.S.C. 6318 Pol. 138	The District and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.
5. Delegation of Responsibility 20 U.S.C. 6318 20 U.S.C. 6312	<p>The Superintendent or designee shall ensure that the District's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of Federal Law.</p> <p>The Superintendent or designee shall ensure that the District and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:</p> <ol style="list-style-type: none">1. Providing communications in clear and simple language.2. Posting information for parents and family members on the District's website.

<p>Pol. 138</p>	<ol style="list-style-type: none"> 3. Including a telephone number for parents and family members to call with questions. 4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information. 5. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate. <p>The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide:</p> <ol style="list-style-type: none"> 1. An explanation of the reasons supporting their child's selection for the program. 2. A set of goals and expectations to be addressed. 3. A description of the services to be provided. 4. A copy of this policy and the School-Parent and Family Compact.
<p>20 U.S.C. 6318</p> <p>20 U.S.C. 6318</p> <p>Pol. 916</p>	<p>Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:</p> <ol style="list-style-type: none"> 1. Volunteer in their child's classroom. 2. Support their child's learning. 3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.
<p>6. Guidelines</p> <p>20 U.S.C. 6318</p> <p>20 U.S.C. 6318</p> <p>20 U.S.C. 6318 20 U.S.C. 6312</p> <p>20 U.S.C. 6318</p>	<p>Each District school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.</p> <p>The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.</p> <p>The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.</p> <p>At these meetings, parents and family members shall be provided:</p> <ol style="list-style-type: none"> 1. Timely information about programs provided under Title I. 2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards. 3. Opportunities to formulate suggestions and to participate, as

<p>20 U.S.C. 6318 20 U.S.C. 6312</p> <p>7. Building Capacity for Parent and Family Engagement 20 U.S.C. 6318</p>	<p>appropriate, in decisions relating to the education of their children.</p> <p>To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the District shall:</p> <ol style="list-style-type: none"> 1. Establish meaningful, ongoing two-way communication between the District, staff and parents and family members. 2. Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the District website, email, telephone, parent and teacher conferences, and home visits if needed. 3. Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty. 4. Analyze and share the results of the Title I Parent/Family Survey. 5. Post school performance data on the District's website. 6. Distribute and discuss the School-Parent and Family Compact. 7. Host various parent and family nights at each school building with a Title I program. 8. Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support. 9. Actively recruit parents and family members to participate in school review and improvement planning. 10. Assign District representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data,comprehensive plans and the budgeting process. 11. Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives. <p>If the Title I Plan is not satisfactory to parents and family members, the District shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.</p> <p>The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:</p> <ol style="list-style-type: none"> 1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic
--	--

<p>Pol. 102 Pol. 127</p> <p>Pol. 814</p> <p>Pol. 333</p> <p>20 U.S.C. 6318 Pol. 138 20 U.S.C. 7845 29 U.S.C. 3271 et seq 29 U.S.C. 701 et seq 42 U.S.C. 11301 et seq 42 U.S.C. 9831 et seq Pol. 212</p> <p>8. Coordinating Parent and Family Engagement Strategies 20 U.S.C. 6318 Pol. 138 20 U.S.C. 7845 29 U.S.C. 3271 et seq 29 U.S.C. 701 et seq 42 U.S.C. 11301 et seq 42 U.S.C. 9831 et seq Pol. 212</p>	<p>assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.</p> <p>2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:</p> <ul style="list-style-type: none"> a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution. b. Using technology, including education about the harms of copyright piracy, as appropriate. c. Providing information, resources and materials in a user friendly format. d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities. <p>3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.</p> <p>4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.</p> <p>5. Engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.</p> <p>6. Train parents and family members to enhance the involvement of other parents and family members.</p> <p>7. Adopt and implement model approaches to improving parent and family engagement.</p> <p>8. Establish a District-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.</p> <p>9. Engage community-based organizations and businesses in parent and family engagement activities.</p> <p>The District shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by Federal, State, and Local laws by:</p> <ul style="list-style-type: none"> 1. Involving District and program representatives to assist in identifying specific parent and family member needs. 2. Sharing data from other programs to assist in developing initiatives to
--	---

<p>9. Annual Parent and Family Engagement Policy Evaluation</p> <p>20 U.S.C. 6318</p>	<p>advance academic achievement and school improvement.</p> <p>The District shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all District schools with a Title I program.</p> <p>The evaluation shall identify:</p> <ol style="list-style-type: none"> 1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority. 2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. 3. Strategies to support successful school and parent and family interactions. <p>The evaluation shall be conducted through:</p> <ul style="list-style-type: none"> • Establishment of a schedule and process for the policy review and revision by parents and family members. • An evaluation of the effectiveness of the content and communication methods through a variety of methods. • A parent and family member and teacher survey designed to collect data on school level and District-wide parent and family engagement outcomes. • Focus groups. Parents and family members, and community members, unable to attend the focus groups in person shall have an opportunity to participate in an alternate format. • Documentation of parent and family member input regarding Title I programs and activities from throughout the year. • A parent and family advisory council comprised of a sufficient number and representative group of parents and family members to adequately represent the needs of the District's Title I population. <p>20 U.S.C. 6318</p> <p>The District shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the District's Title I Parent and Family Engagement Policy.</p> <p>10. School-Parent and Family Compact</p> <p>20 U.S.C. 6318</p> <p>Each school in the District receiving Title I funds shall jointly develop with parents and family members a School-Parent and Family Compact outlining the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:</p>
---	--

<p>Pol. 916</p> <p>Pol. 916</p> <p>11. Title I Funds 20 U.S.C. 6318</p> <p>20 U.S.C. 6318</p> <p>Pol. 333</p> <p>12. Documentation of Parent and Family Engagement Practices</p>	<ol style="list-style-type: none"> 1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards. 2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time. 3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. <p>Unless exempt by law, the District shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.</p> <p>Not less than ninety percent (90%) of the reserved funds shall be distributed to District schools with a Title I program, with priority given to high need schools. The District shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:</p> <p>Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.</p> <p>Supporting programs that reach parents and family members at home, in the community, and at school.</p> <p>Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.</p> <p>Collaborating or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.</p> <p>Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy.</p> <p>Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign-in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.</p> <p>Contact: Lisa Esch 362-3841 ext. 2511 for more information or to comment on this policy.</p>
--	---

Information for Acknowledgement Forms

Locker Waiver

Student Section:

I hereby agree to abide by the terms of Policy #226, Locker Search, and any other applicable policies of the Bradford Area School District relative to the use by myself, or if being signed by the parents or guardians, by the student whose name appears below for the school year shown above.

Additionally, I understand that such use of the locker does not indicate any level of ownership of such locker or storage area by myself, nor does it ensure any level of privacy beyond that of restricting open access to the contents by other students in the building. I also understand that such lockers are the complete and total property of the Bradford Area School District and remain as such at all times.

I may not use such assigned locker for the storage of contraband, a substance or object the possession of which is illegal, or any material that poses a hazard to the safety and good order of the schools.

I further understand that the assigned locker may be subject to random search, including canine sniff searches, as set forth in the policies of the Bradford Area School District.

Student Photo Release

Occasionally, teachers and the newspaper will take pictures of students within the school building. Pictures are taken only under the authority of the school. Every effort is made to ensure that the pictures are used only to report something positive in our building. We regularly post pictures to our school Facebook page.

Local Field Trips

Occasionally, teachers take the students for short trips off school property. They may go for a walk looking for certain types of leaves in the fall or down to the public library for a tour. Every effort is made to ensure that your child is safe. Please notify the school in writing if you **do not** want your child to go on the local field trips.

School Insurance

School Insurance is available for all students. If you are interested in receiving information concerning the insurance plan, please notify the school and we will send it home with your child.

Technology and Computer Use Agreement

Parent/Guardian Section:

I understand that the computers and other technology equipment in the Bradford Area School District have been purchased and installed for instructional and educational use only. I also understand that the use of networking and the Internet has opened a vast resource for school entities and that students now have opportunities to access research data bases that were unavailable to students in the past. I also understand that the Internet makes it possible for students to have access to possibly inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially-offensive or illegal material. The Bradford Area School District will use its best efforts to limit such access to only those areas which have educational value. However,

it is understood that there does exist the possibility of access to inappropriate material, and that any such actions by my son/daughter will be in violation of the stated goals and policies of this District and will be dealt with accordingly. Illegal use of technology may be reported to legal authorities for possible criminal prosecution.

Students of the Bradford Area School District have the privilege of using a wide-range of technology equipment. With that privilege goes the responsibility for the prudent care of the equipment and supporting materials. Penalties for the misuse of the district's computer and other technology equipment are set forth in Policy 814.1. Parents and students must be fully aware of the liability assumed while using this equipment and supporting materials.

District-Issued Student Device Guidelines

Student Responsibilities

- Bring the device to school every day.
- Make sure the device is fully charged.
- Care for the device properly.
- Keep the device in good repair.
- Keep the device secure.
- Never leave the device unattended.
- If storing device, lock locker (If Applicable).
- Report a missing or damaged device IMMEDIATELY to the school office or homeroom teacher.
- Student is responsible for password security.
- No one other than the student to whom the device is issued is permitted to use the device.
- Student is responsible for backing up data.
- Adhere to Policy 814.1 – Acceptable Use of Technology and Computers.
- Follow policy guidelines or be subject to Policy 218 – Student Discipline.
- Return the device in good condition upon withdrawal from school, at the end of the school year or prior to graduation, as directed.

Policies are available on the District website under the “District” tab in the top menu.

Care of Device

- Carry and/or handle the device with care.
- The device should be used on a flat, solid surface.
- Never apply stickers, marker or anything to any part of the device.
- Do not put the device in a position where there is any pressure on the device or anything on top; in a backpack or case of any kind where the device is squeezed (any situation where the device is under any pressure).
- Keep the device away from food and liquids (e.g. water, beverages, ink, paint, etc.) as to avoid spills that may damage the device.
- Never expose the device to extreme cold or heat; do not leave the device in a vehicle during the winter or summer for extended periods of time.

Bradford Area School District

George G. Blaisdell Elementary School Student and Parent Handbook

Each and every one of us would like to provide the best possible educational advantages for the youth of our community. We want all of our students to be successful. School personnel, parents and students must all try to fulfill their responsibilities for that success to happen. This handbook is intended to be a contract between school, parent and student to ensure that we are all doing our part for the well-being of our youth.

Bradford Area School District
George G. Blaisdell Elementary Student and Parent Handbook

Student Name: _____

Please sign below that you have read the handbook and understand it's a contract between the school, parent, and students. Additionally, please initial next to each topic to confirm that you have reviewed the respective sections.

_____ Parent/Guardian _____ Student..... Technology and Computer Use

_____ Parent/Guardian _____ Student..... Technology for Education Initiative

_____ Parent/Guardian _____ Student..... Locker Waiver

_____ Parent/Guardian School Insurance

_____ Parent/Guardian Student Photo Release

_____ Parent/Guardian Short Field Trip

_____ Parent/Guardian _____ Student..... Parent Handbook

Student Name/Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

*** Please remove this page from handbook and return to teacher.**

Bradford Area School District Early Dismissal Form

Parents/Guardians:

Early dismissal days can create problems due to the number of working parents. Early dismissal days are scheduled in advance on the school calendar. Provide the information below to your child's teacher in the event he/she should have alternative plans on those early dismissal days. If the information should change for any reason, please notify the school as soon as possible.

Please provide the information below and return to your child's teacher promptly.

Student's Name: _____

Teacher's Name: _____

Go home as usual: ☐ Yes ☐ No

If no, alternate plan as described: _____

Bus number (if riding an alternate bus): _____ (Bus Garage Phone No. 368-4714)

Parent/Guardian Signature: _____ Date: _____

Alternative busing requires 3 to 5 days notice to the bus garage.

Bradford Area School District Inclement Weather Form

Parents/Guardians:

Inclement weather (such as snow, ice, emergency situations & etc.) can create problems due to the number of working parents. If an early dismissal is needed due to inclement weather, please alert your child's teacher of their alternate plans. Please fill out this form for your elementary child and return it to the school. If the information you provided us should change for any reason, please notify the school as soon as possible. Latchkey will only open for one hour after dismissal. Please be prompt if your child is going to Latchkey.

Should school be canceled (prior to 6:30) a.m.) due to snow or other conditions, there will be NO Latchkey available on that day. When there is a DELAY in the start time, Latchkey will still open at 6:30 a.m.

Please provide the information below and return to your child's teacher promptly.

Student's Name: _____

Teacher's Name: _____

Go home as usual: ☐ Yes ☐ No

If no, alternate plan as described: _____

Bus number (if riding an alternate bus): _____ (Bus Garage Phone No. 368-4714)

Parent/Guardian Signature: _____ Date: _____

Alternative busing requires 3 to 5 days notice to the bus garage.

**Please remove this page from handbook and return to school
April 15 - April 18, 2024**

**Bradford Area School District
George G. Blaisdell Elementary School
Placement of Students**

Parents/Guardians:

We consider the placement of students in their classroom critically important. When deciding the child's assignment for the following year we consider many factors including the child's instructional level and learning style. We also consider any special circumstances that will ensure the child is in the correct placement. If there is anything you want us to consider when placing your child, please note it in the space provided. Return to the school office between April 11 - April 29, 2022.

Please do not request a specific teacher.

Child's Name _____

Parent's Name _____

“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@bradfordareaschools.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@bradfordareaschools.org

